Handbook for Project Beacon Teachers

Katherine Logan
The College at Brockport

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HANDBOOK
FOR
PROJECT BEACON TEACHERS

Katherine Logan

Submitted in Partial Fulfillment of Requirements Leading to Certification in Elementary School Administration and Supervision

The State University of New York College of Education at Brockport, New York
February 1968

Approved:

[Signature]

Faculty Advisor

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Dean
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ACKNOWLEDGEMENT

This investigator is under obligation to many people for their cooperation and assistance.

She is grateful to the director of Project Beacon, Mr. John M. Franco, for procuring a roster of the ABLE projects from the New York State Education Department.

She is particularly indebted to the former inner city teachers, Mesdames Margie Carson, Judith Cordello, Margaret Dyer, Estelle Kinn, Sylvia Levy, Mary Mitchell, Alice Mousseau, Angela Powell, Rosemary Regoni, Carol Santangelo, Mary Sculley, Ellen Sorensen, Mary Tucker, Cheryl Westfall and Mr. James Sculley who gave so generously of their time during the interview. A special thanks is extended to Dr. Lionel G. Metivier, faculty advisor, for his assistance and guidance.

Katherine Logan
SURVEY OF THE LITERATURE
In the very early days of our public school educational system, teacher orientation or in-service training was not of concern. Many teachers were ill prepared to teach and there was little thought of improving their skills. This does not mean to imply that there were no qualified teachers.

Before 1890, in-service training was for the untrained teacher. Teacher training institutions appeared on the scene in the latter part of the nineteenth century. These were called Normal schools. Students attending these schools had generally received their formal education in a rural ungraded or an elementary school in the city. About twenty years later state law made high school graduation a minimum requirement for licenses.

From 1890-1930, in-service training was to upgrade the teacher's performance in the classroom along with routine inspection. About this time the Normal school gave way to the four year teacher's college.

Beginning in 1920, the trend in in-service training began to move from the idea of upgrading the teacher
to that of professional growth of the staff. This is the accepted principle today. Teacher colleges have now become State Universities.

There is an increased demand upon administrators, supervisors and teachers for more effective teaching. More preparation is necessary. The trend is going from that of a Bachelor's degree as a minimum requirement for a classroom teacher to that of a Master's degree. In some areas an additional year of clinical experience is required along with the master's degree. Other professions require in-service education because research alters practice. As we learn more about child development, learning styles of individuals and how children and adults relate to one another in various situations, we too, will change or modify our teaching practices.

A teacher shortage has been created by the replacement of uncertified teachers, the increased birthrate, many and varied school programs and large numbers of teachers taking professional leave for further study.

The teacher training institutions have found it difficult to prepare each individual for every isolated school community in which a given teacher is likely
to be employed. The college can only prepare the teacher in a general manner as a classroom practitioner. Each school system has its own philosophy, objectives and prescribed manner by which it wishes to reach these objectives.

According to Elsbree, the purpose of a teacher orientation program is to:

1. Assist new teachers in settling down quickly to the work of school
2. To familiarize the recent appointee with the philosophy and resources of the school system and community
3. To assist in developing social and professional contacts essential to a satisfactory adjustment.
4. To improve the teacher's teaching skill
5. To give the teacher a sense of belonging and help him develop a healthy emotional outlook.

Teacher orientation may be defined as all the activities engaged in by the professional personnel designed to contribute to improvement while on the job.
An effective orientation program is one which offers a personal service to the teacher and also provides professional help.

A teacher likes to know how much authority and responsibility he has. New teachers should receive as much information about routine procedures as possible before the opening of school in the fall. A friendly letter of welcome from the principal is appreciated along with such information as, length of school day, what to do in case of illness, fire and air raid drill procedures, teacher substitute folder, health benefits, school roster, lunch room procedures, room assignment, class achievement, and school calendar. Receiving this information in advance gives the teacher an opportunity to read and become familiar with it, rather than having to absorb so many things at one time upon the opening of school.

Many school systems make use of a one day to a week preschool workshop. This gives the teachers an opportunity to get acquainted with each other and other staff personnel. It provides an opportunity to ask questions they may have about information they have received through the mail, to raise questions about their individual assignments or the school program.
Teachers may wish information not included in a communication or interview.

In Sault Ste. Marie, Michigan schoolmen have worked out what they consider an effective solution to their problem. They have compiled a checklist of twenty-two important questions to be used by principals and teachers. These basic questions touch on all the essentials a new teacher needs to know from fire drill to room decorations. Their philosophy is, help people find out what they need to know before they need to know it.9 (Holloway p. 59)

Human relations is a most important factor in any kind of program being undertaken. Phillip M. Marcus indicates that increased production and higher morale exist when there is group orientation.10 (Marcus p. 15-19) A conscientious effort should be made to make the new appointee a well informed member of the staff.

The superintendent has a role to play in helping new teachers adjust. "He should discuss the system's educational philosophy and the major objectives which influence the schools. He should deal with the significant limitations of the community, its school system and sources of strength which should be taken
into account in making plans and in teaching.
Racial distribution, citizenship status, community
ideals and attitudes, local prejudices, community
activities, general school conditions, general policies
of the school board and the like are kinds of informa-
tion to be imparted.\(^3\) (Kyte p. 391-2)

Superintendent David M. Evans of Covington,
Kentucky in a note to his principals stated, "Make
your new teachers feel they have at least one friend
in the school".\(^1\) (Fenner, R. 9)

In Mesa County, Colorado, the education associa-
tion sends each newcomer a Teacher's Kit on the
community prepared by the local education association
and other community groups. There is a host teacher
in each school to assist the new teacher with housing,
transportation, babysitting and any other immediate
needs he or she may have.\(^1\) (Fenner, p. 9)

The "buddy" system has been found to be of value
in helping the new teacher to adjust. The psychological
barrier between administrator and teacher is not pre-
sent. The new appointee is, therefore, likely to
express his true concerns and feelings. Through this
"buddy" system the new teacher is helped and the
administration is assisted in that, information is readily available.

Whatever form the orientation program follows, it must be planned early. All of the planning except for perhaps a very few details should be completed by the close of school the school year before. Planning for the next year begins at the end of a given program with the evaluation by the participating teachers. The programs should be varied in order that a high level of interest may be maintained by the participants. This requires creative imagination on the part of the planners.

"The first inservice programs were for school administrators to acquaint teachers with specific techniques they were expected to use in the classroom in teaching reading, writing and arithmetic. Additional subjects were added such as art, physical education and science. What to teach, how to teach it, and when to teach it were the important issues. As more understanding of individual differences of children increased, the school curriculum became less rigid and teachers began to discuss their problems"6 (Spears, p. 360)

"The orientation of new teachers is an offshoot of the inservice training idea, with its beginning before the teacher ever steps into the classroom of the new school district and its termination some time during the first school year. In a sense it has no termination, for it leads eventually into the regular in-service
activities of the experienced teachers with the new teachers hardly knowing where the one left off and the other began. (Spears, p. 262)

"The quality of any school system may largely be determined by the quality of the inservice educational program involving the total professional staff." (Moffitt, p. 8) An effective inservice program is one in which teachers help themselves to grow in service. The entire teaching staff should be included and not limited to new teachers only.

Other forces are determining a need for an ongoing inservice educational program. The role of the government with the millions of dollars it provides in funding programs, foundation grants all the way down to the elementary school level make their impact.

Elementary teachers would seem to need a great deal of help because of their role in the self contained classroom. Many of the new problems confronting education today are not limited to local interest but are national in scope. Teachers need to know when, where and how to use technology. They need to know a school system's philosophy in adapting it to learning.

The shifting of the population from rural to urban brings with it unique problems. One, is that of
meeting the needs of its disadvantaged youngsters to which the school must address itself.

Teachers move from one community to another and from one section of the country to another. The cultural levels of the new community may differ, therefore, teachers need to understand the people and their problems as they relate to education.

Organization is foremost for an effective program. There should be representatives who plan the program as well as decide how it is going to be evaluated. The design and structure must be an outgrowth of the problem. "Probably the most satisfying in-service program is one planned on the expressed needs of individual teachers".8 (Brandon p. 341)

In the Spring Branch school system, Houston, Texas, the teachers have charge of the orientation program. The administration is invited to attend. All of them do. They help in planning and assist in any way possible. The program is of, by and for the teachers. They feel a part of the activity. The philosophy behind this approach is that most teachers know what is wrong with orientation meetings and what could be done to improve them.

There is a coffee hour preceding the meeting
followed by guest speakers, who present short, well planned talks. In all the meetings, stimulation or motivation is the keynote. The large group divides into smaller groups with a common interest. The smaller groups are chaired by a teacher or an administrator with considerable experience in that field. Each group seeks new and improved methods of instruction. New ideas and techniques are brought out by the persons who must use them. Meetings are open to all school personnel.12 (Shelton p. 53)

In-service demonstrations and meetings continue the orientation program throughout the year. Some meetings may be general while others may be on a departmental level. This is better than trying to involve the entire staff in a single problem. The individual faculty is the best organizational unit for in-service. It is composed of people with different abilities and training, yet the members have common interests. The size of the group is also important. By organizing around individual faculties, programs can be tailor made for the group.

Educational concepts do not remain stable. They shift with the times. As teachers prepare changes in
curriculum and devise new teaching techniques, they are growing in insight and teaching skills. A faculty that works together gets to know each other in many ways not possible in a day to day casual manner. Some problems may not be of an academic nature but ones of a social or emotional nature.

According to Wiles, inservice training should be part of the teacher's work load. It should not be added to an already full schedule. Some possibilities are (1) a pre-school conference, with pay (2) hire substitute teachers to work while observations are provided for the staff (3) early dismissal in order that meetings may be part of the school day. 7 (Wiles p. 266)

The workshop is a popular technique used in inservice training. It lends itself well to all size groups for conference or study. It provides expert participants. If consultants are used, the leader should be made familiar with the problems of the administrators and teachers involved. He should have as much information as is available about the problem. Teachers should be allowed to concentrate on their areas of particular interest in the workshop. There
can be a pooling of ideas and sharing of information, thus resulting in greater resources being available for use in all aspects of the problem-solving process. The workshop develops knowledge in the utilization of democratic procedures. There should be constant evaluation of various phases of the workshop throughout the period.

In Austin, Texas, the Board of Education extended the school year thirteen days in June for workshops as part of the teacher's working year.² (Henry) Workshops may be held before the opening of school, during the school year or at the close of the school year. It is a flexible plan.

Action research is another technique used for in-service training. "It is research undertaken by practitioners in order that they may improve their practices".² (Henry p. 63) It has been increasingly recognized over the past two decades as an instrument to develop the ability and desire in teachers to apply the methods of science in attempting to find a solution to their problems.

Teachers tend to teach as they were taught. Inservice should free the teacher's psychological block and encourage them to develop a scientific
method of teaching for their own use. Action research requires that judgment be based on knowledge.

