1-1-1972

Effectiveness and/or lack of effectiveness in preservice and in-service courses in the teaching of reading

Edith Marie Allen

Follow this and additional works at: https://digitalcommons.stritch.edu/etd
Part of the Education Commons

Recommended Citation
Allen, Edith Marie, "Effectiveness and/or lack of effectiveness in preservice and in-service courses in the teaching of reading" (1972). Master's Theses, Capstones, and Projects. 761.
https://digitalcommons.stritch.edu/etd/761

This Research Paper is brought to you for free and open access by Stritch Shares. It has been accepted for inclusion in Master's Theses, Capstones, and Projects by an authorized administrator of Stritch Shares. For more information, please contact smbagley@stritch.edu.
THE EFFECTIVENESS AND/OR LACK OF EFFECTIVENESS IN PRESERVICE AND IN-SERVICE COURSES IN THE TEACHING OF READING

BY

Sister Edith Marie Allen, O.P.

A RESEARCH PAPER SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS IN EDUCATION (READING SPECIALIST)

AT CARDINAL STRITCH COLLEGE

MILWAUKEE, WISCONSIN

1972
This research paper has been approved for the Graduate Committee of the Cardinal Stritch College by

Sister Marie Colette

Date November 22, 1971
ACKNOWLEDGMENTS

The writer wishes to express her sincere gratitude to Sister Marie Colette Roy, the adviser of this paper, for her guidance and understanding and to the Adrian Dominican Sisters who gave her the opportunity to pursue her studies in the Graduate Division of Cardinal Stritch College.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>1. THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Method of Procedure</td>
<td></td>
</tr>
<tr>
<td>Statistical Information</td>
<td></td>
</tr>
<tr>
<td>New Accreditation Standards</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>2. REVIEW OF RELATED LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Goals of Preservice Courses in the Teaching of Reading</td>
<td></td>
</tr>
<tr>
<td>The Need for In-service Education in Reading</td>
<td></td>
</tr>
<tr>
<td>Reading Consultant's Role</td>
<td></td>
</tr>
<tr>
<td>in In-Service Programs</td>
<td></td>
</tr>
<tr>
<td>Innovative Practices in Teaching</td>
<td></td>
</tr>
<tr>
<td>Team Teaching</td>
<td></td>
</tr>
<tr>
<td>Microteaching</td>
<td></td>
</tr>
<tr>
<td>Closed-Circuit Television</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>3. SURVEY OF TEACHER EDUCATION PRACTICES IN MICHIGAN</td>
<td>17</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Purpose of the Survey</td>
<td></td>
</tr>
<tr>
<td>Format of the Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Tables</td>
<td></td>
</tr>
<tr>
<td>Analysis and interpretation of the data</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
</tbody>
</table>
IV. SUMMARY

Procedure
Conclusion and Implications

BIBLIOGRAPHY

APPENDIX A
Letter and questionnaire to Education Department
Chairman of colleges

APPENDIX B
Letter from Department of Education
Qualifications of remedial reading teacher
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Credit hours, courses and electives offered for requirement of a Bachelor's Degree in Education</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Internship and clinical experiences provided in Michigan Colleges</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Courses at graduate reading level and innovations in teaching in Michigan Colleges</td>
<td>27</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Today, perhaps more than ever before, much attention is being given to educational change and planning to improve the quality of education in the nation. Many alterations are foreseen in the instructional programs of the schools and colleges and in the roles of those concerned about educational institutions. Society in general is interested in change for economic growth, for an upgrading of people's standards and conditions of living, and for controlling social change for specific ends. It is the responsibility of schools and colleges to organize knowledge-programs for efficient learning to bring about desired results. Departmentalization in the elementary school, the introduction of instructional television, and the emergence of team-teaching had already accelerated programs in the 1950's. Nevertheless, rigorous attention, it is believed, should be given to the need for both theory and practice in the preparation of educators at every level. If schools and colleges are to meet the challenges for more efficient learning for the nation's young people, then certain phases of education for teachers must change, especially in the areas of primary and elementary grade reading. Preparation for teaching of reading, it would seem, demands a future society of more adequately prepared teachers. Moreover, with this goal of mature readers in the late 70's and 80's, current research would prompt a gradual change in certain educational policies for the teaching of reading.
Statement of the Problem

The purpose of this study is to determine the effectiveness and/or lack of effectiveness in preservice and in-service courses in the teaching of reading. The researcher sought through books, periodicals, newspaper clippings and monographs those aspects of the preservice and in-service training in the teaching of reading that proved most beneficial to the beginning teacher.

The specific objectives forming the basis of this study were:

1. What revisions in the preservice curriculum of colleges and universities should be made to improve the professional competence of the prospective teachers and reading specialists?

2. Which organization and methods in teaching reading used by the college instructors seem most beneficial?

3. What in-service programs might be conducted to bring about effective communication between teachers and administrators and also introduce innovative materials in the teaching of reading in the classroom?

Method of Procedure

Preliminary investigation included a review of related literature in three areas: (1) goals and principles of reading instruction; (2) a study of the methodology employed by college instructors; (3) the internship experiences made available to student teachers and (4) the types of in-service programs in vogue. A questionnaire prepared by the investigator was mailed to all liberal arts colleges in Michigan offering courses in the improvement of reading instruction and the methods employed therein.

