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In-service model for the Ginn beginning reading program

Walter J. Brey Jr.
AN IN-SERVICE MODEL FOR THE GINN BEGINNING READING PROGRAM

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A RESEARCH PAPER
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CHAPTER I

THE PROBLEM

Introduction

Every year many school districts spend large amounts of money on new reading programs. The need for these programs may be real or imagined, but regardless of the pretense under which they are brought into the district a new reading program becomes a reality for the classroom teacher.

In view of the expense involved and the desire of each reading teacher to do a better job these new programs are often approached with great motivation, shared by a lone, self-supporting teacher, dies from frustration and what was once a dream for better reading instruction becomes a dismal failure. With time the administration realizes the new, expensive program has fallen into ruin because the children just are not learning.

Perhaps children do not learn from a reading program because the teacher really does not know how it is to be implemented. The key factor here is the teacher's knowledge and background in the program. The reading teacher cannot be allowed to function alone but must have the proper
in-service training and follow-up work so that some degree of success can be realized. "Individual efforts require coordination or pooling as a technique of team function, in order to change the total organization."

Statement Of The Problem

The purpose of this investigation was to review the available literature concerning in-service programs in general and concerning the Ginn Beginning Reading Program in particular and to design an in-service model to train kindergarten teachers from the Kettle Moraine School District, Wales, Wisconsin, in the implementation of the Ginn program.

Limitations Of The Investigation

The present study was limited to the literature concerning good practice in in-service so that guidelines can be set up to design a specific in-service model for the Ginn (SWRL) Beginning Reading Program. Also, field studies done by the Southwest Regional Laboratory (SWRL) for Educational Research and Development are reviewed. Wherever possible only the literature related to in-service in general and in-service in reading at the elementary level are discussed. The subsequent in-service model is not intended to be used for all reading programs, but only for the SWRL program.

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Significance

The Kettle Moraine School District has never had a specific kindergarten reading program. The kindergarten teachers have, over the years, followed their own program. Now they will be faced with a structured beginning reading program that will be used uniformly throughout the district. It is of vital importance to the success of the program that all kindergarten teachers are completely indoctrinated as to its use. One way to accomplish this is through the training of teachers in a good in-service program. "If the findings of recent research have achieved consensus in any one area it is in the conclusion that the role of the teacher is crucial in the success or failure of any experiment."¹

¹Ibid.
CHAPTER II
REVIEW OF RELATED LITERATURE

Introduction
So that an in-service model can be developed it is necessary to look at the recent literature concerning in-service. The research to be reviewed will be of an informational nature and not necessarily based on good research practice. The writer found it difficult to find literature based on good research practices. This problem is substantiated by Moburg, who says, "While the literature contains a number of articles or published descriptions of in-service programs in reading, relatively little research on the topic has been conducted."¹ However, the opinions of the experts to be reviewed will add substantial guidance to the in-service model to be developed.

The literature discussed in this chapter will be centered on the principles of good in-service programs; approaches to in-service programs; the need for in-service and a review of the field studies done by Southwest Regional Laboratory for Educational Research and Development (SWRL), which is the basis for the Ginn Beginning Reading Program.

¹Lawrence G. Moburg, In-Service Teacher Training In Reading, ERIC/CRIER and the IRA Reading Information Series, Where Do We Go?, (Newark, Delaware: International Reading Association, 1972), p. 7.
The Need For In-Service

In recent years we find more and more pressure on teachers to measure up to standards. The short undergraduate teaching program can not supply all the background needed to keep up in order to measure up. As Austin says, "Prospective teachers are not receiving little more than minimal training in the teaching of reading during their undergraduate years, and they should receive further training and effective guidance as beginning teachers." Of course, all teachers need further training.

Teachers require more training because they are the backbone of any program. Moburg states, "Given the importance of the teacher within the reading program, three assumptions may be made. The first is that the quality of a teacher's professional preparation determines, to a great extent, whether that teacher is a successful reading instructor. The second assumption is that a teacher's professional preparation should consist not only of pre-service course work and activities, but of a continuous program of in-service instruction. Finally, it is assumed that, regardless of the quality of pre-service programs, such programs are inadequate and insufficient to maintain the teacher on the job. A comprehensive in-service program will still be needed."  

