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The expansion of developmental reading programs into the secondary grades requires qualified and trained secondary reading teachers . This need is presently being met by local school districts through the operation of inservice training programs. The following observations of these programs are reported: (1) the secondary reading program is now advancing as rapidly as the elementary program, (2) local school districts state their own needs and problems and establish their own goals for inservice programs held in cooperation with a university, (3) more personnel and specialists are being involved in team programs, (4) continuous total staff programs are replacing 1-day seminars and teacher inservice programs, (5) regional and national inservice programs involve specialists across the nation, and (6) program content is moving away from reading instructional techniques toward a consideration of the total learning process. The inservice programs of New Mexico State University and Las Cruces Public Schools, New Mexico, are cited. (NS)

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SYMPOSIUM III IN-SERVICE EDUCATION IN READING

PROMISING PRACTICES IN IN-SERVICE EDUCATION IN READING

CLASSROOM TEACHERS (SECONDARY)

"Expanding Practices in Secondary Reading In-Service Programs"

RE001 275

Dr. A. Sterl Artley, The General Chairman of this Symposium, In-Service Education in Reading, predicted at our International Reading Association Convention in Dallas, Texas, May 19, 1966, that when the history of reading instruction is written it will show that one of the major points of emphasis of the 1960's will be the organized extension of developmental reading programs into the secondary grades.

As I personally observe secondary school programs and visit with colleagues, the insight of Dr. Artley appears to be accurate, for a vast number of schools have expanded a developmental reading program into the secondary grades.

During the early sixties as the developmental reading program began to expand into the secondary school, the junior high schools proselyted teachers from the elementary schools. High schools then proselyted junior high teachers in order for a reading program to be established at the secondary level. This trend of proselyting is diminishing rapidly. Today individuals are being prepared at the university level to go into the profession of teaching at the secondary level as reading teachers. In the field classroom practitioners are expanding their ideas related to the teaching of reading instruction through in-service education. I personally sense a definite expansion in the university curriculum to meet the needs of secondary programs. There was a definite change in school district programs and a definite change in the Office of Education to meet the program needs. Briefly, may I point out that the NDEA Institutes for Advanced Study in Reading have been a great assist in retraining secondary personnel to meet the needs of secondary youth. The new EDPA will offer an expanded concept of in-service education at the secondary level. Under this new Act in-service education will be conducted

with formal meetings at universities during the summer, and practical, grass-root meetings throughout the academic year in local school situations. Teachers may be reimbursed for Saturday meetings or substitutes may be hired for their replacement during the school day.

At this point permit me to share with you the direction I am taking in this paper. First, I see changes in the university structure of in-service. Second, some in-service education models I have seen impress me. Third, I have seen changes in school districts related to in-service education.

For the past twenty-five years in-service education has carried a connotation relating to on-the-job training in some aspect. Industry has done much of its educational training for specific skills on the job. The business world has published in their ads of recruitment for professional help "send us a man that can read and we'll do the rest on the job." During the past fifteen years educators have been concerned with some type of on-the-job training for the teaching profession. Today at the university level there is an increased concern for training the "to be" teacher on the job, prior to being employed.

For the teaching profession, pre in-service education is developing as a greater concept than the traditional "student teaching" portion of educational preparation. University professors are designing courses which permit the

student who is preparing for the teaching profession to have meaningful experiences in the classroom. The structure of a beginning class in reading at the secondary level would give an example of the type of pre in-service education existing today in colleges of education.

In a sixteen-week semester the first three weeks would be devoted to the theoretical aspect of teaching reading, Phase I. Phase II would be a ten-week block of time with classroom observation, tutorial work, and seminar emphasis. Phase III would emphasize theoretics and problem solving.

In this beginning course for undergraduate students Phase I will aim specifically at:

1. The development of the teaching process of reading in the English language,
2. The nature of reading,
3. A developmental model,
4. The improvement of word recognition skills,
5. The improvement of comprehension skills,
6. Teaching in a tutorial setting,
7. Materials for reading instruction,
8. The lesson plan.