Statistical Information

As early as 1968 statistics from USOE indicate that the number of persons over eighteen years of age with less than eight grades of schooling was 19 million, of whom 816,000 were unemployed. Moreover the
Selective Service estimates that one in every six draftees fail educational achievement tests.¹

**New Accreditation Standards**

Recently new accreditation standards for teacher education have been proposed.

The new standards require that institutions evaluate their graduates, give serious consideration to the recommendations of professional organization for the preparation of teachers and provide channels for the expression of student viewpoint...Attention focuses more on the elements in the professional studies component, the quality of the faculty and its instruction, the quality of the students, the place of research, and educational technology and instructional media.²

Massanari's new standards will (1) encourage innovations and experimentation on the part of colleges and universities, (2) blend educational theory with the practicum, and (3) make provisions for continuing in-service programs for education of teachers.

**Summary**

Every pupil must develop knowledge, attitudes and skills which will enable him to be productive and obtain satisfaction during life.

College professors, teachers, and parents are greatly concerned about the reading ability of today's children. Authors and publishers are working ceaselessly to produce better materials and to devise improved methods in learning to read. Daniels states that teacher competencies must be


strengthened. Changes in materials and facilities will have little effect unless teachers are trained to make effective use of those facilities and materials.¹

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Both the present development of educational technology and the explosion of knowledge are affecting the role of the teacher. This revolution demonstrates the need for forming new guide lines for preparing all teachers, especially teachers of reading. To initiate the necessary changes in teacher education, the re-evaluation of the professional training of reading personnel involves a study of goals, a recognition of the inadequacies of the present educational processes, and the use of creative approaches in achieving objectives. Since the teacher is the most vital element in the educational process, the improvement of her preparation is paramount.

Formerly college teachers of professional education courses assumed the singular role for drawing up goals for teacher education, whereas, today, it is considered essential to involve representatives from the allied fields and from the schools in which the training is taking place. Instructors in psychology, sociology, literature, and linguistics are invited to share their information with those concerned with the progress in reading. Furthermore, teachers, superintendents, principals, and supervisors are being asked to coordinate their insights to develop concepts of what teaching of reading personnel should learn during their preservice and in-service years.
A need for change in the reading curricula prompted Groff in 1964 to ask 645 elementary education students for their self-evaluation of teaching reading in comparison with their ability in eleven other school subjects. In this study these prospective teachers placed reading as the most important subject of the curriculum and of all the subjects they were teaching they felt they were best prepared to teach reading.¹

The development of thinking, discriminating, decision-making individuals is needed in future America. To produce this quality education, teachers must be knowledgeable of the unique skills required in reading in all subject areas. If the preparation of elementary school teachers is to keep pace with recent innovations, technological inventions, new educational visual aids, and quality research findings, it would seem that colleges must increase and maintain a higher level of instruction for teacher competency.

Goals of Preservice Courses in the Teaching of Reading

During the past decade much emphasis is being placed on education. Reports of Conant² and the Harvard-Carnegie³ reading surveys have been discussed widely. Some of the recommendations proposed in these publications have been implemented, but many have not. General sugges-


tions for strengthening preservice programs include the following:

1. Extend teacher preparation from four to five years to ensure a broad foundation in liberal arts and sciences as well as intensive professional training;
2. Recruit and select outstanding potential career teachers;
3. Require a minimum of two courses in reading for elementary school certification, one in developmental and one in diagnostic and corrective techniques;
4. Require a course in secondary reading for certification at the high school level;
5. Offer elective courses and independent study in reading for undergraduate education majors who wish to specialize in this area of the curriculum;
6. Broaden content and methodology of developmental reading for prospective elementary teachers to provide more attention to both primary and upper-grade instructional procedures;
7. Emphasize student teaching or internship experiences in realistic classroom settings under the supervision of qualified master teachers;
8. Work more closely with public schools in establishing optimal conditions for student teaching;
9. Conduct follow-up studies to determine the needs of in-service personnel as a basis for revising collegiate offerings; and
10. Evaluate the effectiveness of the whole spectrum of preparation for beginning teachers of reading in order to overcome preservice deficiencies.

Many of the suggestions are now being introduced into the colleges of the United States. At present an acceleration of the program to introduce better professional practices in education is expedient. Many departments of education are currently revising their teacher training programs to include practical preservice training. Future teachers should have many hours of practical experiences with children so they will utilize the opportunities for creativity in the classroom.

Administrators have great difficulty in finding innovative

teachers. Teacher-educators, furthermore, experience difficulty in identifying innovative schools to prepare new personnel. Formerly the teachers in cooperating schools have not been prepared for, nor educated in, these redesigned classrooms. Many find it traumatic to revamp their methods without adequate courses or in-service training. Improvement in the teaching of reading will result only through dedicated, well-prepared student teachers and cooperating teachers.

These ideas are aptly summarized by Durrell who says that there should be cooperative competition among teacher education programs, to see which programs and which components are producing the high-yield teachers. We need competition as a catalyst in education. In cooperative competition one can identify components highly recommended by children and teachers and techniques which work advantageously with certain groups of children.¹

Many reading courses offered to teachers are like courses offered in other departments of the university. As such, they are just courses about something--chiefly academic--and have little bearing on the promotion of learning how to teach reading. Prospective teachers, in their studies, must have courses in which they are actively involved in teaching. Their program must be both academic and clinical. They must have an opportunity to manage a class, to teach individuals in groups, to be a participating member of a faculty group, and with that group be permitted to inquire about problems as they experience them. Often prospective

teachers condemn their education courses, not so much for their intellectual impoverishment as for their failure to bring them actual teaching experience. Sometimes the college classes are so large that it is impossible for future teachers of reading to participate in the teaching processes that employ the principles being studied. Frequently, too, college instructors are far removed from the elementary classroom and are not knowledgeable about the implications of what they teach.