2Moburg, In-Service Teacher Training in Reading, p. 7
In-service programs will be successful only if the teachers have the correct perspective. Chern states, "If the entire staff cannot view in-service education as an aid to improve the teaching of reading in the classroom, and, basically as a behavior changing development in the teacher, the whole program is in jeopardy." Teachers, then, must see that "...teaching ability is developmental and can improve." One way to improve this ability is through in-service training.

The need for in-service training comes in numbers. That is, as Austin says, "Another reason for the importance of more effective teachers of reading may be understood in relation to enrollment figures of the nation's schools." We must improve our training of teachers because we have more pupils to teach. According to statistics in the "American Education" publication, "Public school enrollment in kindergarten through grade 12 rose from 37.5 million in fall 1961 to 46.2 million in fall 1971 for a gain of over 23 percent."

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3Mary Austin, "In-Service Reading Programs", Reading Teachers, XIX, (March, 1966), p. 406.

The writer would also agree with Harris and Bessent who give these reasons for in-service training:

"1. Pre-service preparation of professional staff members is rarely ideal and may be primarily an introduction to professional preparation rather than professional preparation as such.
2. Social and educational change makes current professional practices obsolete or relatively ineffective in a very short period of time. This applies to methods and techniques, tools and substantive knowledge itself.
3. Coordination and articulation of instructional practices require changes in people. Even when each instructional staff member is functioning at a highly professional level, employing an optimum number of the most effective practices, such as an instructional program might still be relatively uncoordinated from subject to subject and poorly articulated from year to year.
4. Other factors argue for in-service education activities of rather diverse kinds. Morale can be stimulated and maintained through in-service education and is a contribution to instruction in itself, even if instructional improvement of any dynamic kind does not occur."¹

Finch seems to summarize the need for in-service best when he states: "Essential purposes of teacher education are:

A. To extend his knowledge and learning in general.
B. To keep abreast of new knowledge.
C. To keep current in a rapidly expanding society.
D. To acquaint him with new techniques, devices and arrangements.
E. To provide him with results of research on learning and on the learning process.
F. To prepare him for new fields and new responsibilities."

In summary, the need for in-service training is basically related to poor teacher pre-service education, the teacher's understanding of the need and the ever increasing demands placed on teachers from larger student enrollments and new practices. Finally, the writer would agree with McCracken's statement, "Teachers want the opportunity to learn how to teach better, they want support as they try to teach better and they welcome in-service education which achieves this."

Principles of Good In-Service

This section of the review of the literature covers the basic principles of in-service training. It is the

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2Robert A. McCracken, "In-Service Education of Teachers", p. 401.
writer's desire to use these proposals as the guidelines for establishing a model in-service program which will follow in the next chapter.

An in-service program must be structured upon objectives. There must be a purpose in mind. According to Otto and Smith, "One important factor in the success of in-service reading programs is the careful identification of the objectives that are being sought." Once the objectives are established, the program will have some guarantee of operating smoothly. For example, teachers should be concerned about when during the school year, to have an in-service program. Otto and Smith state that, "Most school systems now recognize the importance of providing in-service education for teachers during the regular school days or of giving extra pay for attending meetings at times other than the regular school day." Moburg quotes Austin and Morrison as saying, "that teachers be provided released time." In the same light, Robinson and Rauch state that "Programs that require too much of the teachers' free time are likely to breed resentment and failure." Chern further confirms the idea of not pressuring teachers on their time off. She says, "The difficulty of having teachers come after school when

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2Ibid., p. 185.
3Moburg, In-Service Teacher Training in Reading, p. 9.
they are tired can often result in lethargic programs."¹ Hester further states, "Time within a school day and school year is provided for these programs."² Finally, it is easy to see that if an in-service program is to work it must be done when teachers are in the district, not on their free time.