The environment of Phase I will be the academic setting of a university

classroom designed for lecture and dialogue with the use of multiple media when appropriate.

During Phase I the instructor, in cooperation with a local school, identifies students in grades seven through nine to participate in the tutorial phase. The rationale for selection of grades seven through nine relates directly to the age of the inexperienced undergraduate teacher and the similar age of the high school junior or senior who has failed one or two grades along the way. The classroom practitioner is requested to select two or three students for her class that she feels would profit from a tutorial phase. The classroom teacher is requested to state what she thinks the student's problems are and what she would recommend for improvement. The university staff administers a pre-test to identify a reading level and specific problems to be met during the tutorial phase. Upon the completion of pre-testing of each junior high student, the university staff analyzes the teacher's suggestions and the test data collected before making recommendations in the form of an evaluative report. The evaluative report includes the following material:

1. Teacher appraisal,
2. Test data collected by the university staff,
3. Identification of area for specific teaching,
4. Specific objectives to be met,

5. Techniques to be attempted,

6. Materials appropriate for techniques and objectives.

This evaluative report is given to (1) the school administrator who forwards it to the classroom practitioner and to (2) the university student who will work with the individual child. Phase I is ended with an examination.

An orientation meeting with the university students and the local school personnel introduces Phase II. Students then begin the observational program during the ten observational days (preferably each Monday). The university student is requested to complete observational reports related to classroom environment, pupils, description of the lessons, objectives, techniques and materials, and an evaluation of what was gained (if anything) from this visit. University students go directly to the classroom for observation upon entering the assigned building each Monday during Phase II. Each university student observes in the classroom of his tutorial student. The classroom teachers are requested, during these ten observation days, to present what they consider their best in teaching junior high students to read. Observation reports are turned in to university staff each Wednesday for consideration in Friday's meeting.

The tutorial work is supervised by the university staff in the school cafeteria where the tutor (university student) brings the pupil (junior high student)

for the lesson. The individual instruction follows closely the lesson plan prepared by the tutor. Each lesson is structured to the needs of the individual with every attempt to provide an atmosphere of continuous success. It is the responsibility of the university staff to closely supervise the lessons presented. Students having particular difficulty using a technique or material will find the university personnel available to demonstrate such a technique or material.

Upon completion of a 35-40 minute lesson the tutor escorts the pupil to his room. It is the responsibility of the tutor to immediately evaluate the lesson taught: what objectives were met, what objectives were unsuccessfully met, what characteristics were identified during the lesson related to the pupil, and the concept taught, the technique, the material. The tutor also lists questions that arose from this experience.

The Friday meeting is of seminar nature at the university setting where the professor guides a dialogue related to the observations of Monday and the lessons of Wednesday. Suggestions concerning the observations and lessons to be taught the following week are made at this seminar. An incidental learning approach appears to develop during this Friday meeting; however, students are eager to find answers to their questions. A graduate assistant keeps a running log of the Friday meetings; proves valuable when structuring Phase III.

The remaining three weeks of the semester are spent in the academic setting of a classroom. The content of these three weeks is contingent upon the

analysis of the Friday logs. Time is now available for an expansion of those areas not adequately discussed during the Friday seminars, and for those areas that were omitted from the seminars. During these weeks the students are required to write a short paper in a special interest area which developed during Phase II of the course. This interest area is generally an outgrowth of a problem which the student faced while teaching. The student is then required to demonstrate the ability of in-depth research concerning his interest area.

During this undergraduate, pre in-service class a series of conferences are scheduled with the classroom practitioner at the junior high level. These conferences deal directly with the reading problems of the students within the classroom of the junior high teacher. It has been my personal observation that these cooperating teachers change their own personal preceptions related to the teaching of reading as a result of these conferences.

Several models of in-service education have recently been developed to meet the needs of local school districts of various sizes and geographical locations. At the Reading Research Center of New Mexico State University an interesting model has developed with notable features.