Technological advances and the knowledge explosion in which the amount of available information is doubling every ten years are requiring changes in curriculum. Continuous education is unavoidable. Modern in-service educational programs must take into account what has been learned through research. What better person is there to try some of these findings than the classroom teacher who is with the child several hours each school day. Inservice training can serve as a medium through which a teacher can experiment with some of their findings.

An effective in-service program is one that is carried on as long as it benefits the teacher.
PRESENTATION OF THE PROBLEM
Chapter II

A large number of teachers leave the inner city schools for either the suburbs or the outer area schools each year. Project Beacon's program is in five inner city schools. The project director constantly finds himself in the position of having to orientate new teachers in the Beacon schools to its philosophy and goals at the basic level each year. This orientation needs to be done as quickly and effectively as possible early in the school year, in order that, Beacon type activities can be included in the teacher's lesson plans.

During the 1966-67 and 1967-68 school year, there were eight release time meetings for the Beacon grades. It was not feasible to give a basic orientation at that time to the new teachers of the group because (1) this would have been impalatable to those who were not new to the program (2) the meetings were generally structured around outstanding guest speakers in the field of education and classroom demonstrations. It was felt that all teachers should be involved in all the experiences programmed.

By contractual agreement between the city school district and the teacher's negotiating body, namely, the Rochester Teacher's Association, noon time meetings
were discouraged. There was usually a general faculty meeting after school each week but inasmuch as the project involved only the kindergarten through third grade levels, weekly faculty meetings did not lend themselves very well to the orientation of the Beacon portion of the staff.

In order to be properly oriented to the Beacon program, a series of meetings would have been advantageous rather than a single one. The quantity of information was too great to be absorbed at one time along with all the other adjustments the new teacher had to make. She needed a ready reference to which she could refer when the need arose.

The investigator wished to know how other Project ABLE directors or coordinators handled the problem of teacher orientation throughout the state of New York. A letter (appendix C) was written to each of the twenty-eight directors asking them:

1. What procedures they used to orientate teachers.
2. Goals and philosophy of their specific program.
3. When this orientation took place.
4. Who was responsible for the orientation.
An examination was made of the roster of each Beacon school dating back to 1964 to determine the number of teachers new to the project each year since its inception. The results were as follows:

**Table I Teachers new to Project Beacon 1964-68**

<table>
<thead>
<tr>
<th>Year</th>
<th>School No.</th>
<th>Total No.</th>
<th>Total No. Project Teachers</th>
<th>New Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964-1965</td>
<td>2</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>27</td>
<td></td>
<td>27</td>
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<tr>
<td></td>
<td>15</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>8</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

| 1965-1966| 2          | 16        |                             | 9            |
|          | 6          | 29        |                             | 20           |
|          | 15         | 7         |                             | 3            |
|          | 27         | 14        |                             | 4            |
| Total    |            |           |                             | 36           |

| 1966-1967| 2          | 21        |                             | 14           |
|          | 6          | 29        |                             | 15           |
|          | 9          | 7         |                             | 7            |
|          | 15         | 9         |                             | 4            |
|          | 27         | 19        |                             | 7            |
| Total    |            |           |                             | 85           |


- 15 -
The attrition rate of teachers in the five schools at the Beacon level was 54% the year 1965-66, 42% the year 1966-67 and 29% the year 1967-68. The investigator was interested in knowing why this phenomenon existed in the inner city schools as opposed to the outer city schools.

Fifteen teachers who had previously taught in an inner city school and are now teaching in either a Rochester school removed from the inner city or in a suburban school were chosen for this study. These teachers left the inner city schools of their own volition either by a request for transfer or by resignation.

The following teachers were chosen:

<table>
<thead>
<tr>
<th>Name</th>
<th>Employed By</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Margie Carson</td>
<td>Penfield District</td>
<td>2</td>
</tr>
<tr>
<td>Mrs. Judith Cordello</td>
<td>Rochester #23 School</td>
<td>2</td>
</tr>
<tr>
<td>Name</td>
<td>School/District</td>
<td>Number</td>
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</tr>
<tr>
<td>Mrs. Margaret Dyer</td>
<td>Brighton District</td>
<td>2</td>
</tr>
<tr>
<td>Mrs. Estelle Kinn</td>
<td>Rochester #46 School</td>
<td>3</td>
</tr>
<tr>
<td>Mrs. Sylvia Levy</td>
<td>Rochester #49 School</td>
<td>1</td>
</tr>
<tr>
<td>Mrs. Mary Mitchell</td>
<td>Churchville-Chili District</td>
<td>2</td>
</tr>
<tr>
<td>Mrs. Alice Mousseau</td>
<td>Rochester, #44 School</td>
<td>1</td>
</tr>
<tr>
<td>Mrs. Angela Powell</td>
<td>Wheatland-Chili</td>
<td>3</td>
</tr>
<tr>
<td>Mrs. Rosemary Regoni</td>
<td>Churchville-Chili District</td>
<td>2</td>
</tr>
<tr>
<td>Mrs. Carol Santangelo</td>
<td>Rochester, #11 School</td>
<td>2</td>
</tr>
<tr>
<td>Mr. James Sculley</td>
<td>Pittsford District</td>
<td>1</td>
</tr>
<tr>
<td>Mrs. Mary Sculley</td>
<td>Rochester, #41 School</td>
<td>3</td>
</tr>
<tr>
<td>Mrs. Ellen Sorensen</td>
<td>Gates-Chili District</td>
<td>1</td>
</tr>
<tr>
<td>Mrs. Mary Tucker</td>
<td>Rochester, #38 School</td>
<td>3</td>
</tr>
<tr>
<td>Mrs. Cheryl Westfall</td>
<td>Pittsford District</td>
<td>1</td>
</tr>
</tbody>
</table>

A one hour personal interview was conducted to determine some of the most common reasons why they left the inner city school.

The questions below were used as a guide in the interview.

1. Do you have more materials to work with in your present teaching situation than when you taught in an inner city school? ____
   (a) If yes, what kinds of materials _____
   (b) Fewer materials _____? What is lacking? _____
(c) Same amount? 

2. Do you have more supervision of instruction in your present assignment? If yes, by whom? If no, would you like more? In what subject?

3. Do children come with as many problems which you would expect to affect learning? If yes, what are some of them? If no, what differences do you note?

4. Do you feel that discipline is easier? If yes, how? If no, how does it differ? Is there a special person to handle discipline problems? If yes, who?

5. Are the discipline problems of the same nature? What are they?

6. How would you compare the administration of the two schools? How does class size compare? Present situation? Inner city?
8. What is the most dramatic difference between your present teaching situation and that in an inner city school?

9. Is your present teaching experience more rewarding? How?

10. Do you spend as much time on readiness in introducing a lesson in any given subject?

    (a) approximately how much time?

    (b) approximately how much time in the inner city?

11. How would you compare the amount of work completed in a day's plan?

12. Are you as physically tired at the end of a day's work?

13. Are you as mentally tired at the end of a day's work?

   For the purpose of this study it was necessary to hypothesize that the teachers would give the following reasons for leaving the inner city schools:

   1. Wanted a new experience, meaning, they wanted to teach children of a different racial and
PRESENTATION OF INFORMATION
Chapter III

A response was received from 21 of the 28 Project Able Directors indicating the procedures used to orientate new teachers to their program. The programs of Project Able are varied in nature and many have unusual emphases (appendix B p.1).

Rochester with 2,725 pupils included in its program was only exceeded by the Brentwood, N.Y. program with 6,171 pupils. Eighteen of the 28 programs served less than 200 pupils (appendix B p. 2). Included in the responses to the investigator's letters (appendix D) were five of the ten programs serving more than 200 students.
cultural background.

2. Discipline problems - the inability to cope with these and still have time to teach.

3. Lack of pupil motivation - a single stimulus would not hold the attention of many of the children.

4. It was hard work mentally.

5. Some classes move too slowly.
### Table 2

**Distribution of Inservice Orientation Programs in Project Able**

<table>
<thead>
<tr>
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<td>2. Amsterdam</td>
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<td>3. Connetquot Center</td>
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<td>4. Great Neck</td>
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<td>5. <em>Greenburgh</em></td>
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<td>x</td>
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<td>6. Hempstead</td>
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<td>7. <em>Ithaca</em></td>
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<td>x</td>
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<td>8. Jamestown</td>
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<td>9. Kingston</td>
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<td>10. Lawrence</td>
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<td>11. Long Beach</td>
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<td>12. Mt. Vernon</td>
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<tr>
<td>16. Rome</td>
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<td>x</td>
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<td></td>
<td></td>
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<td>20. Three Village</td>
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<td>21. Winson</td>
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*Programs with over 200 Pupils*
Twelve of the twenty-one programs reporting used meetings as the primary means of orientating teachers.

Twelve used individual contacts by the project director.

Eight used inservice workshops.

Three used pre-school orientation.

One used a district conference.

Two used visitations to other programs.

Four districts used the program coordinator as the person to do the orientation.

Three districts used the team approach in orientating the new teachers. Teachers, reading specialties, coordinators, psychologists, social workers and principals gave generously of their time to perform this task.

Eight districts used one orientation procedure, four used two, five used three, two used four and one used five. Of the five programs serving the largest number of children, three used one orientation procedure, one used three and one used five. The one which used the largest number of orientation procedures served 255 youngsters. The program (reporting) which served the largest number of pupils used the three procedures.
Some programs involved a small number of teachers and there were frequent, informal meetings over lunch as the need arose. Where there had not been a turnover in faculty no real problem was evident as far as orientation was concerned. These teachers had helped to formulate the goals, philosophy and procedures of the program. Some of them had volunteered for the program. The data received by the investigator did not disclose the number of teachers involved in the project in every instance.

Responses from Former Teachers

The fifteen former inner city teachers gave the following responses to the interview (appendix E):

Q. Do you have more materials to work with in your present teaching situation than when you taught in an inner city school?

All of the fifteen stated they did not have more materials with which to work. Eleven of the fifteen stated they had fewer materials, four of the fifteen considered the amount of materials comparable to that in the inner city schools. These four were employed in suburban schools, however, some suburban teachers were among
the eleven who stated they had fewer materials. The materials they felt lacking were:

<table>
<thead>
<tr>
<th>Materials</th>
<th>no. of teachers</th>
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<tr>
<td>Sufficient playing records</td>
<td>2</td>
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<tr>
<td>Day to day expendable supplies</td>
<td>2</td>
</tr>
<tr>
<td>Sufficient textbooks</td>
<td>2</td>
</tr>
<tr>
<td>Audio-visual equipment</td>
<td>2</td>
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<tr>
<td>Resource Center</td>
<td>2</td>
</tr>
<tr>
<td>Classroom library</td>
<td>1</td>
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<tr>
<td>Ditto machine</td>
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<tr>
<td>Workbooks (1 per pupil)</td>
<td>1</td>
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</table>

A first grade teacher in a peripheral school did say that she had more toys and puzzles for the children to use.