In-service programs ought to have specific objectives and ought not to interfere with teacher free time. But, when should the in-service program begin? Otto and Smith say, "Ideally, the in-service reading program should be started when the principal and/or teachers express a readiness to improve their reading program and request the wherewithal to do so."³ Of course, the situation may not be so readily apparent. Otto and Smith say further, "... we feel that the beginning of a school term, shortly after the principals and the teachers have their duties organized and under way, is the most advantageous time to initiate in-service work."⁴

The next question that should be asked is; how long should it last? According to McCracken, "Programs should extend over long time periods. A combination of intensive short-term study and extensive long-term application works well. A short-term program may be one afternoon or a summer

¹Chern, "In-Service Education", p. 404.
³Otto and Smith, School Reading Program, p. 186.
⁴Ibid.
session. Long term is a school year or more."\(^1\) Otto and Smith agree that "...in-service reading programs that are to change teachers' classroom behavior require weeks, not hours. This does not mean that teachers need to spend weeks attending meetings."\(^2\) On the same note, Robinson and Rauch warn, "Programs that try to accomplish too much in too short a time often will not have lasting results."\(^3\) Chern agrees when she states, "The in-service program often is designed to cover too much in the attempt 'to get in as much as one can' during the short time set aside for the program."\(^4\) It is clear from the above that the in-service program should not be short-term, but continuous and involving enough time to meet its objectives.

If all of the above is true, the next question is, who will order the events and objectives of a good in-service program? There are at least two major groups involved. Robinson and Rauch identify one group by stating, "Participants in an in-service program should have the opportunity to share in both the planning and the evaluating of the program."\(^5\) Austin agrees when she says, "Participants should play a more active role in the planning of the program."\(^6\) Hester points out that, "Problems and centers of

\(^1\) McCracken, "In-Service Education of Teachers", p. 399-400.
\(^2\) Otto and Smith, School Reading Program, p. 186.
\(^3\) Robinson and Rauch, Guiding the Reading Program, p. 47-48.
\(^4\) Chern, "In-Service Education", p. 404.
\(^5\) Guiding the Reading Program, p. 47.
\(^6\) Austin, "In-Service Reading Program", p. 408.
interest are selected by the staff."¹ Indrisano come to the point by reminding that, "To be effective, in-service education must meet the needs of the individuals it will serve; thus each program must be designed by the persons who understand the particular learners and their needs, and the learners themselves must share in the planning."²

Otto and Smith introduce the second major planner of the in-service when they state, "Not only is it important for specific in-service education objectives to be established, but they ought to be established by the teachers and administrators who participate in the in-service program."³ Lampard also brings in the administration by saying, "It would seem that teachers could be helped more from in-service if the training is followed up with continuous support of the administrative staff."⁴ McHugh comes right to the point when he states, "... Someone must assume the role of instructional leader, change agent, and evaluator. This challenge falls squarely on the school principal."⁵ It can be seen that in-service programs don't work unless the administrator is involved and taking a leadership role.

¹Hester, Every Child, p. 351.
³Otto and Smith, School Reading Program, p. 181.
⁵Walter McHugh, "In-Service Training For the Administrator and The Reading Teacher", 1967 Highlights: Current Administrative Problems in Reading, (Newark, Delaware: International Reading Association, 1968), p. 25.
Of course, the most important administrator-teacher who will take the lead in in-service programs is the district reading consultant. They include:

(1) To identify the specific needs on which to base in-service reading programs for a school system, a particular school, a particular group of teachers or even an individual teacher; (2) Plan and help to implement the program through both informal and formal means; (3) Evaluate in-service programs to see whether they are achieving desired ends and to discover ways of improving future programs; (4) Prepare brief bulletins of a pragmatic nature related to the identified needs of a school system, a school or a group of teachers.1

Finally, in another article Robinson and Rauch point out that, "The reading consultant should capitalize on the interests and efforts of such groups as grade-level chairmen, guidance committees and resource personnel."2

Discussed to this point is the fact that the teacher, administrator and reading consultant should have a hand in developing the in-service program. The authors of in-service literature also bring out another common point. That is, to whom should the in-service be most directly aimed? Lampard states, "It would seem that teachers could be helped more from in-service if the training is conducted with the upward mobile or dedicated teacher in mind. (This type of teacher, by putting ideas into practice in different classrooms, would act as the leader or conductor of demonstration centers.

