

INSTRUCTIONAL MODELS OF SERVICE DELIVERY IN TITLE I

- ◆ Pullout
- ◆ In-class
- ◆ Extended day
- ◆ Extended year – summer programs

All schools must ensure that services provided by Title I personnel, regardless of the model of delivery used, are supplemental.

Title I services are supplemental in terms of greater instructional intensity and opportunity to learn.

Research offers no conclusive evidence for superiority of either the pullout model or alternative models.

The state Title I Office does not endorse one instructional delivery method over another. The primary responsibility for the choice of instructional models is at the school building level.

Many issues come into play when a school or Title I teacher is deciding which method of delivery to use. In order for the Title I teachers to be effective, they need to feel comfortable in the chosen method of delivery. Personalities of all teachers involved must be considered. Many times a combination approach may be appropriate. Teachers may choose to go into the classroom for some grades but pull students in other grades. Pullout is usually necessary when using certain computer programs such as CCC or HOTS to provide supplemental instruction.

IN-CLASS MODEL OF SERVICE DELIVERY

Title I funds are not intended to be used as general aid to the regular classroom. Even in the in-class model of instruction, Title I services must directly benefit targeted children who are eligible for the program. Title I teachers will be assessing Title I targeted students using multiple measures. Therefore, the time spent with those students must be intense enough to enable them to show progress.

The following are some possible characteristics or attributes of an in-class model of instruction:

- ◆ Small groups of Title I students are pulled together within the classroom setting to work on supplemental materials.
- ◆ Title I personnel teach demonstration lessons on areas of specialty to the entire classroom of students.
- ◆ Title I teachers work with targeted students one on one in the back of the classroom.
- ◆ Title I personnel work with regular classroom teachers in lesson planning to ensure that the Title I supplemental activities and strategies are aligned with the regular classroom lessons.
- ◆ Title I personnel work with targeted students during an independent work period to reinforce skills after the regular classroom teacher has just delivered a lesson.
- ◆ Title I teachers prepare additional/supplemental materials that Title I students can utilize for reinforcement as needed.

EXAMPLE: In-class Delivery Model

As an alternative to the traditional “pullout” program, an urban school district in Arizona with a diverse student population instituted an in-class delivery of additional services for Title I students. A Title I teacher works with small groups of children within a regular classroom. This structure minimizes disruption and negative labeling while it provides direct services to Title I students and maybe at times incidental assistance to their classmates who might need assistance on a particular concept.

In each Title I school, a Title I program facilitator (a certified teacher and in many cases a former Title I teacher) provides every classroom teacher with pedagogic support, including modeling instructional strategies and other professional advice, support, and guidance. Their goal is to help every teacher establish and maintain classroom learning conditions that stimulate and accelerate Title I students’ learning.

EXAMPLE: In-class Delivery Model

Second grade students in a regular classroom have been working on multiplication facts during their daily math period. After the regular classroom teacher delivered a lesson to the whole class on multiplication, students were given a worksheet to complete. The next day, students are given their worksheets back and asked to redo the problems that were incorrect. To reinforce the skill of multiplication, the Title I teacher pulls to the table in the back of the room, those Title I students who had several incorrect answers on that worksheet. As a group the Title I teacher and students review multiplication facts by using flashcards. The Title I students then redo the incorrect problems on the worksheet independently.

EXAMPLE: In-class Delivery Model

There are several Title I students in a particular reading group who have difficulty with vocabulary words and comprehension. The reading group meets daily for a half-hour with the regular classroom teacher. While the classroom teacher meets with a different reading group, the Title I teacher pulls the Title I students from the first reading group daily and pre teaches the lesson/story for the following day. The Title I teacher introduces key vocabulary words from the story and the group reads the story together. These students are receiving the same reading lesson as the other children in their group from the regular classroom teacher. However, they are also receiving additional supplemental instruction from the Title I teacher.