New Mexico State University as a land grant institution has three basic goals in its original charter: teaching, research, and service. The Reading

Research Center, a division of the Department of Elementary and Secondary Education, has accepted into the philosophy of its program the same three basic goals: teaching, research, and service. Each faculty member's work load is divided into at least two of these areas each semester. For example, one professor might have half-time teaching, half-time research. Another professor might have half-time teaching, half time service. A third professor might have half-time teaching, one-fourth time research, and one-fourth time service. When a professor is assigned to service his duties would include the fulfillment of a contractual agreement with a local school district.

The official contract is between a local school board and the University. The contractual agreement states specifically the type of in-service education the school district is to receive.

The in-service education program is different from much of the in-service education being conducted in the United States today because the local school district must determine its needs and state the objectives for an in-service program to the Reading Research Center. This forces the school district to think about their needs before the program. The University is not telling the local schools what they need, but is permitting the local school to define its needs and state its problems.

The Reading Research Center's staff is pleased to work with school personnel in defining and stating objectives and establishing effective models in scheduling meetings to involve teachers. A school district with 25,000 students would necessarily use a different model for scheduling than a school district with 500 students.

Consider a district with 25,000 students involving junior high school teachers seeking in-service education where the seventh and eighth grades are housed with grades one through six. Immediately the problem of getting the teachers together for meetings arises. This problem can be solved by dividing the buildings into four sections geographically. Select one school to serve as a satellite (or meeting place) for its section: schools one through five will be satellite one, six through ten will be satellite two, eleven through fifteen will be satellite three, sixteen through twenty will be satellite four. Teachers from school buildings one through five would meet at the satellite one school for their sectional meetings. The rationale for selection of a satellite school would include geographic location, facilities for handling an in-service educational meeting of both small groups and large groups.

Teachers attending a sectional meeting are limited to two teachers per school building per meeting. Five school buildings with two teachers per school building would give us ten teachers for in-service education. Teachers

are selected initially on performance in classroom teaching, ability to identify problems in teaching, ability to receive instruction, and the ability to disseminate information to their colleagues. A supervisor noted that one attempts to select the very best available when trying to cause improvement. Teachers who drag their feet in the classroom will probably continue to drag their feet during in-service education.

Two satellite sectional meetings are scheduled per day: one from 9:00 a.m. to 11:00 a.m. and another from 1:00 p.m. to 3:00 p.m. Substitute teachers are employed for the teachers participating in satellite sectional meetings. Substitute teachers work in the morning for the teachers from satellite one and transfer to replace teachers from satellite two in the afternoon. During the half-day released time ten teachers assemble to work on a particular need or problem of their classrooms. At the conclusion of the two-hour morning meeting, the teachers have an additional hour to crystallize their thinking concerning the accomplishments of their efforts before returning to their classrooms in the afternoon.

Satellite two teachers teach in the morning, but have substitute teachers in the afternoon. They will meet for a two-hour block from 1:00 p.m. to 3:00 p.m. to focus attention on a particular need of their classrooms. Following the two-hour meeting the teachers will have one hour to crystallize

their thinking of their accomplishments before assembling for a mass meeting of all reading teachers from the schools in satellite one and satellite two. This is an after school meeting. Teachers receive no reimbursement for attendance and are excused from this meeting only when other professional duties conflict. This one-hour long meeting is conducted by the consultant and the ten classroom teachers that have met in small groups during the day. The classroom teachers have the opportunity to state the problems discussed and make recommendations for implementation. Meetings are dismissed promptly at 5:00 o'clock to accommodate those who have responsibilities and commitments, yet frequently small groups linger. This process is repeated throughout the district. Occasionally all reading teachers of the seventh and eighth grades are assembled when the program is appropriate.

A small community of 500 students or less with limited funds might only be able to afford two days of in-service education for their teachers. It is then suggested that the administration determine the most significant problem in their reading program to give direction for the content of the in-service program. The scheduling of the program might include breaking the day into time blocks: two hours, 10:00 a.m. to 12:00 a.m. for the elementary teachers; two hours, 1:00 p.m. to 3:00 p.m. for the secondary teachers; and an hour, 4:00 p.m. to 5:00 p.m. for the total staff.

