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ABSTRACT

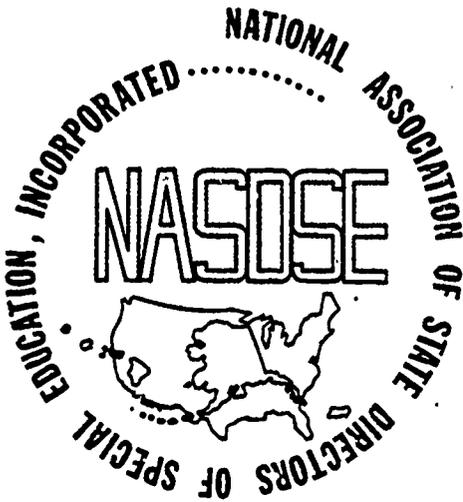
Described are nine training alternatives approved by the U. S. Office of Education for use by recipients of Title VI, Part D funds (state education agencies, local districts, and colleges and universities) to meet inservice and preservice training needs for teachers of the handicapped. Advantages and disadvantages are discussed for the following training methods: fellowships, summer traineeships, special study institutes, contracting for services, practicum stations, teacher training interns, pilot programs, central office internships, supervisor positions, and training packages. Characteristics of the training alternatives are depicted in a chart listing 16 factors such as length of training, high level of objective specificity, teacher training institution field involvement, and availability of matching funds. (CL)

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**ALTERNATIVE METHODS
OF MEETING PART D
INSERVICE TRAINING NEEDS**

By

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Special Training Project

June, 1976

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P.L. 93-380, TITLE VI, PART D
TRAINING ALTERNATIVES

P.L. 93-380, Title VI, Part D provides funds to State agencies and training institutions to support inservice and preservice training for teachers of the handicapped. Until 1972, the State Special Education Section had only three alternative methods of providing training with these funds--fellowships, summer traineeships and special study institutes. In the winter of 1972, the U.S. Office of Education approved the following additional alternatives and requested national dissemination to other State agencies. The new Training Alternatives and the three original are described here. The purpose of the article is to provide users of Part D funds--state education agencies, local districts, and colleges and universities--alternative methods of meeting inservice training needs.

TRAINING ALTERNATIVES FOR PART D

The following section contains general definitions of the nine training alternatives for Part D. A subsequent section will expand on the 16 characteristics against which the training alternatives are matched in Figure 1.

Fellowships

In those cases where regional or state need arises for a specific individual with specific competencies, the awarding of a fellowship to an individual who will be trained to meet those needs, is possible. Over the past year, however, the Section has not supported graduate fellowship

Figure I

	2	1	3	4	5	6	7	8	9	0
TRAINING ALTERNATIVES FOR PART D	FELLOWSHIPS	SUMMER TRAINEESHIPS	SPECIAL STUDY INSTITUTE	CONTRACTING FOR SERVICE	TEACHER TRAINER INTERNSHIPS	PRACTICUM STATIONS	MATCHING FUNDS	PILOT PROGRAMS	CENTRAL OFFICE INTERNSHIPS	SUPERVISORS
CHARACTERISTICS										
Large Number of Part			X	X	X	X	X			X
Small Number of Part	X	X						X	X	
Long Term	X				X	X	X			X
Short Term		X	X	X				X	X	
Certification	X	X			X	X				
No Certification			X	X				X	X	
Program Planning			X		X					
Program Implementation			X	X	X	X		X	X	
Directed Central Office			X						X	
Directed Regionally			X		X	X			X	X
Directed by Training Institution	X	X				X	X			
Directed by Agencies				X			X			
Directed Locally (cooperative)						X	X		X	X
Teacher Training Institution (inservice)					X	X	X			
Low Effort	X	X		X			X		X	
High Level of Objective Specificity				X	X	X		X		