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2 Robinson and Rauch, Guiding the Reading Program, pp. 47-48.
throughout the system. Hopefully these centers would act as stimuli, which, over a period of time would affect other teachers who lacked confidence or who were indifferent."¹ Robinson and Rauch indicate that it is necessary to have, "The active support of teachers who are reputed to be extremely capable instructors and who are respected by other teachers greatly helps the reading consultant in organizing and conducting the in-service program."² An in-service program that hopes to find success ought to look towards the talents and enthusiasm of the successful teacher. These people will not only use the materials from the in-service, they will also serve as a model to other teachers.

It has been the writer's intention in this section of the review of the literature to look at the common strands that run through the experts' opinions. It has been brought out that the in-service program requires objectives. These objectives are set down through the cooperative efforts of teachers, administrators and reading consultants. It can be seen that in-service programs ought to be continuous and held during the teachers' free time. Finally, the best programs ought to look towards the best teachers for professional support.

²Robinson and Rauch, Guiding The Reading Program, pp. 47-48
Approaches to In-Service

This section of the review of the literature will look at various approaches to in-service that are currently in use. There are various lists and recommendations of approaches for in-service. Here, in brief form, is one such list of possibilities given by Criscuolo:

1. Reading share-in: Teachers candidly discuss how they use certain materials, giving the reactions of their pupils to them and offer recommendations regarding their use.

2. Reading Exposition: The purpose of the Reading Exposition is to enable teachers to personally examine and discuss new reading materials before they purchase them for classroom use.

3. Reading Materials Seminar: Teachers from several school systems in an area discuss some of the newer methods they are using in their respective school systems.

4. Cluster Reading Programs: This type of program allows two or three neighboring schools in a system to plan and execute its own reading in-service activity, rather than always conducting a program on a system-wide basis.

5. Workshop for Supervisory Staff: Reading workshops for all subject matter supervisors in the school system.

6. Reading Inducement Plan: Teachers are released twice a week for thirty-minute periods to work with youngsters on a remedial basis. Reading inducement teachers work under the supervision of each school's reading consultant who trains them in testing procedures and specific remedial techniques.

Niles gives us another list of in-service plans. They are given here in brief form:

1. A workshop for principals.

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1 Nicholas P. Criscuolo, "Approaches to In-Service Reading Programs", Reading Teacher XXIV, (February, 1971), pp. 422-424.
2. A summer reading program for the purpose of in-service training and helping children: Master teachers are in charge of groups of children and other teachers learn by serving as aides.

3. Closed circuit T.V.

4. Films on teaching techniques.

5. Bulletins.

6. Assignments of classroom teacher as aides in reading clinics or remedial classes.

7. Publishers' consultants.

8. Curriculum work.

9. Research.


11. Board of Education support for college training.

12. Federal Funds.¹

Another method discussed in the literature is the team approach to in-service. Niles describes this method.

"In one school system a classroom teacher is paired with each corrective reading teacher in the elementary schools. The corrective teacher goes into the classroom everyday and teaches with the classroom teacher. They work simultaneously, each with a sub-group, neither observing the other."² Jan-Tausch speaks of the principles behind the team approach. He states, "The underlying thought involved in team functioning is that of sharing with the teacher the responsibility for the solution of everyday educational problems and the changing of the learning behavior of pupils within the classroom setting."³ Later, Jan-Tausch gives more details concerning the philosophy of the team approach. He says, "The team approach is intended

¹Olive S. Niles, "Systemwide In-Service Programs in Reading", Reading Teacher, XIX, (March, 1966), pp. 427-428.
²Niles, "Systemwide In-Service", p. 426.
to give the classroom teacher psychological support in that other resources are put into operation to share responsibility for gathering significant data which would not, from the standpoint of practicality, be available to the classroom teacher. "1

The next approach that is good to look at is the workshop. O'Connell gives us some idea of what goes into a workshop program when she states, "The content of these in-service reading workshops could contain diagnostic procedures, prescriptive techniques, and identification of reading skills in the content area."2 Of course, the workshop could possibly contain any type of problem that is currently facing the district. Aaron explains the type of energy that is expended in a workshop when he states, "The involvement may include sharing teaching practices, helping to plan the program, preparing a presentation as part of the session, leading a sub-group discussion followed by a presentation to a total group and so on."3 Chern gives us a further understanding of the workshop. "The workshop meetings are planned for the equivalent of one period or one hour, depending on the time factor.