Q. Do you have more supervision of instruction in your present assignment?

Six teachers said they had more supervision of instruction, five did not have as much and four had about the same amount.

One teacher expressed the desire to have more supervision of instruction. There was less than was experienced in the inner city. Help was wanted in all subject areas. The teachers had to rely on the grade chairman
a great deal for help.

One teacher said that there were a lot of curriculum committee meetings. The teachers shared their problems at that time. The principal met with the committee about twice a year.

Another teacher stated that the inexperienced teacher got what help she needed or what she asked for.

One teacher said there was closer supervision of instruction because of tenure and the merit pay system after the eleventh step. The teachers rated themselves.

In each of the fifteen schools the principal had the role of supervisor of instruction.

Q. Do the children come with as many problems which you would expect to affect learning?

Thirteen of the fifteen said that children did not come with as many problems which one would expect to affect learning. One stated that the children did come with as many problems. This teacher said that the
composition of the neighborhood was undergoing a change. There were family problems, broken homes, non-support and children were lacking in a wide background of experiences. The 15th teacher said that there was a need for speech improvement among a large portion of the school population. Many of the pupils are foreign born.

Differences noted with non-inner city students

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<th>No. of Teachers</th>
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<tr>
<td>- more families helped the children with school work at home. The children were eager to learn. They had more books at home. The children brought in resource materials to the classroom.</td>
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<td>- the children were less emotional.</td>
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<td>- the four children in one classroom on open enrollment* were not able to keep up academically.</td>
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<tr>
<td>- the kindergartners were ready for formal learning upon entering in September.</td>
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*A system of voluntary busing of pupils to schools outside the inner city in order to comply with a state mandate to racially integrate the schools.
they were acquainted with the use of materials. You did not have to teach them how to use scissors, paste, paint or clay.

1 - the children were better cared for on the whole. Their homes were quieter. There was full time supervision. It was easier for parents and teacher to agree on a solution to a problem.

1 - suburban children were highly motivated because of pressure from home. They seemed to have more self-control.

2 - the children attached more importance to learning.

3 - they had a wider background of experience.

2 - there was more parental interest.

1 - the kindergartners were socially immature but intellectually mature. Many of the activities which were carried on in the inner city kindergarten held no excitement. They had experienced many of the activities with their own families.

1 - the enthusiasm the children came with made the job a great deal easier.
1 - the children were a lot calmer. They did not fight as easily.

1 - many inner city children came with problems the teacher was not aware of until there was an outburst of temper.

1 - the parents of the P.T.A. would complain to right a bad situation, for example, there was a large class size of thirty-five, they complained and the class size was reduced.

2 - the children seemed better fed and rested.

Q. Do you feel that discipline is easier? If yes, how? If no, how? Twelve said that discipline was easier while three said, no. Among those who said, "yes", the comments were:

No. of teachers

1 - discipline was easier but a breakdown in behavior became evident as more parents began to work. More children began going to a baby sitter at noon. More families began to move to the suburbs.

1 - the children understood that "No" meant no.

2 - the children responded to a command more readily.
the teacher did not have to raise her voice.

the children were far more sophisticated.

they were better listeners.

the children possessed more self-control and were able to handle themselves in a positive way if a problem arose involving another person.

the teacher needed only to make reference to contacting the parents and that was sufficient. He responded in an acceptable manner.

this was not a first school experience for many of the kindergarten children.

there were not as many problems. The children were not nearly as upset.

the teacher never had discipline problems.

the teacher could talk to the principal readily about any discipline problem because of the small school size. The teachers knew all the parents and the parents would come in.

The comments from those who said "NO" were
There was never a very bad discipline problem. In any kindergarten classroom one may give an order twice.

It is just as bad. There are the same problems.

The parents tended to take sides with the child when a problem arose in school.

Q. Are the discipline problems of the same nature? If so what are they?

Three said the discipline problems were of the same nature. Eleven said they were not.

The teachers who felt that the discipline problems were not of the same nature observed that

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<th>No. of teachers</th>
<th>The children did not resent authority.</th>
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<td>They did not pout.</td>
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<td>1</td>
<td>there was very little fighting</td>
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<td>1</td>
<td>the things teachers got excited about</td>
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<td>1</td>
<td>were ignored in the inner city.</td>
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<tr>
<td>1</td>
<td>there was no acting out of hostility</td>
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<td>1</td>
<td>through open speech and action.</td>
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<td>1</td>
<td>the children were more talkative and social.</td>
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<td>1</td>
<td>the pupils were vandalic against materials and property.</td>
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</table>
the children were not as aggressive.
the children did not accuse one another as much. They never quarreled over a pencil because they had several pencils. There was less need for change of pace activities.

the children were more spoiled. They had too much. The parents expected too much of them.

it was not as hard to discipline individual pupils in the classroom. When an individual was being disciplined, it did not stimulate the other part of the class toward unacceptable behavior. The pupils seemed to have more ability in self-discipline.

the parents were too busy for their children. Many of them were having a problem breaking into suburbia and were forcing values on their children which they could not handle. There was a certain pseudo-sophistication. They were quick to shift the blame for their
children's shortcomings. An example was cited of a family who had moved from a non-inner city area. The father had been forced to take a second job and the mother took in a foster infant for extra income. Excuses were constantly made for the misbehavior of one of their own children such as, he was that way because he began school in the Rochester City School District or he was too weak as an infant and toddler to be disciplined.

One of the teachers who felt that the discipline problems were of the same nature said that among the upper graders, there was smoking, carrying of matches, over talkativeness and inattentiveness.

Q. How would you compare the administration of the two schools?

Ten teachers felt that the administration of the schools were on par. One felt that the inner city school administration was stronger and four thought the administration in the non-inner school was weaker. It was stated that one dramatic difference between administrations was in that, in the inner city
school the child came first while in the other schools the parents came first, the teacher and last of all the child. Some observations were made about non-inner city school administrators:

No. of teachers

1 - they did less work than their counterpart in the city

1 - the principal knew what was going on. He related well to people. It was a more relaxed situation.

1 - a small school was friendly, nice, less formal

1 - there was more closeness between principal and faculty.

Q. How does class size compare? Present situation? Inner City? Eight of the fifteen teachers said they had a smaller class size in the non-inner city school. The numbers ranged from 23 to 27 whereas in the inner city the numbers ranged from 26 to 31.

Three had the same number of pupils ranging from 25 to 27. Four teachers had larger classes in the non-inner city schools ranging from 25 to 35.
students as compared to a low of 23 to a high of 26 in the inner city.

Q. What is the most dramatic difference between your present teaching situation and that in an inner city school?

No. of teachers

1 - the children were superior in caring for materials.

2 - the children were motivated and mentally alert. There was no need for constant re-teaching and drill.

1 - the children were more verbal.

4 - the readiness the children brought with them for learning. They were excited about school, you didn't have to excite them.

1 - it was like teaching in a fishbowl in the inner city with so many people being brought into your classroom unannounced.

1 - the ability the teacher discovered she had in maintaining discipline.

1 - the teaching situation was more relaxed.

Things began to unnerve her in the inner city. She didn't feel that it was the children. Something was forever being demanded of you.
There was not enough time for teaching.
There was too much supervision.

2 - quietness

1 - the calibre of teaching personnel was far superior and interested in the professional growth of the staff.

2 - there was less personal and emotional involvement with parents.

1 - the greater amount of time for actual formal teaching. There was less frustration on the part of the teacher because there was less to worry about in terms of whether she was doing the right thing for each child.

1 - the program was more flexible in the inner city classroom. This was necessary to stimulate the pupils. There were few classes where you could go on with that grade's course of study. The pupils had to be kept busy to keep them out of mischief.

2 - kindergarten was not the child's first experience in school.

1 - the teacher was able to start a formal kindergarten program at the very beginning of the school year. The children were more sheltered and less able to take care of
themselves physically.
1 - there was almost no free play in the kindergarten because the administration wanted an all structured program.
1 - in kindergarten, all of the children could write their names and numbers from one to ten when they entered in September. By June most of the children could write and read simple words.

Q. Is your present teaching experience more rewarding?
If yes, how? If no, why not?

Four teachers said the experience in the non-inner city schools was more rewarding, eleven said it was not. The comments were:

No. of teachers

2 - the teacher had a feeling of accomplishment in what she was doing.
2 - there was less emotional involvement.
There was not so much frustration.
8 - discipline was no problem. More could be accomplished.
1 - when things come easy you don't have to work as hard. The teacher had to constantly
re-motivate himself to be on the alert for materials in order that a breath of freshness would be found in the program.

1 - the experience was less rewarding because the children and parents expected things as a matter of course.

1 - the inner city kindergartners came with such a meager background of experiences and readiness that you felt rewarded in that you were giving them something.

Q. Do you spend as much time on readiness in introducing a lesson in any given subject? Approximately how much time in the inner city?

The teachers preferred to use the subject reading as an example. Three of the ten subject area teachers stated that they spent as much time on introducing a reading lesson. Two of the three spent fifteen minutes and one spent one hour. Seven spent less time on readiness. Six of the seven spent fifteen minutes while one spent ten minutes.

In the inner city school, one spent an average of twenty minutes, one spent twenty-five minutes and three spent thirty minutes.
Q. How would you compare the amount of work completed in a day's plan?

All fifteen teachers said that they covered more work in a day. One said that she had to plan some extra work because very often what had been planned was completed ahead of time. One teacher observed that in the inner city there were times that she was working on Wednesday's plan on Friday. The reasons given for the ability to cover more work were that there were no discipline problems, the grade moved faster because the pupils were more highly motivated.

Q. Are you as physically tired at the end of a day's work? Are you as mentally tired at the end of a day's work?

Four teachers replied that they were as physically tired, eleven said they were not. They responded the same way on mental tiredness. The four teachers who stated they were as physically tired said this was so because they were doing more extra things. One teacher said that teaching in the non-inner city classroom was not as hard on her physically. While
teaching in the inner city she often went home shaking she was so tired. Some additional comments made by teachers were:

- in one suburban school the lowest reading group was comparable to the middle group when she taught in the inner city.
- the children made me nervous because they were so noisy. There was less need for change of pace activities because there were no discipline problems
- a teacher said that she missed the inner city school yet when there, she felt that she was beating her head against a wall. If the class size was ever reduced to fifteen she would like to return. She was very pleased working with inner city parents. They didn't know how to be interested.
- a teacher said that her job was fairly easy. The children responded readily which in turn kept her enthusiastic. Any fairly good teacher could do the same job in a suburban school but in the inner city one had to be a good teacher to really teach.
A suburban teacher said that she could go to school not feeling well and felt that she could make it through the day. She felt that she was in a situation she could cope with.