(-) = after implementation

IMPLEMENTATION PROCEDURES	FELLOWSHIP	SUMMER TRAINEESHIP	SPECIAL STUDY INSTITUTE	CONTRACT FOR SERVICE	TEACHER TRAIN INTERN	PRACTICUM STATION	MATCHING FUNDS	PILOT PROGRAMS	CENTRAL OFFICE INTERN	SUPERVISOR
	DAYS BEFORE IMPLEMENTATION									
Proposal Draft	120	120	90	90	150	150	60	150	45	150
Planning Conference	90	90	60	60	130	130	45	130	130	130
Plan Draft Approval	90	60	45	45	120	120	45	120	30	120
Budget Approval			45	45	120	120		120	25	120
State Contract			21	21	100	100		100		
Federal Contract				40	100	100	40	100		100
Participant Announcement		53	30	30	60				20	70
Personnel Agreements			14	14		90		90		
Agencies Informed of Final Implementation	80	39	14	14	70	70	5	490		
Final Budget			-7	-7		-15		-7	-7	
Payment of Agency and Personnel	-15	-15	-15	-30	0	-15	0	-30		
Evaluation Information	-7	-7	-7	-7	-15	-7	0	-15	-7	-15
Payment of Participants	-15	-15	-15	-15					-15	0
Payment of Director			-15	-30				-30		

activities because of the belief that this is the least efficient way to meet State and regional needs. In effect, support has been limited to support of summer traineeships and special study institutes in areas of need. This has been held to be a valid approach due to the emphasis of training institutions on M.A. and P.M.A. training; therefore our concern has been specifically tied to inservice upgrading of teacher skills and the support of summer traineeships. The support of graduate fellowships, however, has not been completely dropped as a viable alternative to training in the states. The possibility of funding, in an extraordinary case, the training of an individual through a graduate fellowship is possible. In the case where funding of a fellowship might be considered, a strong case would be necessary to show that the individual requesting the grant would have a high impact on the specified needs of the region requesting the fellowship.

Summer Traineeships

Summer traineeships in the past have taken the characteristics of "Mini fellowships". That is, an amount of money, up to \$75.00 per week was provided as a short-term traineeship. A portion of this money, up to \$350.00 for a ten week summer session, has been awarded to teacher training institutions in the form of a support grant covering tuition costs and program improvement; while a maximum of \$350.00 for the same training period has been awarded to the trainee to supplement living expenses. In some regions of the state, this alternative has been used exclusively and is believed to have had major impact on low incidence disability areas, such as vision. Summer traineeships, however, typically relinquish the control of teacher training to training institutions and

Figure II

PRACTICUM STATION BENEFITS
TO:

TEACHER TRAINING INSTITUTIONS	LOCAL EDUCATIONAL AGENCIES
<ol style="list-style-type: none">1. Trained supervisors familiar with system2. Practicum facilities at little or no cost3. Opportunity to move in the direction of current political and financial pressures - inservice and continued education4. Needs assessment information for training program planning from L.E.A.	<ol style="list-style-type: none">1. Trained supervisors2. Decreased pupil/adult ratio at relatively little or no cost3. Movement toward teacher certification for L.E.A. staff4. Student teacher cover time for inservice teacher release time for training5. Some on-sight courses

its course of study. Often, from a regional and State perception of needs, training institution courses do not always supply the competencies to ameliorate such needs. Since teacher certification is usually accomplished through recommendations of state training institutions, summer traineeships have proven valuable in meeting some of the institution's certification requirements. Funds for summer traineeships have been provided, typically, through the regional special education consultants. Only after the disability consultants have failed to convince the special education regional consultant that summer traineeships in a specific disability area are necessary, does the disability consultant establish a case for funding through the state's central office.

Special Study Institutes

Special study institutes have provided the broadest range of training alternatives in many states. Although many of the new alternatives could be funded through the procedures established for special study institutes, distinguishing between various ways in which these institutes might be structured and funded should permit more discrete measurement of needs and evaluation of outcome. Henceforth, special study institutes will be defined as a training alternative which addresses itself to the training needs, perceived through the state and regional offices, of relatively large numbers of participants. The special study institute may assist, through training oriented institute objectives, program planning and implementation activities of the state and regional offices. Although certification credit is often made available through cooperative training efforts between the state agency and teacher training institutions, certification is not seen as a primary characteristic of special study

institutes. Currently special study institutes have provided only short term forms of training activities; however a trend is apparent in movement from short term to long term objectives for special study institutes as the State becomes more proficient at needs specification and program planning activities.