The importance of improved curricula, improved methodology, and improved internship experiences are major components in a revised teacher education program. Prospective teachers must be intellectually involved in their courses. Their studies must be geared toward effective teaching and they must envision a specific goal of professional development. Besides lecturing, professors must move to individualization of instruction, an exceedingly difficult but rewarding role.¹

Huus foresees that

In the not-too-distant future, typical preservice education will consist of a five year collegiate program with liberal arts background, professional courses, and a prolonged apprenticeship when the novice works to improve his skills with the seasoned teacher.²

The prospective teacher should be acquainted with the wide variety of reading materials on the market. Therefore, it would seem wise for inexperienced teachers to become familiar with the linguistic readers, programmed materials, i.t.a., language-experience approach, individualized

¹John I. Goodlad, "The Reconstruction of Teacher Education," Teachers College Record, LXXII (September, 1970), 63.

instruction, laboratory kits, phonic programs, as well as games, ideas, and special teaching techniques. A recent college text which evaluates all these innovations might well be constant reference to a teacher. It is the responsibility of the educational institutions to prepare teachers to use materials effectively.

The Need for In-Service Education in Reading

All teachers of reading need help in becoming adjusted to the classroom while experienced teachers need motivation for introducing innovations. One way of achieving improvement is through well-planned in-service programs.

Some of the reasons that make effective in-service programs valuable are:

1. Teachers and administrators need help in selecting materials and equipment.
2. Teachers need help in interpreting the results of research studies.
3. Teachers and administrators need help in communicating with each other.

In-service programs are instrumental in helping teachers to imbibe new ideas and to use these ideas to improve their teaching techniques. Their effectiveness is insured only if they meet the needs of the group and give them necessary information. To be successful the total school staff must be considered. Often the program is designed solely to help the classroom teacher with little consideration given to the school administrator. Since the duties of the latter often require both super-
vision and administration, it is essential that he be well-acquainted with the day-to-day work in the classroom.

A flexible in-service program based on the classroom teacher's instructional goals in reading is essential. There must be provision for follow-up activities so that the ideas evolved are used in the classroom. It must develop in stages, the first of which is to identify apparent problems. In this initial step discussion must be stimulated, test results examined, and all possible means of instruction should be considered. Staff members should be presented with and encouraged to try new ideas. The second stage is to bring about changes that will improve reading instruction. Actual demonstration is probably the most effective means of introducing new techniques and materials. If possible the demonstrations should utilize the children from the school(s) involved. The third phase is the result of the ideas presented in the previous two phases. Experimentation with materials and various forms of instructional organization become a vital part of classroom procedures. Good ideas need to be shared and good teaching acknowledged.¹

---

¹Ira E. Aaron, Conducting In-service Programs in Reading (Newark, Delaware: International Reading Association, 1965), pp. 2-10.
in-service programs.

As a resource person a consultant assists in the selection of reading textbooks and workbooks. He has access to a wide range of materials. He can pilot new materials in individual classrooms or in singular situations. Through this means, the teachers themselves help to evaluate the materials, and they are motivated in improving their own teaching experiences. The consultant's greatest contribution is in working closely with teachers, being available to each and showing willingness to assist them.

In the capacity of a catalyst, a consultant acts as an agent for change. He observes programs or procedures that are desirable, and encourages teachers to experiment with them. These direct changes become a part of the total plan and contribute to the understanding and goals that are established for the in-service program.

In the observer role he appraises materials available: supplementary texts, library books, and workbooks. He has direct contact with the teachers in their classrooms. From his observations he evaluates the needs of individual teachers and the strengths and weaknesses of the program. His insights will provide the foundation for future in-service programs.

As a leader he works with both teachers and administrators in the concern for development of reading skills noting the undesirable points as well as the praiseworthy. He informs the parents about the school program and gives them suggestions to prepare their children for school work especially the type that includes reading at their level. Every
effort should be made to facilitate communication between parents and the schools.¹

**Team Teaching**

A possibility of enhancing competence of students aspiring to the teaching profession would be to have them engage in team teaching. In this elementary reading program student teachers assume limited but specific participation in a collaborating school affiliated with the college or university in which the students are enrolled. Their responsibility increases from teacher aide to intern to resident teacher. By this gradual advancement the teacher is responsibly involved. Team teaching demands much time in planning, preparing instructional materials, evaluating, and replanning. If a student teacher is included in team teaching the college instructor has an opportunity to observe how the beginning teacher assumes the responsibility of teaching in a limited situation. After careful observation and evaluation of the candidates, instructors can offer a more reliable appraisal of the prospective teacher's ability.²

**Microteaching**

Another procedure which gives the beginning teacher an opportunity to put theory into practice is microteaching, now being used at Marquette University, Stanford University and Cardinal Stritch College,

¹Ira E. Aaron, *Conducting In-service Programs in Reading* (Newark, Delaware: International Reading Association, 1965), pp. 17-19.

among other institutions. The reading teacher develops a lesson plan and usually teaches for a short time. In microteaching stress is placed on developing a sequence of skills, one skill depending on the mastery of the former. While the teacher is teaching a video camera and recorder are taping the teacher-learning interaction. At the termination of the lesson, the teacher views his performance and the children's on the videotape and critiques it with his supervisor. The teacher then revises his lesson plan so that he can improve his teaching and the children's learning. The procedure is repeated until the skills are mastered.