A teacher in a peripheral school said that, there were no phone calls at night. She never had dealings with the Society for the Prevention of Cruelty to Children. She appreciated the experience in the inner city. She learned a lot. She would go back. The parents expected more of the teacher. They felt that the teacher never did enough. Inner city parents appreciated the teacher.

A teacher in a peripheral school stated that she missed the inner city children. She was happy where she was because she was near home.

A lot of money was spent foolishly on an artmobile, a bookmobile and trips when smaller class size and remedial reading teachers were of greater priority. She was so terribly frustrated she felt that she was not or could not do the job she felt she was capable of doing. Her health improved
as a result of the change in schools.
SUMMARY
Responses of Former Inner City Teachers

The hypothesis was that teachers would give the following reasons for wishing to transfer from an inner city school (1) because they wanted a new experience meaning, they wanted to teach children of a different racial and cultural background (2) discipline problems - the inability to cope with these and still have time to teach (3) lack of pupil motivation - a single stimulus would not hold the attention of many of the children (4) it was hard work mentally (5) some classes move too slowly.

The interviews indicated hypothesis numbers two through five to be accurate. The questions used for the interview were not structured to elicit a response to hypothesis number one.

Hypothesis No. 2

Discipline was the foremost concern of the teachers while teaching in the inner city. All stated that because discipline was not a problem in the non-inner city school, they were able to accomplish more work. One teacher discovered that she did have the ability to control a group of youngsters. She had not experienced this gratification in the inner city. The
teachers felt that help was readily available when or if needed and that this was directly related to the small size of the school and the familiarity of the principal and teachers with the parents of the school. In a large school, as the inner city schools tend to be, a large portion of the supervisor's time is spent with administrivia. All of the teachers were re-employed in smaller schools.

Eleven of the teachers did not perceive the discipline problems to be of the same character. Discipline problems in the non-inner city schools involved being talkative and playful at a time when it was not appropriate and vandalic against materials and property as opposed to hostility toward others by the inner city children. The children were generally quieter and seemed to feel competent to the task in treating a given situation, whereas, in the inner city school they felt inadequate in handling the outward aggressions of strife and hostility when they arose in the classroom.

Hypothesis No. 3

Next to discipline, a lack of motivation was a factor influencing the teachers to want a change of
school environment. The children entered school with a higher level of readiness for academic instruction. They had an exuberance for learning which served as a stimulus to the teacher. Seven of the teachers spent less time on the introduction and readiness step in a reading lesson. The average time spent on motivation was fifteen minutes as compared to an average of thirty minutes in the inner city.

In spite of the low level of motivation and disciplinary problems emphasized by the teachers, eleven of the fifteen did not find teaching in a non-inner city school more rewarding. They perceived themselves as making a contribution to the education of the pupils, at a different level. This was indicated by such statements as, "The inner city kindergartner came with such a meager background of experiences and readiness that you felt rewarded in that you were giving them something" One teacher said that she would like to return to an inner-city school if the class size was reduced.

There was one teacher who seemed to feel that when both parents of her pupils became employed outside of the home, the children began to show signs of unacceptable behavior in school. Another teacher emphasized that many of her mothers and fathers worked and that
many of the parents had problems in the home but could hide them better than the inner city parents.

One might conclude from these observations that (1) when there is a change in the home environment of a child there may be a reflection of this in his behavior in school and (2) non-inner city parents have a high level of sophistication.

Hypothesis No. 4

Eleven teachers did not feel as physically or mentally tired at the end of a day's work. The four who did attributed this to the fact that they were doing more because the class moved along faster, therefore, demanding more of them.

Hypothesis No. 5

All of the teachers enjoyed the kind of class which could move along at a pace which enabled them to complete all or nearly all that was planned for a given day. No teacher expressed a displeasure in her present teaching assignment.

All of the teachers indicated they were able to cover more material in the course of study because of the absence of disciplinary problems and the presence of high motivation.

A reduction in class size in the inner city school
would be attractive to some teachers. Eight of the teachers had smaller classes in the non-inner city schools. The feeling was that with smaller numbers a situation did not seem insurmountable.

Only one teacher expressed a desire for more supervision of instruction. One of the fifteen teachers had less than three years teaching experience.

It was often said that the inner city schools lacked adequate teaching materials. The investigator did not find this to be a fact with the teachers interviewed. Eleven asserted they had fewer materials with which to work in their new assignment. Two teachers expressed that there was an insufficient quantity of day to day expendable supplies. Three teachers noted that there were insufficient textbooks for the class. This deficiency received the highest response.

There was a general feeling of cooperation, concern and interest shown by parents in the suburban and peripheral schools for the school itself and the well-being of their children. One teacher felt that she and the parents experienced no difficulty in attaining a solution to a given problem.

Orientation of Teachers in Other ABLE Projects

Orientation of new teachers was handled in a variety
ways in the Able Projects. The nature of the program, to some degree, determined the procedure used for orientating new teachers. Individual contacts, staff meetings, inservice workshops, pre-school orientation workshops, district conference and visitations to other project schools were used singly or in combinations.

A single orientation procedure was used by most of the projects reporting followed by two procedures used by the next highest number of projects. The procedures were almost evenly divided between individual contacts with the teachers involved, staff meetings and inservice workshops.

It was interesting to note that one of the smaller projects, 255 pupils, employed the largest number of orientation procedures namely, five.

A thread throughout the responses emphasized the prime importance of choosing the right teachers to participate in the program.

Orientation in five of the programs was executed by the project coordinator. It was ongoing throughout the year.

Most of the programs were operating in one school only in a school district. Orientation of personnel to
The specific duties assigned could be as few as four, because, of the nature of the program. In some schools, it was only the mental health team.

The Rochester project was conducted in five schools scattered within the inner city. It was supervised by one director with four resource teachers for five principals, four supervising teachers, 125 classroom teachers and 2,725 pupils at the Beacon level grades kindergarten through six. Orientation of new teachers had to be done in the individual schools by the resource teachers and the administrative staff. Except where the entire school was involved in the Beacon program, such as the one Primary school, it was difficult to carry out an effective on-going orientation program particularly where the school staff and population was divided into Beacon and non-Beacon.

To alleviate this problem to some degree, the investigator is developing a handbook to be placed in the hands of each new teacher in the Beacon schools, grades kindergarten through three. It is to serve as a quick reference in helping the teachers to know what Project Beacon is all about and how it can be of service to them.

If the investigator were to do this study again,
the following questions would be included in the
questionnaire:

1. In retrospect, do you see a gap in your teacher
training preparation which possibly would have
prepared you to teach in the inner city school?
(a) What could have been included that would have
helped you?

2. Would you like to have had a pre-school orientation
workshop to help you prior to your first inner city
assignment?
(a) Would you like to have had subsequent work-
shops related to problems confronted in the
classroom for the therapeutic value of sharing?

3. Did you do your student teaching in an urban or
suburban school?

To the Project ABLE directors I would ask:

1. How many people are there in your program above
the pupil level (Supportive staff)?

Suggestions for Further Study

1. A Comparison of Techniques Used by Teacher Who
Constantly Have Disciplinary Problems versus Those
Who Do Not.

2. Motivational Techniques Used in the Classroom by
Inner City Teachers.
<table>
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<tr>
<th>EMPHASES</th>
<th>Amsterdam</th>
<th>Bellport</th>
<th>Brentwood</th>
<th>Connecottor</th>
<th>Great Neck</th>
<th>Hackensack</th>
<th>Hasbrouck Heights</th>
<th>Kingston</th>
<th>Long Branch</th>
<th>Middle Island</th>
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<th>New York City</th>
<th>Poughkeepsie</th>
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## Grade Level Emphases

**In the 29 Able Projects Operative in New York State During the School Year 1967-8**

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### Total Numbers of Pupils Involved:

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<th>School District</th>
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<td>Akron</td>
<td>50</td>
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<tr>
<td>Amsterdam</td>
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<tr>
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<td>Jamestown</td>
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<td>Mount Vernon</td>
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<td>Newburgh</td>
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<td>Rochester</td>
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<td>Rome</td>
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<td>Three Village</td>
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<td>Windsor</td>
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<td>Over-All Total</td>
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Descriptions of local school activities

After-school program (Newburgh):

"The program which we are proposing at North Junior High School will take place, for the most part, after the regular school day. Our present junior high school load is such that (it) is virtually impossible to program. During the school day, however, a remedial reading program and home economics for ninth grade girls have been included ..."

Case conferences (Windsor):

"Experience with this approach has been extremely promising. It has been possible to involve not only pertinent staff members but key administrators ... To date the conferences have demonstrated significant inconsistencies in programming and rather generalized faculty misunderstanding or problems associated with curriculum and interpersonal problems. Emphasis will be placed on educating and motivating key faculty members to produce alternative solutions to issues that are raised."

Consultants from outside district and Inservice education of teachers (Plattsburgh):

"Representatives of community social agencies will be used as consultants for both students and parent groups as the needs demand.

"A two week workshop, conducted by faculty members of the State University of Plattsburgh, will be held during the latter part of August. Project staff members will receive concentrated instruction ..."

Control groups established (Monroe-Woodbury):

"Plans for the future include the use of a control group so that we can ascertain that changes which take place are a result of the increased counseling and not attributed to some other outside factor."

Counselors involved and Group counseling (Seaford):

"Difference from the regular 7th grade program will (include) guidance — 2 days a week in the period during which physical education takes place three times a week, including various activities such as individual and small group counseling and special interest groups ..."

Curriculum planning (Bellport):

"We will revamp the subject content so that the goals are reasonable for these students. Subject matter teachers will be chosen from the best of our teachers. They will be challenged to create a dynamic, new approach to their specialties. At this time, we are thinking of a core arrangement for the ... program. We feel that if fewer academic teachers are involved, we will find more flexibility for the program."

Curriculum planning (Long Beach):

"The schedule will remain flexible as it was during the current year. Programs and activities will be planned during weekly staff meetings so as to make maximum use of children's current needs and interest."

Films, locally produced (Rochester):

"Photography: this medium is a part of all Project classes. Pictures of students, field trips and slides become a part of the regular teaching materials.

"Continued focus will be directed to 'Who Am I?' ... This year the 8 mm. medium was used to improve the self-image. Films and film loops have been developed on A Day in the Life of a Third Grader, as well as a variety of other techniques, in which the pupils were the subjects of the films."

Health services (Hempstead):

"It is anticipated that academic and behavioral improvement can continue to be effected with this group through ... concentrated attention to health and personal hygiene problems ... "More individual attention ... to health needs should improve pupil self-esteem, basic performance, interest, and discipline."
Health services (Mineola):

"Evaluate health status of pupils. Determine whether pupils are getting proper food, clothing and living conditions so that a proper climate is maintained for learning.