Contracting for Services

Contracting for services with teacher training institutions or private agencies has been necessary in the past for the implementation of some special study institutes. The Special Education Section sees such contracting occurring only in those situations where emphasis has been placed on program planning and specification of objectives previous to the contract. In such a situation it is reasonable that agencies other than the State Department may approximate those objectives more efficiently than the state agency. Contracts for these services (preferable performance contracting) may be proposed and cleared through BEH. Contracts for service will be of a short-term nature, with a high level of object specificity, for relatively large numbers of participants. Since program planning would have had to proceed the contracting, contracting for services is primarily used for program implementation. Although, in all cases, the training alternatives will be within state and federal guidelines, monitored by the state and evaluated against the stated needs and objectives, the training alternative of Contract for Service is directed by the agency with whom the contract has been formed. This means that, although a great amount of effort was expended in the delineation of objectives, little effort is required in the application of this listed alternative by state personnel.

Practicum Stations

Practicum stations may be established for the use of training institutions and local educational agencies in areas showing need for personnel training. Stations would consist of LEA personnel, trained with Part D money, who would supply practicum station supervision and instruction in cooperation with training institutions. The primary student at such a station would be the inservice teacher at the LEA. Work at the practicum station would consist of:

- a. a structured practicum experience agreed upon jointly by the institutions, LEA supervisors and state agency. Primarily attention would be given to meeting the inservice training needs of the LEA and region, while completing the certification requirements of the training institutions.
- b. limited coursework related directly to the practicum experiences.

Several major problems are apparent when considering this training alternative. The local educational agencies, at which the practicum station might be located, would have to realize a large enough benefit in programming to permit release time for inservice teachers and use of preservice teachers in their classroom situation. On the other hand, teacher training institutions would have to derive some benefit from moving some of its materials and personnel into the field. Some of the possible benefits for training institutions--LEA cooperation on this alternative are listed in Figure II.

E.S.E.A., Title VI, Part D funds might be used to establish a viable practicum station in the following ways:

- a. Funding training for supervisors at the LEA.
- b. Supplement some of the excess costs to the LEA and the training institution with Part D funds.
- c. Provide a teacher training intern for the training institution, to support activities at the LEA practicum stations.

Teacher Training Interns

Interns from training institutions producing teacher trainers may be provided with funds to supply the services of Teacher Trainer Intern (full or part-time) to meet training needs, in cooperation with or separate from teacher training institutions in a region. Either in combination with the training institution Part D funds or with state agency Part D funds only, the Teacher Trainer Intern, having competencies compatible with regional needs, could supply not only training but an extension of training institution's facilities, materials and certification ability. As indicated under the heading of Practicum Stations, a Teacher Trainer Intern could support practicum and coursework activities on site at a LEA, state school, hospital or agency. Not only teacher training but program planning and program implementation could be derived from the intern's services. In return, the Teacher Trainer Intern(s) might make use of program activities or changes they are implementing as material for graduate degree requirements.

As in the practicum stations, the objectives of the Teacher Trainer Intern alternatives would have to be compatible with state and regional needs and result from cooperative planning between teacher training institutions and state and local educational agencies. Such an alterna-

tive should be long term in nature, directed regionally, with a high level of object specificity and should increase teacher training institution inservice responsibilities in the field.

Pilot Programs

In those situations where program needs have indicated unusual or unproven approaches to teacher training, Part D monies may be provided for piloting of such programs with small numbers of participants over a short term. Since pilot studies are typically used to check the validity of hypothesis testing instrumentation, program planning and objective specification must have taken place in great detail before this training alternative could be approved. The results of a pilot program should suggest:

- a. the viability of a teacher training program, method, or technology.
- b. the level of confidence at which one might expect success of a similar program under similar conditions.
- c. specifications of conditions necessary for the implementation of similar programs on a larger scale. This would include a list of necessary systems modifications from financial requirements related to numbers and/or time, political ramifications and legal constraints.

Central Office Internship

As a direct function of the central office, short-term internships may be requested. Such internships may require little or no funding from Part D. The primary objective of such a training alternative is to

provide familiarization with state procedures, program and systems. Such an internship could prove valuable in reducing ambuient communications on problems which could be solved through familiarity with state programs. The internship would take place with the advent of new directors of special education in state regions and with the advent of new programs at the state level. Funds could be provided to supplement transportation and living expenses in those situations where state concerns would best be served through training of such leadership personnel. A training package will be provided including a plan for familiarization with disability areas. In some situations, training may include experiences at regional or local programs.