As utilized at some universities, microteaching replaces student teaching and has the advantage of being a real teaching situation followed by a critical assessment. At the same time it appears to be realistic, practical, and not harmful to those being taught. It also provides the teacher with clinical experience necessary to implement the principles he is learning. In one experiment eighty percent of the class felt that at least one-third of the class time should be devoted to this practice.¹

In relation to video-taping McCullough stated:

Video-taping programs could show a broad spectrum of learning development. Students could follow concept building, drawing conclusions, word attack, or the different kinds of meaning attack that are important in different levels of materials throughout an entire grade, in one or two viewing sessions. An orientation presentation on video-tape at the first of the semester would give the students a lot of ideas about what they must know. If we could get some broadly conceived program of this kind available to all schools, I know the professors would jump at the chance. It would serve as a basis for discussion.

for students going off on ideas of their own. 

**Closed-circuit Television**

Several pilot studies have attempted to discover whether closed-circuit television could help teachers to share their specialist skills in a primary school. In 1971 Educational Broadcasting International sponsored the program, "Words and Pictures," designed for six-to-seven year old children who were not making satisfactory progress in reading. The aim of the program was to help children learn the phonetic code and to develop their oral skills in general. Two fifteen-minute programs and repeats were offered each week; the first program contained the story, the second, the phonics work. It was possible for schools without a videotape recorder to avail themselves of the repeat program.

The teacher of the three second-year classes used the series as an opportunity for team teaching. The combined classes observed the first two lessons of the week. Only eight children needed additional practice, so only those students were given the opportunity to view the repeat lessons. On the completion of the assignment some children were permitted to work under the supervision of a technician who adjusted eight pairs of head phones and turned on reading tapes. This form of independent unsupervised practice was a great stimulus for reading.

It seems from this experiment that television is an educational necessity, especially as the teacher cannot claim to be the arbiter of

---

1 Sandra M. Brown, ed., *Newsbook in Reading Instruction* (New York: Multimédia Education Inc., 1971), 134.
all knowledge. The television, the closed-circuit television, head sets and the video-tape recorder open up new fields for independent learning.\footnote{E. Bay Tidy, "TV as a Resource for Learning in the Primary and Middle School: Part 2," \textit{Educational Broadcasting International}, V (March, 1971), 32-36.}

Summary

When one takes into consideration the present preservice teacher education, in-service education, and the condition of schools, one can see that schools are operating for self-maintenance and not for self-renewal. Until a real change is implemented in each of these component parts of the system, it will be difficult to improve the status of education for teachers of reading on the primary and/or elementary school levels.

Hence it follows that the weaknesses that may exist in preservice and in-service programs can be corrected not only to meet the demand of the so-called technological age, but also, to add to the student's cultural background to insure quality education.
CHAPTER III

SURVEY OF TEACHER EDUCATION PRACTICES IN MICHIGAN

Introduction

Recently the USOE sent a recommendation to all State Departments to set up a task force to provide local Right to Read programs. In Lansing, Michigan a lawmaker took up the challenge and personally will head a special senate committee to look into the teacher training practices in Michigan State Universities and Colleges. Programs of colleges that offer courses to undergraduate teachers on the elementary and secondary level need to be revised. Laboratory-demonstrations that guide student teachers in the implementation of practices pertaining to individual differences, proper motivation, and skills in word perception and comprehension should be available. Many departments of education are currently revising their teacher training programs to include pre-service and in-service changes that are practical. It is very probable that lectures and the current literature may accelerate the reconstruction of educational curricula in the future. The Right to Read program has given a new awareness to the importance of effective reading instruction. Before a teacher teaches, he must be taught. An evaluative survey of teacher preparation for teaching reading was the object of this research.

Purpose of the Survey

This survey was designed to obtain information from liberal arts colleges in Michigan that offer prospective teachers courses in teaching reading on both the elementary and secondary levels. In July, 1971 a questionnaire was mailed to the Chairman of the Education Department of twenty-three liberal arts colleges in Michigan. The purpose of this survey is to indicate: first, which courses college administrators consider necessary and most useful for the classroom teacher; second, to ascertain in what stage of the future teacher's career the college instructors think it advisable to offer opportunities to observe master teachers and to do actual practice teaching in a regular classroom situation. A third item of significance included in the questionnaire requested information pertaining to the number of reading clinics, their organization and function. Information regarding innovative practices in the teaching of reading was the fourth area included in the research.

Format of Questionnaire

A review of professional books, current periodicals, and monographs was helpful in setting up an instrument for evaluation. Items suggested in The Torch Lighters were found to be most useful. A facsimile of the questionnaire can be found in the appendix of the report.