"Identify physical handicaps of pupils. Review physical fitness scores and health records. Look for particular handicaps such as a speech defect and the use of gestures and other non-verbal means of communication." (Two nurse-teachers involved in project)

* * * * * *

Inservice education of teachers (Middle Island):

"While no formal course offering is expected, we expect to train our personnel in the education of disadvantaged youth. This training will be accomplished through seminar meetings, combined faculty meetings of the participating schools and conferences with the school principals. If advisable, we shall seek outside consultation for a specific purpose." * * * * * *

Length of school day (Lawrence):

"The class program will be a four hour program... This is more than the half day of the kindergarten children and less than the full day of the first grade children. Approximately once a week, each child will remain from 1:00 p.m. to 3:00 p.m. (in groups of 3 or 4) for individual help by the teacher." * * * * * *

Parent discussion groups (Brentwood):

"A special group of twenty underachievers at the 4-5 grade level would be identified and placed into a special class.... Parents would receive group counseling and would be deeply involved in the program.

"We would also like to form a group composed of five administrators ..., five teachers ... and five parents who have been in Project ABLE.... They would discuss ... its approaches, its evaluation and try to develop ... recommendations on how attitudinal change can occur in the schools, responsibilities of students, and responsibilities of parents." * * * * * *

Parent involvement (Akron):

"(We plan) (1) to involve the parents in the planning of activities for the program and thereby encouraging parental participation in school activities and (2) to determine parents' goals and expectations for their children and to solicit their cooperation." * * * * * * *

Psychologist involved (Rome):

"The school psychologist will work with some of the children who need help on a sustaining basis, check children who are experiencing learning difficulties in the classroom and make recommendations. He will consult with parents and ABLE staff about his findings .... He will be available for case conferences or individual consultation with administration. If necessary, he will make referrals to our consulting psychiatrist."

* * * * * * *

Pupil personnel team (New York City):

"The pupils referred to the pupil personnel teams will be interviewed by the members of the teams and their abilities and weaknesses determined. After assessment of need, a plan of action will be instituted.... Activities prescribed for pupils may include: individual and group counseling..., recommendations for curriculum modification, adjustment of the environment within the school, referrals to community social agencies (and) remedial instruction within the school program and through community activities." * * * * * * *

Reading development through typing (Greenburgh #8):

"A pilot project during the 1965-66 school year has shown that poor readers can be helped through typing instruction. This will be provided to the majority of the (experimental) students on a two module basis. The Reading Consultant and typing teacher will work together on this phase of the program." * * * * * * *

Reading development through typing (South New Berlin):

"A new phase of consultant help was introduced in 1966-67 by the use of the Electric Typewriter at the Hearing and Speech Clinic.... A 15-year-old boy who was reading on the 1 to 3 grade level was put on the
machine 2 days per week. Results are not complete and further therapy is indicated. Progress, however slow, has been indicated in this trial case. If funds are approved for the 1967-68 year, others in need of this type of help may be introduced to this latest development in teaching devices."

Recreation leaders employed (Great Neck):

"Through part-time recreation leaders (it is planned) to offer disadvantaged pupils, after school hours, club activities, a setting for counseling or 'home' study, a series of excursions to increase knowledge and bolster weak cultural backgrounds and recreational programs."

Sensory-motor specialist involved (Schenectady):

"A resource teacher with specialized training in sensory-motor and intervention techniques will be assigned full-time to this project. This individual will be a certified teacher with graduate training under a National Institute of Mental Health Grant focused on teaching the socially maladjusted-deviant child."

Service to others (Mount Vernon):

"The hypothesis to be tested is: among underprivileged children will an observable pattern of improved self-image result from an intensive emphasis on 'service to others'? "

"Activities involved in 'service to others' will include making toys and games for younger children in the Mount Vernon Day Nursery, for children's church groups, and the like; making gifts and kits for children absent from school for extended periods of time, making decorations for their own school building; (and) providing entertainment and gifts for convalescent homes and hospitals."

Service to others (Sherburne-Earlville):

"Students will continue to contribute 20 hours per year to community service."

Small group instruction by certified teachers (Goshen):

"The students will be assigned to the intensive studies teachers one or two periods a day in groups of five or six."

Social workers involved (Three Village):

"Through interviews with family members at home and in school, observation of the child, and knowledge of the family's socio-economic community, she can contribute additional understanding of the child to that which teachers, guidance counselors, school nurse and school psychologist have out of their respective special skills. She is part of the school team whose purpose is to arrive at a policy in handling the child that will be beneficial to his learning and his total adjustment."

Speech therapist involved (Amsterdam):

"This (speech) specialist will provide special individual speech instruction and therapy to selected children in the primary grades ... and to small groups of children with common needs and problems. She will ... help parents gain insight into the speech needs of their children and ways in which they might contribute to adequate speech development."

Teacher aides involved (Ithaca):

"We propose (to give) training to aides in science, remedial reading, problems of the perceptually handicapped, kindergarten-special education and art. We think that aides trained in special areas will not only be more valuable to the schools but will derive more satisfaction themselves."

Transition class (Connetquot):

"The basic concept of the pre-units (related to grades 1, 2, and 3) is that most of the students completing the year will then be ready to go into a regular class at the end of the year. The retention is already built in the program — it is a prior consideration and is made known to the parent and teachers concerned. .... there must be a flexibility for individual students.... A student may do handsomely and go right
along with his age group.... It is our plan not to keep a student in a transition unit for more than two years, unless there are extenuating circumstances."

Transition class (Jamestown):
"We feel that the first group selected in 1965-66 and now referred to as a pre-second grade group is beginning to make good progress. They are definitely more alert and responsive in the many learning situations presented daily. It is quite possible that some of these pre-second grade pupils, by the end of this school year may be ready for a regular third grade class."

Transition class (Kingston):
"Possible additions and/or changes to the present program (include) initiation of a transition grade between kindergarten and first grade. This grade would contain 15 or less students who are not ready for first grade and would not profit greatly by repeating kindergarten. The creation of this grade is contingent upon the first grade enrollment in September."

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Akron:
Mr. Albert L. Lucia, Director of Guidance
Akron Central School
Akron, New York
Phone: 716 – 542-5416

Amsterdam:
Dr. William B. Tecler
Director of Pupil Personnel Services
Amsterdam School District
41 Division Street
Amsterdam, New York 12011
Phone: 518 – 542-8861

Bellport:
Mr. Edward A. McHugh, Principal
Bellport Junior High School
Bellport, New York 11713
Phone: 516 – AT 6-0400

Brentwood:
Mr. John F. X. Finan, Administrator, Federal Projects
Administration Building
Third Avenue and Fourth Street
Brentwood, New York
Phone: 516 – 273-6600

Connetquot:
Mr. Gerald Butler, Principal
E. L. Slocum School
Johnson Avenue
Ronkonkoma, New York
Phone: 516 – LT 9-2350

Goshen:
Mr. H. M. Stewart, Assistant High School Principal
Goshen Central School
Goshen, New York
Phone: 914 – 294-5146
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Roster of Project Coordinators

Rome:
Mrs. Julia Hughes
Head Counselor
Rome City School District
105 East Garden Street
Rome, New York
Phone: 315 - 337-7700

Schenectady:
Mr. Charles D. Abba, Director
Curriculum Coordination and Development
Schenectady School District
108 Union Street
Schenectady, New York
Phone: 518 - FR 7-8001

Seaford:
Mr. James DeRosa
Guidance Counselor
Seaford Junior High School
Seaford, New York
Phone: 516 - CA 1-0700

Sherburne-Earlville:
Mr. Denis I. Donegan
Project ABLE Coordinator
Sherburne-Earlville Central School
Sherburne, New York
Phone: 607 - 674-4121

South New Berlin:
Miss Gloria Hendricks
Guidance Counselor
So. New Berlin Central School
South New Berlin, N.Y. 13843
Phone: 607 - 859-2221

Three Village:
Mr. Val Harte, Coordinator
Three Village School District
Setauket, New York
Phone: 516 - 751-1425

Windsor:
Mr. Rodney Maloney
Psychologist
Windsor Central School
Windsor, New York
Phone: 607 - OL 5-1501

* * * * * * *

For general information concerning Project ABLE contact:

Miss Elizabeth J. Ewell
Supervisor in Education
Division of Pupil Personnel Services
State Education Department
Albany, New York 12224

or

Mr. Fred Q. Bowman
Associate in Education
Division of Pupil Personnel Services
State Education Department
Albany, New York 12224
October 6, 1967

Miss Gloria Hendricks
Guidance Counselor
So. New Berlin Central School
South New Berlin, N.Y. 13843

Dear Miss Hendricks:

I am a Resource Teacher with Project Able, Rochester City School District. I am presently doing a research paper as a course requirement at the State University of New York, College at Brockport.

I am interested in the problem of orientating teachers new to our project as early as possible each year to the philosophy, goals and procedures in order that they may begin to implement them.

I have secured the permission of my director, Mr. John M. Franco to write and ask how you handle this problem in your project. I am interested in knowing who does the orientation, when it is done and how.
Any information which you can give me and as soon as possible will be greatly appreciated.

Respectfully,

Katherine Logan (Mrs.)
Resource Teacher
Mrs. Katherine Logan  
Clara Barton School No. 2  
190 Reynolds Street  
Rochester, New York

Dear Mrs. Logan:

In response to your letter concerning orientation of new teachers to Project Able, we follow the following procedure:

1. As coordinator of the project, I personally contact each new teacher and briefly explain the background of Project Able. I suggest that they visit the guidance office at the first opportunity to get acquainted with what materials and facilities are available to them.

2. The second week of school, informal meetings of all new and old teachers of grades 6, 7, and 8 were given details of Project Able, its goals, and procedures we wish to follow. Some of our instructors for the remedial program are from this group.

3. A resource person met with the same group two weeks later to kick off the project officially.

Since our project is an "offshoot" from Talent Search, we have faced no real problems up to this point. I hope this general description will be of some service to you.

Sincerely,

Albert L. Lucia  
Director of Guidance
October 31, 1967

Mrs. Katherine Logan
Resource Teacher
Clara Barton School No. 2
190 Reynolds Street
Rochester, New York 14608

Dear Mrs. Logan:

Your letter to Dr. Tecler dated October 13, 1967 has been referred to me as Coordinator of Project Able. Teacher Orientation to Project Able is handled by many people here in the Greater Amsterdam School District. When we have a vacancy in one of our Project Able classes, the Administrative Assistant in charge of personnel is alerted to the fact that we have need of a special type of teacher with a great deal of understanding for the type of program we have.

Next, the interview team helps by making the candidate aware of the responsibility and scope of the Project Able classroom. The principal and I take the responsibility from this point and continue the orientation, which consists of individual meetings, staff meetings and in-service programs at the local and state level.

This has been a brief description of our orientation program to Project Able. I hope it will help in some way. Good Luck in your research paper!