1Ibid.
3Ira Aaron, "In-Service Help Word Analysis Techniques", Reading Teacher, XIX, (March, 1966), p. 413.
After each learning session, the teachers are urged to try out what they have learned that day and report back their progress.\(^1\) Regardless of the content or time element, the workshop requires some structure. As Moffitt says there is a, "possible danger of some waste of time exists when the program is not highly structured, participants generally become highly active and learn to do by doing."\(^2\)

The use of audio-visual equipment also comes into operation in the in-service program. One of the most interesting uses of audio-visual materials is in micro-teaching. Olivero explains that, "A micro-teaching session stimulates a regular classroom instructional period in every way except that both the time and the number of students are reduced."\(^3\) Sr. Dolan gives a deeper understanding of micro-teaching when she says, "Micro-teaching is a scaled-down teaching experience with groups of four to six children for short periods of time. The teacher selects one particular reading skill he wants to teach the children, for example, the author's organization of a paragraph, and plans a five to ten minute lesson to achieve this aim. His lesson plan includes not only the content he wants to teach but also a technical skill that will enhance his communication  

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\(^1\) Chern, "In-Service Education", p. 406.


with the children."\(^1\)

Sr. Dolan explains the video tape, "While the teacher is giving this lesson, a video camera and recorder are taping the teaching-learning interaction of the fellow and his class. At the termination of the lesson, the teacher views his performance and the children's on the video-tape and critiques it with his supervisor."\(^2\) Olivero further explains what should happen after the video taping. "The teacher, by analyzing the various elements, can determine which technical skills need attention, and can then strive toward perfection by practicing them."\(^3\) Moe and Feehan bring out a special use of the video tape in micro-teaching. "If discussion or controversy arises over a segment of a lesson, that portion is viewed several times for clarification."\(^4\)

Westby-Gibson gives a list of media tools that can be used in in-service programs:

1. Open circuit television.
2. Closed circuit television.
3. Film and kiniscope.
4. Programmed instruction.


\(^2\)Dolan, "Fellowship and Institute Programs", p. 378.

\(^3\)Olivero, Micro-Teaching, pp. 1-2.

In this section, the writer has reviewed some of the procedures that can be used to formulate an in-service program. The writer would, finally, agree with Chern who states, "The variety and diversity of programming can be accomplished by creative and innovative thinking."^2

**SWRL Case Studies**

This section of the review of the literature will look at four case studies of the Ginn Beginning Reading Program. Hopefully, this information will lend some credence to the in-service program to be designed in the next chapter. The case studies to be reviewed will be those done by the Southwest Regional Laboratory (SWRL) for Educational Research and Development. This program was turned over to Ginn by SWRL after these case studies were completed. The four case studies to be covered will be: Garden Grove Unified School District, Garden Grove, California; Rowland Unified School District, Rowland Heights, California; Sacramento City Unified School District, Sacramento, California and Springfield Public School, Springfield, Illinois.

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was evaluated in Garden Grove, California, during March 29-April 1, 1971. In School A, 34 students were tested and in School B, 15 students were tested. The children were tested on the SWRL four outcomes. These outcomes are "(1) words that the children learn to read, (2) beginning and ending sounds that the children learn to read, (3) word-attack skills that the children learn to apply, (4) letter names, both for capital and lower-case letters, that the children learn to say when shown the letters." The test was developed by SWRL and evaluates the four outcomes by selecting items from the first five teaching units. Each pupil was tested individually. They were shown forty individual response cards and told to first select the correct response and then construct the correct response.

The results of this test are given in brief form below:

1. There is a significant difference between the ability to select or construct a response for the first three program outcomes for both groups at School B and the bottom group at School A.
2. For the top group at School A, 90% of the expected outcomes word attack was achieved by selecting and 82% by constructing.

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(2) a. For both the top and bottom groups, outcome 3, Word Attack is the most difficult.
b. For the bottom group there does not appear to be a significant achievement difference for outcomes 1, 2 and 4 until we examine the constructing response or the combination of selecting and constructing.
c. Since the top group scores above 90% on outcomes 1, 2 and 4 differences among them are not significant.