---

Analysis and Interpretation of Data

Information obtained from the questionnaires is presented in the form of three tables:

(1) Credit hours, courses and electives offered for requirement of a bachelor's degree in education
(2) Internship and clinical experiences provided in Michigan colleges
(3) Courses at graduate reading level and innovations in teaching in Michigan colleges

The following data were compiled from questionnaires returned by fifteen public colleges and seven private colleges in the state of Michigan. Table 1 summarizes four questions which were stated as follows:

3. Academic Credits
   a) Total academic credits required for graduation with baccalaureate degree
   b) Number of credits required in educational theory and practice
   c) Number of credits required in general academic courses

4. Does your school require a course in the teaching of reading for undergraduates in elementary reading?

5. Is the required course in the teaching of reading taught as an integrated course (e.g. Language Arts)?

6. Does your program offer elective courses in reading?

Academic credits.—Respondents in twenty-one colleges expressed the belief that prospective teachers should be offered courses in theory, practice, and general academic education. According to the responses the total number of credits for a baccalaureate degree varies between 120 and 128 credit hours. Seven colleges require 90 or more credit hours in general education and nineteen require between twenty and thirty credit
TABLE 1
CREDIT HOURS, COURSES AND ELECTIVES OFFERED FOR REQUIREMENT OF A BACHELOR'S DEGREE IN EDUCATION

<table>
<thead>
<tr>
<th>College Code Number</th>
<th>College Code Number</th>
<th>Private</th>
<th>Public</th>
<th>Credit Hours</th>
<th>Courses</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total Academic</td>
<td>Theory and Practice</td>
<td>General Academic</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>124</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>124</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>37*</td>
<td>6*</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>124</td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>36*</td>
<td>7*</td>
<td>15*</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>124</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>124</td>
<td>32</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>124</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>126</td>
<td>30</td>
<td>106</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>120</td>
<td>23</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td>120</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>

*Colleges listed units rather than credit hours.
### Table 1

Credit Hours, Courses and Electives Offered for Requirement of a Bachelor's Degree in Education

<table>
<thead>
<tr>
<th>College Code Number</th>
<th>Private</th>
<th>Public</th>
<th>Credit Hours</th>
<th>Courses</th>
<th>Electives</th>
<th>Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total Academic</td>
<td>Theory and Practice</td>
<td>General Academic</td>
<td>Developmental Reading</td>
</tr>
<tr>
<td>12</td>
<td>x</td>
<td></td>
<td>128</td>
<td>20</td>
<td>108</td>
<td>x</td>
</tr>
<tr>
<td>13</td>
<td>x</td>
<td></td>
<td>124</td>
<td>30</td>
<td>97</td>
<td>x</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>x</td>
<td>180</td>
<td>30</td>
<td>60</td>
<td>x</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>x</td>
<td>128</td>
<td>20</td>
<td>42</td>
<td>x</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>x</td>
<td>128</td>
<td>24</td>
<td>40</td>
<td>x</td>
</tr>
<tr>
<td>17</td>
<td>x</td>
<td></td>
<td>128</td>
<td>20</td>
<td>55</td>
<td>x</td>
</tr>
<tr>
<td>18</td>
<td>x</td>
<td></td>
<td>128</td>
<td>23</td>
<td>47</td>
<td>x</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>x</td>
<td>124</td>
<td>26</td>
<td>92</td>
<td>x</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>x</td>
<td>183</td>
<td>45</td>
<td>60</td>
<td>x</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>x</td>
<td>124</td>
<td>26</td>
<td>75</td>
<td>x</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>x</td>
<td>120</td>
<td>20</td>
<td>100</td>
<td>x</td>
</tr>
</tbody>
</table>
hours in theory and practice while a few designate a specialization in elementary and secondary. Table 1 indicates the curricula offered as they apply to the above areas.

Reading Course.--Thirteen colleges offer a course in reading integrated with language arts--ten indicated a preference for both developmental and diagnostic reading, and eight only developmental. One college offers reading courses only to students in secondary education, another a thirty-hour program for graduate students in reading. One college overlooked the item or could not arrange it in its schedule.

Electives.--Sixteen colleges offer one to three electives in their reading program. There is an indication that effort is being made to provide future teachers with experiences in new instructional procedures, the use of diagnostic tools, and methods for remediation to meet the demands of the student at either the elementary or secondary level.

Table 2 summarizes the internship and clinical experiences provided in Michigan colleges. It includes responses to the following questions.

7. Does your school offer teaching or internship experience in classroom settings under the supervision of qualified master teachers?

8. Do the college instructors have contact with these master teachers by way of conference or questionnaire?

9. Is practice provided for teaching experience at both the primary and intermediate level?

10. Do the students have an opportunity to observe procedures in the classroom (separate from practice)?

11. Do you have a reading clinic in connection with your college?
<table>
<thead>
<tr>
<th>College Code Number</th>
<th>Internship</th>
<th>Reading Clinic</th>
<th>Tutorial Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under Supervision</td>
<td>Conference Contact</td>
<td>Primary and Intermediate Level</td>
</tr>
<tr>
<td>1</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>2</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>5</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
### TABLE 2
**INTERNSHIP AND CLINICAL EXPERIENCES PROVIDED IN MICHIGAN COLLEGES**

<table>
<thead>
<tr>
<th>College Code Number</th>
<th>Internship</th>
<th>Reading Clinic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under Supervision</td>
<td>Conference Contact</td>
</tr>
<tr>
<td>12</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>13</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>14</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>17</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>18</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>19</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>20</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>21</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>22</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
Do the graduates use the clinic for observational practice teaching?

12. Are there tutorial services for elementary school children in which undergraduates tutor as part of their training?

**Internship and observation.**--Twenty-one systems arranged for opportunities to observe master teachers in action and also provided internship. Eighteen of the twenty-two colleges confer with their teachers by means of conference or questionnaire, in regard to the observation of teaching.