Sincerely,

Joseph V. Revella
Supervisor, Special Education

JVR:st
October 17, 1967

Mrs. Katherine Logan  
Resource Teacher  
Clara Barton School #2  
190 Reynolds St.  
Rochester, N.Y.  
14608

Dear Mrs. Logan:

I do not know the nature of your ABLE project but ours involves transition units or classes. They are designed as half-way steps between Kindergarten and first grade, first grade and second and second and third. They are for children who, based on former teacher's recommendation, have little opportunity for success in the grade their age says they should be in. They need more readiness, school success, etc.

Orientation, then, is not so important as is teacher selection. And teacher selection involves a considerable amount of individual "missionary" work. By this I mean, you make a preliminary assessment of staff to determine who would be most suitable for such units and sell. And sell and keep selling until teachers finally realize you mean that kids do not have to keep up with the regular curriculum (whatever that is), but need considerable readiness and the opportunity to fill in the gap in their developmental progress.

I do not know how valuable this is for a research paper but you are welcome to it.

Yours truly,

Gerald J. Butler  
Principal

GJB/vf
October 23, 1967

Mrs. Catherine Logan, Resource Teacher
Clara Barton School No. 2
190 Reynolds Street
Rochester, N.Y. 14608

Dear Mrs. Logan:

In response to your questions about the orientation of new teachers to our Project Able Program, let me briefly provide you with the following information.

Orientation for new teachers is performed in a number of ways, much of which occurs concurrently. It has been the practice in our district to provide two days of pre-school orientation usually immediately preceding the first day of school in September. During this orientation, the department chairmen (our Project Able is a junior high school program and each department has a department chairman who teaches only 30% of the time) provide the new teachers within the departments, who are participating in Project Able with the first introduction to the program. The teachers are also provided with the full application for Project Able which includes a fairly thorough description of all facets of the program.

In addition, all new teachers, be they Project Able or not in our school district, undergo an orientation program which lasts anywhere from five to twelve meetings (depending on which of the previous years I describe) which gives teachers an idea of the kinds of children who live in our district, some of the teaching problems and challenges, our district's philosophy which is strongly oriented to integrated classroom experiences, the wide range of classroom functioning represented by our children, Pupil Personnel services, other special services, the Project Able
program, etc. These meetings which are usually every two, three or four weeks, last from one to two hours on a given afternoon after school.

In addition to this, I, as the Project Able Coordinator, provide additional orientation both for all Project Able personnel on an on-going basis and specifically for Project Able people who are new. This orientation is in the form of actual scheduled meetings after school hours and on a constantly continuing informal on-going basis where I meet individually with various new people as early in the school year as possible and continuing throughout the entire school year.

Thus, as you can see, we approach orientation from a number of different ways, by department, by the entire group of new staff members, via Project Able, in structured regular meetings, and informally on a one-to-one basis through contacts with professional Project Able personnel, such as myself.

Finally, one important facet of orientation that I have overlooked, in dictating this letter, is the fact that our teachers work in teams and perhaps, the most important orientation of all, is that provided by the old instructional team members to the new at the beginning of each year when they meet in regularly scheduled planning periods to decide what should be presented and how it should be presented to our Project Able students.

I hope this letter is useful to you. I am sorry I cannot provide you with a more organized presentation, but time does not allow for more than I have provided in this letter.

I would be very interested in any summarized presentation of the various responses you are receiving from writing to Project Able programs in various school districts. Any new approaches to new teacher orientation would certainly be interesting to learn.

Sincerely yours,

Jack I. Novick, Ph.D.
Project Able Coordinator
Dear Mrs. Logan:

In response to your request for information relative to orienting Project ABLE personnel, I can only say that it is a continuing process. A number of individuals and agencies are involved in the orientation at all times.

The project application states the objectives of the program succinctly. At the time of employment, personnel are thoroughly informed about the objectives of the program as it is expressed in the application. Copies of the application are put in the hands of personnel for reference purposes at the time of appointment to the staff.

State Education Department personnel are very helpful in continuing the orientation program through conferences and through personal visits. Records of notes and recommendations from this source became the subject of subsequent staff meetings.

The evaluation of the ABLE project required for submission with the end of the year report is also a means of orientation. The report of the evaluation disseminated to all personnel in the project shows the effectiveness in meeting project objectives. An analysis of the results usually calls for re-orientation of some phase of the project.

Finally, the regular staff meetings of project personnel through the year to exchange ideas and present observations keeps project personnel properly oriented to the purposes to which the ABLE project is dedicated.

One of the major considerations for orienting staff members for any project is that it must be a continuing process. Granted that it is important to get new staff members started right, it is equally important to keep them on the track during the term of the project.
I hope that this communication is helpful to you.

Yours very truly,

Robert B. Cody
Assistant Superintendent for Instruction
October 25, 1967

Mrs. Katherine Logan
Clara Barton School No. 2
190 Reynolds Street
Rochester, New York

Dear Mrs. Logan:

I am glad to report that in each of the schools where we have our Project "Able" which is an extension of our so-called "Prep" Program, the principals have taken time at faculty meetings to have the Prep teachers explain about the program to the staff. This is most important since the pupils referred for special instruction to our teachers in Project Able come from many different classes in which they are registered. Even now there are a number of staff members who are unfamiliar with the program.

We also use the staff newsletter to explain some of our new programs. If I can be of further help, please write again.

Yours sincerely,

Marion E. Wiles
Executive Assistant

MEW:la
October 16, 1967

Mrs. Katherine Logan
Resource Teacher
Clara Barton School No. 2
190 Reynolds Street
Rochester, New York 14608

Dear Mrs. Logan:

In response to your letter concerning orientation for teacher aides, here are a few notes.

We have 35 aides in our schools at present, five in junior high schools and the rest in elementary schools. They are usually part-time and work directly in the classroom. This year, however, we have taken on some as library assistants who actually run the elementary libraries. Three are working exclusively with reading, going on schedule to different schools. Three are part of a science program.

As you can see, they have such varied assignments that suitable training programs are difficult to devise. At first, we placed the aides in the school after a personal interview with me and depended upon the principal and teacher to carry out orientation and supervision. We would meet from time to time to exchange experiences and have coffee together.

Last year, however, we experimented with bringing them in on the Language Arts Sessions of our Tutorial Training Program. Reading seems to be the basic problem faced by all our aides and volunteers, so this seemed to be a good area in which to concentrate.

The response to this was very favorable, so this year they will be brought into an in-service six-session workshop in Reading and Language Arts beginning next week. We will
allow the aides to be paid for these sessions and in-service credit will be given.

At present we pay $1.75 an hour for aides. This has gone up 25¢ per hour each of the three years of the program. We have not yet established a scale of pay for length of service, training taken, etc. We give preference in hiring those aides who have worked with us before and those who have had the training courses we offer.

We use school personnel for all training sessions - teachers, reading specialists, coordinators, psychologists, social workers, principals, etc. They have been imaginative and generous with their time. Our staff has been cut back this year and this question of training and supervision has to be handled so as not to use any more of their time than is absolutely necessary.

Ideally, all aides would have a general orientation session or two and then would go into specialized fields of training, depending upon their assignments. If funds were available, it would be preferable to have these sessions take place a week or two before school opens, but we have not been able to manage this yet.

We are devoting a good deal of thought to the subject of training and orientation, and will be very interested in any ideas you may have.

I am afraid you may want more specific information. I will send an outline of the workshop sessions in a day or two and I will be glad to answer any questions you may have.

Sincerely yours,

(Mrs.) Edwina E. Devereux
Coordinator of Volunteers

Enc.
October 30, 1967

Mrs. Katherine Logan
Clara Barton School No. 2
190 Reynolds Street
Rochester, New York

Dear Mrs. Logan,

In answering your letter requesting information concerning the orientation of teachers to the philosophies, goals, and procedures of Project ABLE, I will first give you a brief overview of our project.

The Samuel G. Love School which houses Project ABLE was built in 1927 and is located in the oldest section of Jamestown. The school with twenty-six classrooms and a staff of thirty-five, has a student population of nearly six hundred. The school district cuts across the low socioeconomic area of the city. Low rent housing units within the district attract families from the lower socioeconomic level. Many of our children come from limited home backgrounds where the families receive some assistance from welfare or are in the lower income bracket. The rate of mobility of our students is high. Poverty, pressing family problems, differing moral values, negative attitudes and indifference tend to create learning, adjustment problems in school. In an effort to improve the education opportunities of our children, Project ABLE was established three years ago. We felt that our so-called culturally deprived children needed more personal attention, more enrichment, more motivation and longer periods of reinforcement of learnings if they were to achieve their full potential. To provide "ungraded" primary program, which takes three years to ready children to begin third grade. We attempt to be quite flexible and children may move to and from the project rooms at the discretion of the teachers. At the present time, we have a pre-1st grade, a pre-2nd grade, and a pre-3rd grade, each with an enrollment limited to eighteen children and with the additional advantage of the half-day services of a teacher aide.

Now to answer your specific questions concerning the orientation of teachers. With a staff of only three project teachers, communications are easy and take place many times each day. Each of our three Project ABLE teachers requested to be in the program, after our entire staff was informed of the project. The three Project ABLE teachers hold meetings on a regular basis to discuss mutual problems. This year we are using S.R.A.'s, Teaching the Culturally Disadvantaged Pupils as a take-off point for our thinking. The Project ABLE teachers have held informational meetings twice a year with our other staff members to let them know of the work of the project. In general, other staff members feel that the work the primary Project ABLE
teachers are performing is helping to better prepare the student for academic work in the intermediate grades. A good natured rivalry has developed between Project ABLE teachers and our other staff members. These other staff members are seeking ways to implement in their own classrooms some of the advantages which are now open to Project ABLE boys and girls—i.e., money for enrichment activities, special curriculum materials, and smaller student numbers. Teachers in other buildings in our system have been informed of our project work through an article published in our local teachers' association newsletter. I have also spoken to several parent groups about Project ABLE.

I hope this has given you some idea of our Project ABLE. Three years ago our Project ABLE staff had the opportunity to visit with Mr. Franco and to visit some of your Project BEACON classrooms. We appreciated the many kindnesses shown to us by Mr. Franco and the project classroom teachers.

Sincerely,

Roger Gilbert
Principal

RNG/b
October 20, 1967

Mrs. Katherine Logan  
Resource Teacher  
190 Reynolds Street  
Rochester, New York 14608

Dear Mrs. Logan,

Project Able in Kingston is concerned with one building, the John F. Kennedy school, grades kindergarten through sixth, 475 students.

We have little problem in orienting our teachers regarding the Project Able Program. Most of our teachers within the program have been dealing with Project Able students for a great number of years and little orientation is necessary due to their past experiences and limited staff turnover.

When new teachers are added to our staff, I brief them during the first week of school as to the services available through Project Able.

If I can be of any further assistance to you, please feel free to contact me.

Sincerely,

Raymond Honf
Coordinator Project Able

RM: gc
October 27, 1967

Mrs. Katherine Logan
Clara Barton School # 2
190 Reynolds St.
Rochester, N. Y. 14608

Dear Mrs. Logan:

In your recent letter you mentioned that you would like to know how our teachers were prepared for our Project Able program, since you were concerned with this problem in your own school district.

