

WHAT DO TITLE I SERVICES LOOK LIKE?

All Title I schools must ensure that services provided by Title I personnel, regardless of the model of delivery used, are supplemental. Supplemental Title I services provide greater instructional intensity and opportunity to learn.

In Title I, there are several choices or instructional models of service delivery. They include pullout, in-class or extended day.

Title I services should be in addition to those services the school would already have in place. Title I teachers can teach the skills students are lacking, but they should not be working on primarily homework from the classroom. (If this is a problem, the Title I teacher could ask classroom teachers to fill out a "Skills This Week" worksheet.) If you are using the in-class model of Title I instruction, you should be able to document that you are not serving all children, but that you are focusing additional instruction on targeted students. Title I funds are not intended to be used as general aid to the regular classroom. 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 from their Title I teacher.

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

The State Title I Office does not endorse one instructional delivery model 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 out in other grades. Pullout is usually necessary when using certain computer programs such as CCC or HOTS to provide supplementary instruction.

The model Title I room provides students an environment rich in print--including many books and other materials of all shapes as well as fiction materials. Title I classrooms should be rich in print materials, handmade stories, word lists, handmade charts, guides to story structure, etc., everywhere. Children can "read the walls" in the room. The use of Big Books, predictable books, books to check out, books brought from home, book sharing, story mentors, story retelling using sentence strips are just a few of the experiences that should be occurring in a Title I room.

In Title I, you should not:

- Take half the class or a reading group and instruct each day (supplanting).
- Take the whole class while the teacher leaves (supplanting), except for occasional demonstration lessons.
- Work on homework or classroom worksheets on a regular basis.
- Stand by students in the regular classroom while they do their class work. You are not responsible for keeping students on task during regular instruction. You are a certified Title I teacher and should be providing instruction (both basic and high order) that directly supplements the instruction from the classroom.

TARGETED ASSISTANCE SCHOOLS -- SAMPLE SCENARIOS

A second grade classroom is studying a unit on dinosaurs. They are going to be writing their own dinosaur story in the regular classroom. The Title I teacher spends the week pre-teaching and preparing the Title I students in this second grade classroom for this activity. Both the regular classroom teacher and the Title I teacher have been reading the students a variety of books on dinosaurs to give the students a wealth of facts and ideas on what life was like during the era of dinosaurs. The Title I teacher pre-teaches and reinforces skills the students will need to write their stories independently in the classroom. The group creates a word bank of typical words they will use when writing their story. One day they write a class story together on chart paper. As they write the story together, the Title I teacher models using spacing between words, starting sentences with capital letters, and using the correct punctuation after a sentence. They discuss the importance of a story having a beginning, middle and an end to the story line. The group brainstorms possible topics or themes that would make a good dinosaur story. The Title I teacher goes into the classroom the day the kids write their stories to help answer questions, help spell certain words and provide encouragement to the students.

A third grade classroom is going to begin reading the book *Charlotte's Web*. The Title I teacher spends the preceding week pre-teaching the story. They read the story together in the Title I room. The Title I teacher pulls words from the story that the students may have difficulty reading. The group discusses their definition and plays flashcard games to master the words. The Title I teacher creates supplemental extension lessons to reinforce comprehension skills. When the students read the story in the regular classroom, they start with an advantage, their self-esteem is enhanced, and they are better able to keep up with the other students on activities done in the classroom.

A Title I teacher works with small groups of children within a regular classroom. This structure minimizes disruption while it provides direct services to Title I students. 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.

TARGETED ASSISTANCE SCHOOLS -- SAMPLE SCENARIOS (continued)

A Title I room has two computers available for student use. Each student works with the Star Reading Program on the computer for a portion of the time spent in the Title I room. When not working on Star Reading, students will be working one-on-one with the Title I teacher on reading skills. The Title I teacher chooses skills that the student(s) are having the most difficulty with and aligns them to the classroom instruction. If a student is having difficulty with comprehension, the work will involve reading the science or social studies chapter for the day and using the strategy QUILT (Questioning and Understanding To Improving Learning and Thinking). The in-class model is also used during reading time on Monday and Wednesday morning. After the classroom teacher has provided the lesson and assignment, the Title I teacher provides support to the Title I student(s) by giving hints and reminders about the different strategies that were already taught in the Title I room.