**Clinics.**--Eleven colleges have reading clinics and one is in the process of developing a learning center. Nine colleges provide opportunities for observation and nine for practicum. This modicum may offer prospective teachers another experience for internship and specialization.

**Tutorial Service.**--Eighteen colleges provide the prospective teacher in the undergraduate program with frequent contact with pupils. These contacts include experience in tutoring, in serving as teacher aides, and in classroom observation. These contacts usually precede the student teaching experience which normally comes in the senior year.

Table 3 summarizes the courses at graduate reading level and innovations in teaching in Michigan colleges. It also comprises information pertaining to follow-up studies.

13. Do you anticipate making any change in your undergraduate reading instruction at the elementary level?

14. Does your school prepare teachers of reading at the graduate level?

15. Do you require a course in secondary reading for certification at the high school level?
16. Does the college provide follow-up studies to determine the needs of in-service personnel?

17. Does your college use such practices as microteaching, team teaching, video taping?

18. If you have initiated some practices in your reading instruction which have been very successful, please describe them.

Graduate work.--Twelve colleges offer courses in graduate work. Teachers may specialize in specific areas, or, in-service personnel may pursue additional courses in reading to improve their efficiency. A few colleges sponsor a complete graduate program for the teacher who wishes to acquire a master's degree in reading.

Secondary reading.--Only four colleges require a course in secondary reading. A few colleges recommend that a reading course in secondary teaching be included in the curriculum in the near future.

Follow-up studies.--Sixteen colleges provide follow-up studies of their students. By these means colleges can improve their curricula, learn whether adequate instruction is being given and plan in-service courses or workshops to meet the teachers' needs.

Innovations.--Fourteen colleges employ microteaching; nineteen, team teaching; and sixteen, video taping. One university did a televised course in "Comparative Methods in the Teaching of Reading" that was received in twenty schools. Five colleges mentioned a few innovative practices initiated during the past year.
<table>
<thead>
<tr>
<th>College Code Number</th>
<th>Anticipated Changes in Curriculum</th>
<th>Graduate Preparation in Reading</th>
<th>Course in Secondary Reading</th>
<th>Provision for Follow-up</th>
<th>Microteaching</th>
<th>Team Teaching</th>
<th>Video Taping</th>
<th>Other Innovations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Code Number</td>
<td>Anticipate changes in curriculum</td>
<td>Graduate preparation in Reading</td>
<td>Courses in Secondary Reading</td>
<td>Provision for Follow-up</td>
<td>Microteaching</td>
<td>Team teaching</td>
<td>Video taping</td>
<td>Other innovations</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------</td>
<td>--------------------------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-------------</td>
<td>------------------</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>13</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>14</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary

This chapter has tabulated and summarized the data as obtained from the questionnaires. As this tabulation proceeded specific questions arose:

1. Is a sufficient amount of attention given to the study of reading, its development, diagnosis and remediation when the course is integrated with other subjects?

2. In systems where no electives in reading are offered are teachers sufficiently acquainted with appropriate methods for developing sequential skills in word recognition, study skills, comprehension, oral and silent reading?

3. Is it possible for student teachers to carry their learnings directly into teaching situations when they have had few or no opportunities to observe master teachers, teach individuals, or manage a class?

4. Are colleges providing contact with their student teachers by way of conference to evaluate their techniques and discover the strengths and weaknesses of their program?

5. In what ways can well-developed reading clinics be of valuable assistance to teachers, as well as students?

6. Does Michigan have a sufficient number of fully qualified resource people to help in the construction, implementation, and evaluation of projects for needy children?

These questions are posed to challenge the educators of Michigan's teachers. To use the words of Salsinger, "Of course, there is always the possibility that we are teaching as well as we might. The
truth is, we are still searching for the right combination that will pay off in better learning.1

1Harry Salsinger, "Reading Level Gets Worse," Detroit News, May 27, 1971, p. 7 B.
CHAPTER IV

SUMMARY AND CONCLUSIONS

Current literature provides pertinent facts concerning the revision of college curricula to meet the needs of prospective teachers. These articles by educators provide valuable insights for the revision of portions of the program offered.

Procedure

The purpose of this inquiry was to determine whether or not the colleges in Michigan provide teachers with adequate preparation to become effective instructors of youth. A questionnaire was mailed to all liberal arts colleges that prepare teachers for elementary and intermediate teaching. Of the twenty-three public and private colleges contacted, fifteen public and seven private colleges responded.

A requisition for information was mailed to the Department of Education in Lansing, Michigan pertaining to requirements for teacher certification in the classroom and for remedial reading. The response and regulations are presented in the appendix.

Through reading of research studies and a variety of communication media, teachers today have become aware of and involved in the three aspects of a good reading program--developmental, diagnostic and remedial techniques. A sound developmental program includes instruction which is well-organized, sequential, and enriching. Diagnostic teaching
isolates the strengths and weaknesses of a program. Remedial methods provide for the correction and improvement of reading achievement. Detailed planning is essential to achieve all three goals. From the questionnaires it was learned that thirteen colleges teach reading integrated with language arts. When reading is taught in this manner, it is difficult to devote the amount of preparation required for each phase of learning. It is evident that greater stress should be placed on the importance of the teaching of reading.