Our Project Able program consists of two parts. One - a junior primary class which is a transition class between kindergarten and first grade for those children who are not ready for first grade, yet on the other hand might not profit from being retained in kindergarten. The other part of the program is an in-service course in human relations. In the first case, the idea for the project arose from discussions which were held by the kindergarten and first grade teachers who complained that our regular organizational pattern made no provision for the children described above. The suggestion for the junior primary class, therefore, arose from the teachers. Following the decision to offer such a class, one of our staff members was selected to teach this class. One of the reasons for her selection was her intense interest in the program.

I don't know that we can say that we had a planned orientation program for her but since she was involved in all phases of the planning for the program, I am sure that her attitude was most favorably disposed toward the philosophy, goals, and procedures. The human relations program is still in its planning stage. Initially the planning was carried out in joint sessions of administrators and the college professor who will conduct the program. It was decided to select all the teachers in two of the schools for the human relations workshop. We are just beginning teacher involvement. Next week the professor will address the faculties of two of our elementary schools, discussing what he would like to do in the program. If after the discussion these teachers wish their schools to be involved, such will be the case. If not, he will address other faculties.
In other words, we wish to have this program conducted where the teachers themselves see a need for it. We hope that this will assure maximum effectiveness of the workshop.

I don't know how much help the above information has been to you, nor how much of this can be utilized in your own situation. I hope, however, that it will be of some value. Should you have any other specific questions, please feel free to contact me again.

Very truly yours,

Albert J. Eichel
Mrs. Katherine Logan  
Clara Barton School No. 2  
190 Reynolds Street  
Rochester, N.Y. 14608

October 25, 1967

Dear Mrs. Logan,

I am the Guidance Counselor working with Project Able in my school. I hope I can be of assistance.

We have a 2nd, 3rd, 4th, 5th, and 6th Grade Able class. The teachers are volunteers who are familiar with the problems and goals of Able. Since there are only five teachers involved we meet informally (lunch) frequently and formally as needs arise. I am in the class each day and assist the teachers, serve as liaison with the others, and work with the children.

Our biggest advance this year I believe is with parent orientation and involvement.
We held meetings in June with parents of each Able Class. The turnout was remarkably good. We introduced Teacher Guidance, Social Workers, and explained our goals, desire for involvement.

We followed up this term and are making remarkable progress. The Able Teachers are currently visiting the homes.

Our 6th Grade Able children serve as aids in the school, e.g., monitors, using animal aids, etc.

We are involved with the rest of the staff at faculty meetings and relay information.

We issue bulletins and publicize events in the local paper.

I am presently working on an orientation slides, tape, presentation for teachers and parents.

I am enclosing materials you may find helpful, please return.

Sincerely,
Guidance Counselor
Katherine Logan
Resource Teacher
150 Reynolds Street
Rochester, New York

Dear Mrs. Logan:

Our project able program functions only after school, there are twenty teachers who devote five hours per week and two saturdays to the program.

The schools involved are in lower socio-economic range and we recruit our teachers from these schools. Each of the five schools has a coordinator project able teacher who acts as liaison between myself and the teacher. I am directly responsible for "orientating new teachers". This process occurs in the last two weeks of September. But the master teacher in the school oversees that the teacher is meeting the program requirements.

I periodically visit each school and discuss the progress of the program with the master teacher and the project teacher.

Yours truly,

Neal Halperin
Project Coordinator
October 18, 1967.

Dear Mrs. Logan,

Your letter was forwarded to me by Mr. DiCosaro, regarding the enrollment of instructors to Project Able, within your school district. I make mention of the philosophy, goals, procedures that are needed in the instruction of these youngsters, and how instructors are to accomplish this task. Evidently you are well aware of the vast amount of material that exists in the State Department of Education regarding the three areas mentioned above. You should have no difficulty in obtaining such information as related to the purpose and goals of the Able Program.

I take it you are solely interested in developing the ability of the instructors to have the right attitude towards this project. You must know who does, how, and when. Indeed, this is a problem, and you won't find an answer to such in most of the material that abounds in educational circles today. I will draw upon 19 years of experience in working with problem youth, disadvantaged, wayward, discipline cases, etc., on the secondary level and what we have done in Newburgh. Perhaps some of these ideas may be helpful to you in Rochester.

The problem of the disadvantaged has always been with us, but the focus has been placed upon it in our time. The times may change, but the emotions and feelings remain constant, within instructors and students. One must have the compassion to work with these youngsters, will do very poorly your program, and if you have more than one, they will ruin it completely. These students have a so called sixth sense; they are keenly aware of the emotional makeup of the instructor. Likes and dislikes are quickly noticed. They are emotional. This attitude is strong. The mental attitude is weak.

The approach must be on a level, sincere feeling and understanding for their plight, and once the emotional factor is sustained and accepted by the students, learning will take place. The key to the implementation of your program is to be found only in the skill, dedication, and understanding of a right kind of teacher. The instructor is the most important factor in the learning situation with respect to the adjustment of the student.

Generally in your program, it is not how much the teacher knows, but to a considerable extent his personality traits and the close relationship he establishes with the student. We fail to make ourselves aware of the importance of the instructor. All youngsters are more imitative of their instruc-
8, more accepting to mankind, are for good or evil, than in man or
other adult other than their parents. If an instructor is to fully
understand
these youngsters he must go into the classroom with respect for
that emotional attitude of acceptance I wrote about before, and with a
sense and discipline for order which is essential to attain the basic
abilities
and attitudes necessary for their well-being.

How are you going to form the proper attitude for the staff
is to instruct those youngsters? How did you select your staff? Can
measure those innate qualities I have mentioned?

Selection of the proper persons is primary. I don't know how you
't about this, but it is a most vital step. Mrs. Logan, you cannot orient
people who don't have the goods. You can talk yourself blue in the face
't how one is to approach this problem, but if the individual does not
that something within in, call it soul, character, humility, whatever,
's all a total loss. I feel very strongly that certain people are born with
quality to handle youngsters, particularly Able students, they have it.
'can't teach it, you can't read it, you can't develop it. It is just
thin a person. And such instructors are very hard to come by. Money offered
not the answer, for many are seeking to join the bandwagon to do something
the disadvantaged, but only at a profit. Those youngsters are quick to
such instructors. It's not too difficult to change the thinking of an
individual, but it is almost impossible to change his feelings.

Who does the orientation? I do. First you carefully select your
staff. You hand pick them. Not your friends, but those you feel will be able
do the proper job. How do you make this selection.

1. Consult your administrative staff on the ability of certain instruc
tors.
2. Find the dislikes and likes of students to certain instructors.
3. Important— the personality of the teacher. Type of disposition.
4. A good moral background—compassion and understanding usually follow.
5. One who is not traditional in approach, but who has a great deal
of human understanding.
6. Background— An individual who came from the same type of home condi-
tions that these youngsters experience. (has something in common with)
7. One who can accept them with respect, treat them kindly, yet be able
to maintain an orderly class, for learning.

When do you do these things? During school time or after, ac-
 correspondence.

Your selection is haphazard, you will run into difficulties immedia'
Perhaps I've painted a thoroughly pessimistic picture for you regarding the orientation of teachers for this type of program. I trust you have not taken it in such fashion. I am only making you aware of the pitfalls you are likely to encounter.

Remember - your instructors are the key to the success of your program. They need direction, but this is secondary. There are just too many specialists in education today, who do not fully realize that we are dealing with human beings, molding youngsters for the better, and have far more to give to society than just theories and materials that have no place in the classroom. Someday the dedication to duty in school may return, and educators realize the worth of the instructor.

Your letter reached me at a most busy time. I am sorry for the delay. Perhaps some of my suggestions may be of help to you in Rochester. I wish you success in your undertakings. If I can be of assistance to you at a later date, please let me know. Best of luck in your school on your project.

Sincerely expressed,

Al Latchford
Co-ordinator
Step-Able Programs
City of Newburgh
South Jr. High School
Newburgh, New York.
November 22, 1967

Mrs. Catherine Logan
Clara Barton School No. 2
190 Reynolds Street
Rochester, New York 14609

Dear Mrs. Logan:

As you have probably noticed in the summary report issued by the New York State Department of Education, Project ABLE covers a wide variety of programs. The one in New York City is designed specifically to reduce the number of superintendents' suspense hearings.

We have two pupil personnel teams assigned to offices of district superintendents, one in the Bronx and one in Manhattan. They have been introduced to the principals of schools which will be given priority services. Within these schools, they will work directly with teachers who have been referred by the principals and the guidance counselors involved.

They will be providing consultative services to the staff, to parents, and to the community for the purpose of modifying the environment which seems to contribute to the poor adjustment manifested by the children. They will be providing both individual and group counseling for children and parents, and they will be conducting discussion groups with the teachers of these children.

The guidance counselor of the school will be functioning as the liaison between this Pupil Personnel Team and the staff. In that way, orientation to Project ABLE will be an ongoing process. Because of the shortage of clinical personnel, staffing of both teams has just been completed. Therefore, I cannot as yet give you a more detailed description of the operation in each of these two districts.

I hope that the little information that I have given you will be of some help.

Sincerely,

Clara Blackman
Assistant Director
October 19, 1967

Mrs. Katherine Logan
Clara Barton School #2
190 Reynolds Street
Rochester, New York 14608

Dear Mrs. Logan:

Mr. Kirk, Principal, Plattsburgh Junior High School, has asked me to reply to your letter requesting information concerning orientation of group leaders for Project Able.

The Plattsburgh City School District conducts a Workshop for Project Able personnel a week before school officially opens. (August 28-31)

At this Workshop, the group is addressed by Dr. Lancione, School Superintendent and Mr. Kirk, Principal, outlining the objectives of the program, the selection of students, scheduling of groups, funds available, etc. Participants then spend time reviewing the background material on each student in their group (supplied by teachers), previewing sound-film strips to be used with groups, and guidance series materials to be used. Scheduling of tests to be administered, field trips to be taken and speakers for group meetings is completed.

The Guidance Department reviews group counseling techniques, role playing and professional materials and books that are available.

I trust this is the information you want concerning our orientation program.

Very truly yours,

Albert A. Clark
Coordinator Project Able

cc: Mr. Kirk
November 9, 1967

Mrs. Katherine Logan, Resource Teacher
Project Beacon
Clara Barton School No. 2
190 Reynolds St.
Rochester, N.Y.

Dear Mrs. Logan:

The ABLE Project in Rome is currently operating in two schools. Our demonstration group consists of fifty-one students, grades K-1.

The size of our demonstration group has enabled us to orient our classroom teachers and other Project staff members on an informal basis.

Orientation is accomplished through group staff meetings, faculty presentations at Project Schools, and informal conferences with Project personnel in counseling, curriculum, and administration.

