

Instructional and Staff Guidelines

Title I Reading

In alignment with recent research and No Child Left Behind guidelines, effective and systematic reading instruction should include the following five essential components:

- phonemic awareness
- phonics
- vocabulary development
- reading fluency, including oral reading skills
- reading comprehension strategies

Delivery Systems

Delivery systems for Title I reading and math instruction include but are not limited to

1. Extended learning time

- before school
- after school

2. In-class/Push-in

- A Title I teacher or paraprofessional may work within the regular classroom to provide supplemental instruction. The Title I teacher or paraprofessional must target services appropriate to those children identified as needing additional assistance

3. Literacy Coach

- The primary role of the Title I literacy coach is to help the classroom teachers work more effectively with their students. Working together, the coach and classroom teachers determine alternative instructional strategies for Title I students. In addition, the literacy coach usually:

- conducts specific instructional diagnostic evaluation of participating students,
- assesses participating student progress on a regular basis,
- develops prescriptive instructional programs to be implemented by the regular classroom teacher,
- conducts limited demonstration teaching to model alternative instructional strategies,
- identifies, procures, and/or develops modified curriculum materials to meet the needs of participating children, and
- promotes increased parental involvement of participating children.

4. Pull-out

- Although pull-out of Title I children should be minimized, it may, at times, meet the needs of some children.

5. Reading Recovery and Early Literacy Learning (ELL) and Early Literacy Learning

- Title I may fund certified Reading Recovery teachers.

6. Family literacy

- Title I may fund educational activities to promote literacy in families of Title I students. A parent coordinator may be employed to plan and implement literacy and other parent/guardian involvement activities.

7. Preschool

- Activities should be developmentally appropriate and teachers shall be appropriately certified.

8. Summer programs

- Given the current level of state reimbursement provided for summer school programs, using Title I funds for a summer school provided by the district is no

longer an option. Transition programs before the start of school, such as for preschoolers going into kindergarten or kindergarteners going into first grade, is allowable.

Qualifications of Title I Teachers

Each district shall ensure that all teachers newly hired are highly qualified and that all teachers within the district are highly qualified by the end of the 2005-2006 school year.

Staff

qualifications for Title I are as follows:

Title I Instructional Coaches must:

- be Highly Qualified Teachers,
- have appropriate grade level certification, and
- receive appropriate coaches training as approved by the district.*

*Literacy coaches must have training and successful experience in teaching researchbased

Reading.

- All Title I teachers must have a baccalaureate degree and a Missouri teacher's certificate for the grade level(s) to which assigned
- Preschool teachers must have PK-3 or Early Childhood Special Education certification
- Title I reading teachers must have Reading Specialist certification or a Master's Degree in Reading
- Language arts and math, or those providing tutoring, must have appropriate grade level certification

Qualifications of Title I Paraprofessionals

Districts are encouraged to continue the requirement that all paraprofessionals newly hired

have a minimum of 60 semester hours of college credit with a certified transcript on file; however, they may hire someone without the 60 hours who has taken and passed the ParaPro Assessment.

Districts shall ensure that all existing paraprofessionals in a schoolwide program (even if not

paid with Title I funds) hired before January 8, 2002, will meet the requirements in the preceding paragraph by January 2006. The requirement may be met through college credit

or by taking and passing the ParaPro Assessment.