Universities can be of great assistance by cooperating with on-the-job training. Perhaps one of the greatest services they can render is in their course offerings. At the present time twelve colleges in Michigan offer graduate courses in reading. Another service pertaining to course offerings is the provision for conference contact after practice teaching as well as ample opportunities for observation. This research indicated that two colleges offered no opportunity for observation and four do not give students experience as tutors. Personal contact with recent graduates supports the necessity of ample opportunities for observation of teaching and experience as a tutor. Professors can make available their services as resource persons, speakers, workshop directors, or as general consultants to the reading program. Courses in reading can be conducted off-campus when school districts request it. Reading centers may serve as sources of information of material and methodology. Local reading committees may invite highly specialized persons for lectures or coordinate efforts in order to understand what others are doing. Questionnaires indicated that six colleges made no provisions for follow-up of their students. Constant feedback from former students would
keep college programs dynamic and give them insight in the realization of their goals. The information gained through the follow-up is necessary for evaluation and improvement of the college.

To contribute to the improvement of classroom teaching, reading clinics must be cognizant of students' school environment, work closely with classroom teachers and utilize various approaches in helping students. The clinical setting has potential for the training of teachers in remedial and diagnostic techniques. Teachers are constantly asking about materials for specific purposes or the appropriateness of available materials. Teachers should be encouraged to visit and observe in the clinic. These data show that eleven colleges have found it desirable to establish a clinic in conjunction with the college. An understanding of specific diagnostic and remedial procedures used in a clinic will effectively enhance the methods employed by the classroom teacher of reading.

Although Michigan does not at the present time actually certify remedial reading teachers, the State Board of Education in Michigan does specify certain qualifications they must meet:

(a) Have completed 3 years of successful teaching in either elementary school or of teaching language arts curriculum in secondary school.
(b) Have a valid Michigan teaching certificate.
(c) Have earned a baccalaureate degree from an accredited college or university.
(d) Have acquired a minimum of 12 semester credit hours in the area of reading instruction.
Even though Kinder's study indicates that Michigan is not one of the 54 per cent of the states that require a master's degree or its equivalent in graduate training, there are twelve colleges that offer a graduate program. By reviewing and improving the content of the current state reading certification program the standards of reading consultants, reading specialists, and reading supervisors can be protected and reading instruction for children strengthened.

The search for fundamental improvement in teaching of remedial reading is a proper concern of the federal government. Innovation, imagination and diversity of approaches in teacher education need to be encouraged, but innovation without evaluation is futile. We must have teachers who can study the children with whom they are working in their particular environment and use their findings to select appropriate innovations in methods, techniques, and organization to maintain quality education. We need reading specialists to aid teachers to increase their effectiveness; television series in the teaching of reading supplemented by workshops with discussion groups; joint meetings and improved preservice and in-service programs between the faculties of colleges and the public schools.

---

BIBLIOGRAPHY

BOOKS

Aaron, Ira E.; Callaway, Byron; and Olson V. Conducting In-Service Programs in Reading. Newark, Delaware: International Reading Association, 1965.


ARTICLES IN JOURNALS


Denemark, George. "Teacher Education: Repair, Reform, or Revolution?" Educational Leadership, XXVI (March, 1970), 539-543.


Goodlad, John I. "The Reconstruction of Teacher Education." Teachers College Record, LXXII (September, 1970), 61-72.


Kinder, Robert Farrar. "State Certification of Reading Teachers and Specialists: Review of the National Scene." Reading and Realism, ed. by J. Allen Figure1 (Newark, Delaware: International Reading Association, 1969), 381-386.


Spache, George D. "What Do Teachers Know about Phonics and Syllabication?" Reading Teacher, XIX (November, 1965), 96-99.

Thompson, Ralph H. "Where Teacher Education Programs Fail." Journal of Teacher Education, XXI (Summer, 1970), 264-269.


Wallace, Ramsey Z. "Will Tomorrow's Teachers Know and Teach Phonics?" Reading Teacher, XV (January, 1962), 241-245.

UNPUBLISHED MATERIAL


NEWSPAPER ARTICLES


Appendix A

Letter and questionnaire to Educational Department Chairman of colleges
July 7, 1971

Dear Chairman,

As part of my requirement towards a Master's Degree at Cardinal Stritch College, I am conducting research regarding the particular courses and techniques used in Michigan colleges for the preparation of teachers in the field of reading. The results of this study may assist our colleges in providing an effective preservice curriculum and help our school personnel in planning valuable in-service programs that may benefit each teacher.

Knowing that you are vitally interested in improving reading in our schools, I shall depend on your cooperation in completing this questionnaire. The project has the approval of my adviser, Sister Marie Colette, who is the head of the Reading Clinic at Cardinal Stritch College. There will be no attempt to identify any respondent by name. May I ask that you please return this questionnaire to me at the above address by July 21st, 1971? Your response will be of great assistance to me in completing my thesis.

Thank you for your kindness and cooperation in completing this survey and for returning it at your earliest convenience.