A teacher has been assigned Title I responsibilities for grades 7-12 using a pull out method. The identified students come to the Title I room during their study hall. The main focus of this Title I program is to teach students study skills and organization strategies to help them succeed in the regular classroom. The first and last five minutes of the session are spent reviewing a five item checklist required of all participants.

- Were the students there on time?
- Did the students come with required materials?
- Did the students work productively?
- Did the students have their assignment books filled in?
- Did the students exhibit appropriate behavior during class?

They review the checklist at the beginning of class as a reminder. At the close of the day, they review the checklist again. Students receive points for each of the five items they do correctly. At the end of the week, students who earn 90% of the points that are available, are rewarded in some manner. At the beginning of each session, the teacher does a short study skills lesson. The students then work on their classroom assignments, incorporating the study skills strategies.

A Title I teacher uses the pull out method to work with small groups of Title I students. She reviews lesson plans from the elementary teachers to ensure that she is supplementing the classroom instruction. The Title I teacher's focus is to re-teach or pre-teach the same skills being taught in the classroom. A variety of strategies and methodologies which are essential to support the learning styles of individual children are utilized. These strategies are not limited to but include:

- Visual Activities
 - Auditory Activities
 - Kinesthetic Activities
 - Choral Reading
 - Tactile Activities
 - Technology Lessons
 - Music-incorporated Experiences
 - Multi-sensory Experiences (color, taste, smell)
 - Writing Experiences

By using a balance and variety of strategies, Title I students receive an optimal environment to learn.

SCHOOLWIDE SCHOOLS -- SAMPLE SCENARIOS

At this schoolwide school, the identified school improvement and schoolwide target area goals are 1. Reading 2. Math and 3. Respect. One teacher at this school that is paid with Title I funds is now a reading technology instructor who focuses her curriculum on reading instruction. This teacher sees all students at the school 2-3 times per week. In her classroom, the students get additional reading instruction as they work with technology. Another former Title I teacher is also still paid entirely with Title I funds, however, as part of their goal for total school reform the schoolwide planning team decided to change her role at the school a little bit to support the schoolwide program. Instead of pulling students for supplemental reading instruction, this teacher spends her day as the Schoolwide Coordinator. Her duties now include: 1.) Testing all students at the school one time a month on the chosen reading and math assessments for the plan, then summarizing the results of these assessments in graphic form for presentation to all teachers as a way to measure the progress the school is making toward its schoolwide goals. 2.) Acting as a parent/community involvement coordinator including 4-5 parent involvement nights at the school. 3.) Researching various topics as requested by the target area teams for their reading or for presentation to them. 4.) Organizing and leading the schoolwide annual review process including learning about effective ways to maintain continuous improvement.

When this school first conducted its needs assessment to operate a schoolwide program, the teachers noticed that although their students were at or above the state average in reading for grades 1, 2, and 3, in grades 4, 5, and 6 their students fell consistently below the state average. Therefore, reading was identified as a schoolwide goal and the school reorganized their school day to increase reading instruction time in grades 4, 5, and 6 (reading instruction time was already longer in grades 1, 2, and 3). Part of this reorganization also included breaking down into smaller class sizes during reading time, so the reading coordinator (formerly the Title I teacher) became a regular classroom reading instructor for grades 4, 5, and 6 and now co-teaches with the regular classroom teachers. All students at the school receive the same amount of increased reading instruction time, but they are now in smaller class sizes during reading so they can get more teacher attention. Title I funds were also used to send a team of teachers to a three day workshop at the Learning Styles Institute. In turn, these teachers will be training all other teachers at their school. Finally, the school has also identified attendance as a schoolwide goal, and at this time part of the Title I allocation is being paid as stipends to the target area team members of this goal to study successful methods of improving attendance and design the school's plan to reach this schoolwide goal.