Supervisors

A major component of special education supervisors' roles is inservice training of special education staff. The designation of a supervisor is typically based on the number of disability teachers in a district (or cooperative) i.e. approximately 10 in M.R., 15 in S.H. As a skilled supervisor commands significantly higher salaries than a teacher, the supervisor's time is often directed toward administrative and managerial tasks often leaving little time for a comprehensive inservice training program for staff. To compound the problem, after the added high expenditure of funds for the supervisor's salary, release time for supervisor's staff for training purposes verges on the impossible.

To offset the stigma of reducing child-teacher contact time per dollar expended in a disability area when supervisors are hired and inservice programs develop, and to encourage the addition of supervisory staff in those areas not covered by regulations, Title VI, Part D may be used.

not exist and time and resources might be saved through packaging of a training program, then Part D money may be used to assist in the development.

CHARACTERISTICS

Figure I incorporates a list of characteristics to aide in a differentiation between the nine training alternatives. The following are definitions of those 16 characteristics.

NUMBERS OF PARTICIPANTS--specifying a fixed number of participants which would constitute a level to be associated with a training alternative is inappropriate; however, relatively speaking, some alternatives are appropriate for training only small numbers of participants.

TERM OF TRAINING--when a comprehensive program for training covers the major portion of a fiscal year, and the interim between formal session is used as an intrical part of the program, the term is "long". "Pilot program" is referred to as a short term training alternative to emphasize the fact that although the pilot may run a full year, it will have a specific date of termination and will not be repeated.

CERTIFICATION--Although certification credit for any training alternative may be a desirable result, certification is not necessarily the primary concern of all the alternatives. As a point of emphasis, special study institutes are often conducted in cooperation with training institutions, thereby providing certification credit for participation in the institute; however, the inability to secure certification credit for a special study institute should not be con-

strued as sufficient cause to negate institute planning if sufficient need had been established in other areas of concern. As indicated in Figure I, several training alternatives have been designated as having one of their primary concerns certification.

PROGRAM PLANNING--Although the primary use of Part D funds must be directed toward training, program planning activities which are an intricate part of a training program or necessary for the implementation of a training program, may be considered a characteristic of training alternatives; however, in such situations, program implementation must follow directly in the same alternative with the same funds.

PROGRAM IMPLEMENTATION--In those situations where needs assessment and program planning have specified training objectives, some training alternatives have the characteristics of providing a structure for the implementation of such programs in order to approximate training objectives. In the case of either program planning or program implementation, use of funds must be directed specifically towards those activities involving training.

DIRECTING OF TRAINING ALTERNATIVES--All program training alternatives; are part of the overall Part D evaluation program planning and needs assessment processes; must follow state and federal guidelines; will be monitored by the state office. Authority, however, may be delegated from the state office to regional offices, training institutions, public or private agencies or local (cooperative) education agencies for conducting training programs.

TEACHER TRAINING INSTITUTION FIELD INVOLVEMENT--Although the majority

of the alternatives for training may involve teacher training institutions, only three have the characteristic of providing incentives for the involvement of teacher training institutions in inservice activities using state agency Part D funds.

LOW EFFORT--In those situations where objectives have been specified as a result of program planning and needs assessment activities before the training alternative is implemented, little additional effort may be required on the part of state or regional consultants. An example of this is contracting for service. Only after specific objectives have been decided upon, can contracting take place; therefore little of the time and resources to be used in the training alternative are required by the state agency for their involvement in the training process, at this stage.

HIGH LEVEL OF OBJECTIVE SPECIFICITY--In any situation except fellowship and summer traineeship, where the direction of the program is turned over to agencies other than the SEA or when interagency cooperation is required, exact specification of objectives is required in order to reduce communication problems and delineate areas of responsibility.

MATCHING FUNDS--When funds from various state, local or private sources become available for financing training of (according to Part D guidelines) but contingent upon the availability of effort (in-kind or partial) from an applicant agency (state, regional or local) then Part D funds may be awarded to such an agency in order that they might qualify for the additional funds.

This alternative is meant to be applied only in rare, high need instances, which are compatible with state objectives, and will enhance the impact of Part D funds.