Sincerely yours,

Sr. Edith Marie Allen, O.P.
QUESTIONNAIRE

GENERAL INFORMATION

1. Name and title of respondent ____________________________

2. Name of college or university ____________________________ City __________________

3. Academic Credits
   a) Total academic credits required for graduation with baccalaureate degree ________
   b) Number of credits required in educational theory and practice ________
   c) Number of credits required in general academic courses ________

UNDERGRADUATE COURSES IN THE TEACHING OF ELEMENTARY SCHOOL READING

4. Does your school require a course in the teaching of reading for undergraduates in the elementary program?
   Developmental techniques Yes ____ No ____
   Diagnostic techniques Yes ____ No ____

5. Is the required course in the teaching of reading taught as an integrated course (e.g. Elementary Curriculum, Language Arts)?
   Yes ____ No ____
   College year ________ Semester taught ________

6. Does your program offer elective courses in reading? Yes ____ No ____
   Course title ________ Credit ________ College year ________
   ________________________ ________ ________________________
   ________________________ ________ ________________________
   ________________________ ________ ________________________

7. Does your school offer teaching or internship experience in classroom settings under the supervision of qualified master teachers?
   Yes ____ No ____

8. Do the college instructors have contact with these master teachers by way of conference or questionnaire? Yes ____ No ____

9. Is practice provided for teaching experience at both the primary level and intermediate level? Yes ____ No ____
   Credit hours earned ____ Kind of cooperating school (e.g. public, private, clinical)
   College year ________________

41
10. Do the students have an opportunity to observe procedures in the classroom (separate from practice)?
   Yes __  No __

Credit hours earned __  Kind of cooperating school ____________

College year ______________________

11. Do you have a reading clinic in connection with your college?
   Yes __  No __

   Do the graduates use the clinic for:
   observation Yes __  No __
   practice teaching Yes __  No __
   both Yes __  No __

12. Are there tutorial services for elementary school children in which undergraduates tutor as part of their training?
   Yes __  No __

13. Do you anticipate making any change in your undergraduate reading instruction at the elementary level?
   Yes __  No __

14. Does your school prepare teachers of reading at the graduate level?
   Yes __  No __

15. Do you require a course in secondary reading for certification at the high school level?
   Yes __  No __

16. Does the college provide follow-up studies to determine the needs of in-service personnel?
   Yes __  No __

17. Does your college use such practices as: microteaching Yes __  No __
    team teaching Yes __  No __
    video taping Yes __  No __

18. If you have initiated some practices in your reading instruction which have been very successful, please describe them.
Appendix B

Letter from Department of Education

Qualifications of remedial reading teacher
Sister Edith Marie Allan, O.P.
Cardinal Stritch College
6801 N. Yates Road
Milwaukee, Wisconsin  53217

Dear Sister Edith Marie:

In reply to your request for information concerning certification requirements for teachers in Michigan, we are enclosing a copy of the rules governing certification.

However, in regard to certification for remedial reading teachers, Michigan does not at the present time actually certify remedial reading teachers. Rather, we approve programs for reimbursement to public schools under Section 12f of the State School Aid Act. The rules governing approval of such programs include the qualifications of the teachers employed under the program. It is the responsibility of a local school district to apply for this reimbursable program.

Sincerely,

Dwight Smith
Remedial Reading Consultant

Enclosures
R 388.251. Definition of remedial reading teachers.

Rule 1. "Remedial reading teacher" includes a teacher who functions in one or more of the following ways:
   (a) As a teacher providing small group reading instruction in a classroom situation.
   (b) As a clinician providing special reading services to individual pupils.
   (c) As a consultant in reading to other teachers.

R 388.252. Qualifications of remedial reading teachers.

Rule 2. A remedial reading teacher shall:
   (a) Have completed 3 years of successful teaching in either elementary school, kindergarten through grade 6, or of teaching language arts curriculum in secondary school, grades 7 through 12.
   (b) Have a valid Michigan teaching certificate.
   (c) Have earned a baccalaureate degree from an accredited college or university.
   (d) Have acquired a minimum of 12 semester credit hours in the area of reading instruction, 6 semester hours of which shall be in courses whose content includes diagnosis of reading disability and methods of remediation.

R 388.253. Temporarily approved teachers.

Rule 3. If a fully qualified remedial reading teacher is not available, a partially qualified teacher may be employed upon approval by the state board of education for not more than 1 year. Such a teacher shall:
   (a) Have earned a baccalaureate degree from an accredited college or university.
   (b) Have a valid Michigan teaching certificate.
   (c) Have 6 semester credit hours of college or university courses in the area of reading instruction.
   (d) Have completed one year of successful teaching.

R 388.254. Program standards.

Rule 4. (1) The case-load of a remedial reading teacher who provides small group instruction in a classroom situation shall be not less than 15, and a remedial reading teacher shall not have a case-load in excess of 50.
(2) A minimum of 1/2 day a week, or its equivalent in time, shall be free for a remedial reading teacher to use for consultation.

(3) A school district as a party in a guaranteed reading performance contract entered into with an outside agency may be approved for reimbursement for the participating remedial reading teachers meeting the standards prescribed in Rules 2 or 3 even though the functions of the teachers deviate from those prescribed in Rule 1 and the program standards vary from those prescribed in subrules (1) and (2), provided that the performance contract is approved by the Department of Education based upon its finding that the remedial reading program is innovative, holds promise of success and is in the best interests of the children of the school district.

R 388.255. Funding restriction.

Rule 5. A school district shall not be reimbursed for a remedial reading teacher who provides remedial reading services in a school funded under section 3 of Act No. 312 of the Public Acts of 1957, as amended, being section 388.613 of the Compiled Laws of 1948.

R. 388.256. Budgets and reports.

Rule 6. A school district establishing a remedial reading program under the provisions of the school aid act shall submit to the state board of education a tentative budget as part of its application for approval. The state board of education shall require such reports and evaluations of such programs as it deems necessary.