

FAST FACTS

Instructional Models of Service Delivery in Title I

In Title I programs, there are basically four choices for instructional delivery models: 1) pull-out, 2) in-class, 3) extended day, or 4) extended year – summer programs. When choosing a delivery model, it is important to keep in mind that all targeted assistance schools must ensure that services provided by Title I personnel, regardless of the model of delivery used are supplemental. Research offers no conclusive evidence for superiority of either the pullout model or alternative models, and the Federal Title Programs office does not endorse one instructional delivery method over another. The primary responsibility for the choice of instructional models is at the school building.

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. Pull-out is usually necessary when using certain computer programs to provide supplemental instruction. In addition, if schools choose to use a pull-out or in-class model during the day, they may also want to have an after school or summer school program as well.

Pull-Out Model:

PROS	CONS	CONSIDERATIONS
May allow individual teacher styles and philosophies to be used	Stigmatizing for some students	Ensure Title I students aren't pulled out during a time when the classroom teacher is providing instruction
Provides a special environment for students	Time wasted getting to and from Title I environment	If pulled out during seat work time, modify assignments so students are not penalized for going to the Title I room
More individualized attention to "targeted" students	Instruction is not always aligned to what's going on in the classroom	Ensure students are not regularly pulled out during "fun" time in the classroom (i.e., recess, gym, etc.) to avoid being penalized
Provides for a quieter, less disruptive environment	Less coordination and communication among staff	
Access to variety of computers, materials, and games to work with small groups of students	Students miss instruction that takes place in the classroom	

In-Class Model:

PROS	CONS	CONSIDERATIONS
All students know the Title I teacher	Title I teacher often treated as an aide	Ensure Title I identified students receive additional help
Can work unobtrusively with students	Requires extensive consultation and communication for joint planning and teaching	Schedule planning time with classroom teachers to ensure alignment of services
Title I teacher better understands children when observing them in a classroom setting	Many regular classroom teachers are not comfortable having someone else in the room	Ensure Title I students receive more services, not replacement services
Can better compliment what the classroom teacher is doing	Needs careful consideration to supplement not supplant services	
Less stigmatizing for students – discourages labeling	Needs careful consideration to focus instruction on "targeted" students	
Facilitates teacher relationships – more opportunities for collaboration and communication	Overcrowding in some classrooms – space availability within the classroom	
Learn other teaching styles and strategies (promotes collegiality)	Increases distractibility of students	

Extended Day Model:

Research has proven that after school programs can help to improve the academic performance of students. For more information on the extended day programs, please visit www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm.

Extended Year – Summer Programs Model:

Summer school programs also contribute to raising academic performance. Many students regress during the summer with three months away from school. Summer school programs can be very beneficial in helping students to retain knowledge over the summer break, especially if conducted prior to the start of a new year. Title I funds may be used to implement a summer school program for Title I students.

Contact Information

If you have questions regarding this Fast Facts, please contact:

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