EXAMPLE: In-class Delivery Model

The Title I reading teacher returns home after attending a National Title I convention. At the convention, the teacher was introduced to several new innovative methods of teaching reading skills to children. The Title I teacher works with the classroom teacher to plan appropriate ways in which the Title I teacher can share this information. The Title I teacher provides several demonstration lessons to the entire classroom of students modeling teaching methods that were recommended by presenters from the national conference. Title I students, their classmates and the regular classroom teacher all benefit from this incidental opportunity to share innovative ideas.

If you decide to use the In-class Model of Instruction, please keep the following in mind:

- Ensure that you are more than an aide. You are certified and should be providing instruction (both basic and high order)
- You may instruct whole group periodically or on a demonstration basis
- Services must be supplemental
- There must be planning time scheduled for regular classroom teachers to meet with Title I Staff
- Just as in a pull-out program, services are directed to students who were found to be eligible for Title I. The Title I teacher has a student list and is accountable for these students' progress.

You may not:

- Take ½ class and instruct each day (supplanting)
- Take whole class while teacher leaves (supplanting)
- Constantly work on homework or classroom worksheets

ADDITIONAL CONSIDERATIONS FOR USING THE IN-CLASS DELIVERY MODEL

- In a targeted assistance school, the basic rule of thumb is that only eligible Title I students should be served on a regular basis.
- All students must receive the primary instruction in all academic areas from their regular classroom teacher. In addition, Title I students receive instruction above and beyond that primary instruction.
- Each Local Educational Agency decides what criteria to use to select students for Title I services. The criteria used must be uniform, objective and designed to identify disadvantaged students most in need of receiving supplemental assistance. Title I teachers determine their caseload. Criteria can be set so that many children are eligible for services. However, services need to be sufficient enough to enable each child to make progress. In addition, Title I teachers need to keep information on each child being served to document their progress. Title I teachers need to consider those aspects when determining their caseload.
- Primary teaching of lessons by Title I staff to all students can only be done on a demonstration/incidental basis in a targeted assistance school.
- Incidental inclusion allows for non-Title I students to be served on occasion when appropriate. However, services should be incidental in occurrence. It should be the exception, not the norm.
- Documentation must be kept individually for all children found to be eligible for Title I service to show whether these students are making adequate progress. A minimum of three assessment methods must be used for each child to document progress.
- If Title I teachers are meeting with a reading group, it should be to provide additional services from what they already received or will receive from the regular classroom teacher.
- Title I teachers using the in-class model are not to be used as regular classroom aides.
- All considerations noted pertain to Targeted Assistance schools. Regulations and considerations for schoolwide programs are completely different. Schoolwide programs serve all children, and services do not have to be supplemental.

In-class Model

PROS:

- ❖ All students know the Title I teacher
- ❖ Can work unobtrusively with students
- ❖ Title I teacher better understands children when observing them in a classroom setting
- ❖ Can better complement what classroom teacher is doing
- ❖ Less stigmatizing for students – discourages labeling
- ❖ Facilitates teacher relationships – more opportunities for collaboration & communication
- ❖ Learn other teacher styles & strategies (promotes collegiality)

CONS:

- ❖ Title I teacher often treated as an aide
- ❖ Requires extensive consultation & communication for joint planning and teaching
- ❖ Many regular classroom teachers are not comfortable having someone else in the room
- ❖ Needs careful consideration to supplement not supplant services
- ❖ Needs careful consideration to focus instruction on “Targeted” students
- ❖ Overcrowding in some classrooms – space availability within the classroom
- ❖ Increases distractability of students

Pull-out Model

PROS:

- ❖ Allows individual teacher styles & philosophies to be used
- ❖ Provides a special environment for students
- ❖ More individualized attention to “Targeted” students
- ❖ Provides for a quieter, less disruptive environment
- ❖ Access to variety of computers to work with small groups of students
- ❖ Title I students access to variety of materials, games, etc. to help supplement certain skills

CONS:

- ❖ Stigmatizing for some students
- ❖ Time wasted getting to & from Title I environment
- ❖ Instruction not always aligned to what’s going on in the classroom
- ❖ Less coordination & communication among staff