Orientation begins upon selection of teachers for the ABLE Group. The first orientation to the program is carried out by the school building principal. This is accomplished through individual conferences with teachers. Literature describing ABLE is distributed and visitations to other Project ABLE programs who have similar emphasis are arranged.

We trust that this short summary will be helpful to you. Please do not hesitate to call on us if we can be of any further assistance.

Sincerely yours,

Julia Hughes
Co-ordinator of Project ABLE

JH:ww
December 15, 1967

Mrs. Katherine Logan
Clara Barton School No. 2
190 Reynolds Street
Rochester, New York 14608

Dear Mrs. Logan:

Following up on your recent request of October 1967 I am enclosing some additional information which we would like to share with you in the hope that you will find it helpful.

Due to the fact that several school districts have requested information on certain phases of Project ABLE, I have attempted to outline briefly those areas of most interest to all. They are:

1. Teacher orientation
2. In-service training
3. A. Group Counseling
   B. Individual Counseling
4. Parent Involvement
5. Staff cooperation
6. Communication
7. Assessment of strengths and weaknesses
8. Curriculum planning

Sincerely,

Maria Levy
Guidance Counselor
October 24, 1967

Mrs. Katherine Logan,
Resource Teacher
Clara Barton School No. 2
190 Reynolds Street
Rochester, New York 14608

Dear Mrs. Logan:

Your letter asking for assistance in orientating teachers to Project ABLE has been turned over to me by Mr. James DeRosa.

Over the last two years, since the inception of Project ABLE, we have found that the key to its success lies in the degree of involvement in the curriculum plans, criteria, and evaluation of Project ABLE by the teachers who are charged with its implementation.

At the end of last year, the four major subject teachers were supplied with a brief synopsis on each child finally selected for the coming year. With this information, as well as with an understanding of expected outcome of learning and behavior at the end of the coming year, the teachers, over a period of several weeks, cooperatively constructed curriculum in each of the major subject areas and included techniques of implementation, field trips, and need for guidance services. Most of the overall goals were set forth in a jointly written preamble to the curriculum, in which education "jargon" was translated into a practical and workable prescription in the classroom.

Furthermore, the teachers know that they have a free hand - experimentally speaking - and that discarding of the curriculum or technique as not applicable to this group will not be considered a failure and charged against them. Constant meetings with each other, in my office, as a group, with administrator and psychologist, and participating in group
meetings of the parents have made the teachers totally aware of the changing and variable needs of these youngsters - they are not afraid to be flexible, to discard or adapt. I, as counselor, have been resources person and catalyst, and have correlated data and helped interpret them both in the light of individual need as well as group dynamics.

Teachers answer a rating scale early in the year. This rating scale is answered again toward the end of the year and the results correlated with a self-concept scale administered to the students. This again necessitates close observation of each student by the teacher. Teachers plan and attend field trips in rotation, so that there is across the board room for additional and extra curricular observance on students' reactions and interactions.

We have found that a corollary to the total involvement of the teachers has been the prestige it has built for teachers who need have no "fear of failure" and the interest it has evoked among other faculty to try out some of our ideas.

In other words, the chance of being totally involved in everything pertaining to Project ABLE, except the final selection of youngsters, such as criteria, evaluation, techniques and curriculum has produced a strong commitment by these teachers toward working with Project ABLE youngsters. We feel that this commitment is the ultimate success factor in an otherwise totally variable program.

I hope this will answer some of your questions. Please feel free to contact me any time for additional information.

I hope you will in turn share with me some of the ideas you have found helpful (or detrimental).

Very truly yours,

Maria Levy
Guidance Counselor
October 23, 1967

Mrs. Katherine Logan
190 Reynolds Street
Rochester, New York 14608

Re: Sherburne ABLE

Dear Mrs. Logan:

I learned from one of my ABLE coordinators (Rodney Maloney) that he posted information to you on the Windsor program. In general, the Sherburne approach is quite similar. In every manner possible we attempt to utilize key personnel for both ABLE activities such as tutoring, community service and social activities and for curriculum extension when change is indicated on the basis of ABLE experience. The staff plans the program and makes the subsequent school and university arrangements.

I must point out, however, that the arrangements at Sherburne and Windsor meet specific program needs and are conducted in structurally different environments. They are each a radical departure from what we do at the primary level (parent-staff in-service education, joint work parties, etc.). I find it an almost impossible task to orient the general staff to aspects of the program without involving them in its execution. Early in the year teachers claim confusion; late in the year fatigue is substituted for confusion.

Yours truly,

Denis I. Donegan

WINDSOR CENTRAL SCHOOL
WINDSOR, NEW YORK 13865
OLiver 5-1501 (607)
DEAR MRS. LOGAN,

I'M VERY SORRY NOT TO BE ABLE TO HELP YOU WITH YOUR ABLE PROJECT. WE DO HAVE SOME FUNDS TO USE BUT WE DO THIS THROUGH FIELD TRIPS FOR ENTIRE CLASSES. AT THE PRESENT, I AM PLANNING A TWO DAY TRIP TO NEW YORK CITY FOR NOVEMBER 17 AND 18. WE WILL BE DOING CULTURAL THINGS, PRIMARILY SUCH AS LINCOLN CENTER, LEGITIMATE THEATRE MUSEUM OF NATURAL HISTORY, TO MENTION A FEW.

I HAVE NO DIFFICULTY WHATSOEVER IN ORIENTATING THE OTHER TEACHERS. THEY USUALLY HELP ME THROUGH CHAPERONING ANY FIELD TRIP OR CONCERT.

SORRY I CANNOT BE OF MORE HELP.

SINCERELY,

[Signature]

GUIDANCE COUNSELOR
November 7, 1967

Mrs. Katherine Logan
Resource Teacher
Clara Barton School No. 2
190 Reynolds Street
Rochester, N. Y. 14608

Dear Mrs. Logan:

I am in receipt of your letter requesting information about our Able Project. Miss Jane Hauf, who is in charge of this project, has been kind enough to provide the following information for you:

As you may know, this is the first year for Project Able in the Three Village Central School District. Therefore I can only state how we oriented our teachers to the objectives of the project and suggest procedures we may utilize in the spring.

All three Project Able classroom teachers were involved in the spring curriculum planning sessions along with the reading specialist, the coordinator, and the psychologist. At this time the testing schedule was arranged and various materials were considered and later ordered for use in the project. During May, the coordinator and director of the project visited a school district where a similar project was in operation in order to talk with the classroom teacher about materials and the class. In late August, the planning committee reviewed the materials that had been ordered and wrote the curriculum. At this time a consultant was invited to talk to our teachers about the children, the curriculum, and the utilization of various commercial and teacher-made materials. The teachers found this to be a valuable part of their training.

All three project classroom teachers had three or more years of teaching experience in the primary grades and had expressed keen interest in working with the children in this special class. Two of the teachers had participated in a similar Title I project for educationally disadvantaged children during February to June 1967.
The orientation of the teachers is continuous with weekly meetings, district conferences, inservice courses, and attendance at special meetings outside the district.

For the spring orientation, I should like my teachers to be involved with:

1. Planning or revising the curriculum
2. Evaluating old and new materials
3. Visiting other districts
4. Meeting with consultants
5. Taking inservice or college courses

I trust that you will find this information useful for your paper.

Sincerely yours,

Val Haro
Assistant for Instructional Services
QUESTIONNAIRE

COMPARISON OF CERTAIN TEACHING CONDITIONS IN INNER CITY SCHOOLS WITH OUTER FRINGE OR SUBURBAN SCHOOLS

1. Do you have more materials to work with in your present teaching situation than when you taught in inner city school? ____
   (a) If yes what kinds of materials? _______________
   (b) Fewer materials? ____ What is lacking? ______
   (c) Same amount? ____

2. Do you have more supervision of instruction in your present assignment? _____. If yes, by whom? _____
   If no, would you like more? ____ In What Subject? ______

3. Do children come with as many problems which you would expect to affect learning? ______. If yes, what are some of them? ____________________________
   If no, what difference do you note? ____________________________

4. Do you feel that discipline is easier? ____ If yes, How ________________________________
   If no, how does it differ? ________________________________
   Is there a special person to handle discipline problems? If yes, who? ________________________________
5. Are the discipline problems of the same nature?
   ___________________________ What are they?________________________

6. How would you compare the administration of the two schools?
   ______________________________________________________________

7. How does class size compare? Present situation?________
   Inner city?__________________________

8. What is the most dramatic difference between your present teaching situation and that in an inner city school?
   ______________________________________________________________

9. Is your present teaching experience more rewarding?
   ______________________________________________________________

10. Do you spend as much time on readiness in introducing a lesson in any given subject?
    __________________________?

(a) approximately how much time?
(b) approximately how much time in the inner city?

11. How would you compare the amount of work completed in a day's plan?
    ______________________________________________________________

12. Are you as physically tired at the end of a day's work?________
    Are you as mentally tired at the end of a day's work?__________
October 23, 1967

Mrs. Katherine Logan
190 Reynolds Street
Rochester, New York 14608

Dear Mrs. Logan:

In response to your inquiry regarding the orientation of new teachers to our project, let me begin by giving you a brief back-ground of our project.

The last two years we have been asking our 6th grade teachers to refer youngsters who on the basis of cultural impoverishment and learning difficulties will have difficulties in coping with our junior high program. The youngsters that have been selected for this program will remain in the program through-out the 7th, 8th and 9th grades.

In respect to teacher, parent and student orientation, the following procedure is followed: In June of the 6th grade year the students and their parents are called in for a conference. At this time all of the staff members are introduced and their role in the program is explained by the director. The reasons and the goals of the program are also explained at this time.

We have found it profitable to make personal telephone calls to each parent requesting this attendance at these conferences. We find that these meetings, followed by an informal question and answer period, stimulate parental interest in the project and make future parental contacts more effective.

(b) A general staff meeting of all our junior high teachers was held the 2nd week of school to explain the project ABLE to them and answer any questions. In this meeting, each member of the staff explained his role in the program. Previous to this meeting throughout the previous year and the past summer a number of meetings were held with personnel from the guidance and administrative staffs. It is my personal feeling that these meetings are the key to the continual orientation that is necessary to a program of this nature.
Periodic case conferences are scheduled throughout the school year in which the staff of project ABLE, guidance personnel and junior high staff members are involved. We supply substitute teachers in order to release our junior high staff members who have youngsters in project ABLE for the first case conference. We use this conference for a demonstrated case conference. The emphasis of this case conference is to communicate the philosophy, goals and to demonstrate the procedure.

We have also attempted to involve new teachers in project ABLE by seeking them out as advisors to club activities, i.e. travel club, mechanics club, fashion club.

The preliminary planning involved in organizing these clubs serves as a vehicle to orientate new teachers to the goals and philosophy of project ABLE.

I hope this information will be helpful.

Respectfully,

Rodney B. Maloney
District Psychologist
RBM-h
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BOOKS

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PERIODICALS