In a small community substitute teachers will often move from the elementary level in the morning to the secondary level in the afternoon. Administrators are always encouraged to attend in-service meetings but often find other obligations pressing. Effective programs should structure orientation meetings for principals and supervisors of representative schools within the district.

An interesting model has been developed by Mr. Burt Holland, Assistant Principal, Court Junior High School of the Las Cruces Public Schools in New Mexico. After attending an NDEA Institute for Advanced Study in Reading, Mr. Holland returned to his school determined to improve reading instruction throughout his building. He soon met many obstacles with his after school in-service program. He found some teachers were tired, other teachers had baby-sitting problems, a number of his teachers could not be present because of bus-driving duties, band rehearsal, football practice, and other equally important reasons.

Determined to establish an in-service program, he began to analyze his own school program to determine how and when he could organize or arrange his staff for such a program. Mr. Holland noted the only possible time teachers could get together was during the clock hours of the teaching day. Every teacher has one scheduled free period per day for preparation. Mr. Holland then decided to meet with small groups of teachers (approximately five)

during one of their preparation periods. This offered a 50 minute in-service education meeting during the teacher's normal workday with 100% attendance of the total staff. For this to fit within the framework of an assistant principal's workload he scheduled only two such meetings per week and continued to conduct the in-service throughout the teaching year. These meetings followed several basic principles:

1. Teacher needs explored,
2. Small group interaction,
3. Total staff participation, and
4. Specific goals to be reached with flexibility.

In all probability, if you were to summarize all the models to which we have alluded, you would find no established model to fit your particular situation; but an adaptation of these and other currently existing models to the specific needs and objectives of your school district will produce effective results with an in-service program.

As I personally visit and participate in secondary in-service programs, I note several changes beginning to form trends at this time.

1. I note the secondary school is beginning to profit from the many mistakes made in the early elementary education in-service program. Research into the large body of knowledge reveals that the secondary program is now

advancing as rapidly as the elementary program. By this I do not mean all secondary teachers are as eager as elementary teachers to participate in an in-service program; however, I do mean to imply that secondary teachers participate in programs of equal sophistication with elementary programs.

2. There is a moving trend for the local school district to establish the goals of the in-service program rather than the university establishing the goals. In past years the university staff members would design and conduct what they thought was an adequate in-service program. Today the local school district is assessing its own personal needs and telling the university staff members what type of a program they want. After all, I guess he who pays the fiddler should call the tune.

3. There is a trend toward establishing a team effort in-service program rather than a single individual in-service program. With this trend we have a greater involvement of staff members working in his area of specialization. An example, in the past an individual, generally from a university, would offer a series of lectures, workshops, or seminars for an in-service program. Today we find a team of specialists conducting a much more sophisticated program; once again depending on the predetermined needs of the particular district.

4. A one-day in-service program appears to be giving way to a continuous in-service program. I recall going to a school district for a two-hour presentation entitled, "The Annual Day for Improvement of Instruction." Local school

people at the grass-roots level realized the need for continuous improvement in instruction. Thus they have now established programs that involve teachers for as much as two days per month.

5. Beginning to develop is a trend from a teacher's in-service program toward a total staff in-service program. Supervisors, principals, assistant principals are having definite programs structured for their edification related to the reading program. In-service for reading teacher aides is developing at this time.

6. Regionally and nationally produced in-service programs are being developed and used over locally produced in-service programs. Locally produced programs consisted of the district supervisor conducting in-service with her teachers. This trend has moved away from this with the specialist being employed from universities from near and far.

7. Up until this point this paper has not dealt with probably the most crucial phase of an in-service program--the content. It has been my experience, however, that administrators have not been so interested in the content as they have been the organization and scheduling of such a program. Many excellent programs as well as ideas for the improvement of instruction have been rejected on the simple premise, "I do not know how to administrate this concept, therefore it must be of little value."

With the finest organizational structure that one can creatively design, an in-service education program will completely collapse unless adequate content is placed within the structure of the model. We are experiencing a current trend concerning content which moves from the teaching of reading techniques to an expanded position which includes the total learning process of the reader.

Whether or not these current expanding trends will have lasting merit in the archives of learning can only be known from trying them: testing them for their personal value and worth.