(3) a. For the bottom group there is 80% success on outcomes 1, 2 and 4. Bottom group has 70% retention of outcomes 1, 2 and 4.
b. Top group has 80% retention for outcome 3 and 90% for 1, 2 and 4.

(4) a. Bottom group achieved at 80% for outcome 1, 2 and 4.
b. With the exception of 3, the bottom group is retaining 70% or better when selecting and constructing responses are combined.
c. Bottom group is having a lot of trouble with word attack.

(5) a. School A's high group did better than School B.
b. School A bottom group scored higher than any student in School B.
c. School B students mastered outcome 4.
d. School A's bottom did significantly better on 1-3 when compared to School B's.

The conclusions drawn from these tests are summarized below:

1. The results of this mid-term test indicate that more than 80% of the School A students in the SWRL program will attain 80% mastery of outcomes 1, 2 and 4.
2. Outcome 3, word attach, may be mastered by 80% of the students if evaluation is by selecting the correct response. The 80% could not be reached on a constructing test.
3. The bottom group will achieve 70 to 80% on outcomes 1, 2 and 4.
4. Additional practice opportunities is needed for outcome 3.
5. For the bottom group a decision should be made regarding word attack skills. They do not seem to retain this skill nor apply it in a construct test. Either limit the word elements or supply more practice.

1 Ibid, pp. 2, 3.
6. When we consider that 80% of our pupils can be expected to achieve these outcomes with 30 minutes instruction per day, the SWRL program appears to be superior to an informal or unstructured readiness program.\footnote{Ibid, pp. 3, 4.}

The next district to be reviewed is Rowland Unified School District, Rowland Heights, California. The SWRL kindergarten project in this district was entitled "The Instructional Concepts Program", which was based on seven units covering Schools A through P. They also used the SWRL First Year Communication Skills Program and The Learning Mastery System-First Grade. Because the data in this section are extremely detailed and complex, the writer will leave out data concerning the first grade program, as this paper is only interested in SWRL's kindergarten program.

Perhaps it would be enough to summarize the results of the Criterion Exercise test that was given by SWRL in 1971. Combining the schools, A through P, the results look like this:

\begin{table}
\caption{INSTRUCTIONAL CONCEPTS PROGRAM COMBINED SCORES FOR SCHOOLS A THROUGH P}
\begin{tabular}{lrrrrrrrr}
\hline
UNITS AND PERCENTS & 1 & 2 & 3 & 4 & 5 & 6 & 7 \\
\hline
85 & 79 & 83 & 87 & 70 & 70 & 76 \\
\hline
\end{tabular}
\end{table}
It is interesting to note that the goal established by SWRL was that eighty per cent of the students would complete the program with eighty percent mastery. "An analysis of District scores shows that the combined schools were low on units five, six and seven. This may be caused by factors that are included in the material supplied by SWRL."1

For schools A through P, using the First Year Communication Skills Program, there is another summary table that can be shown. This program is also based on eighty percent mastery by eighty percent of the children.

**TABLE 2**

<table>
<thead>
<tr>
<th>UNIT</th>
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<th>%</th>
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<tbody>
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<td>84</td>
</tr>
<tr>
<td>2</td>
<td>1,020</td>
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<tr>
<td>3</td>
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<td>85</td>
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<tr>
<td>10</td>
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The District average was 86.57.


SWRL' kindergarten program was also used in the
Sacramento City Unified School District. The SWRL program was used during the 1970-71 school year. Evaluation of the program was done with a test made up by a doctoral candidate who worked in the district.

The SWRL program in Sacramento involved two basic parts: one for concept development and one to teach beginning reading. The first mentioned program involved 95 learning concepts which included colors, sizes, shapes, amounts, positions and concepts of pre-reading and pre-mathematics. Children learn to identify examples when they hear one of the 95 concept words and to name the concepts when they are described. The 12 week program of 58 lessons is divided into seven units. Each lesson has two to four concepts, with each lesson followed up with a criterion test.

The beginning reading program (First Year Communication Skills Program) included as basic objectives that the children (1) read approximately 100 words taught in the program, (2) sound out and read non-program words composed of sounds taught in the program and, (3) demonstrate comprehension of the materials they read. The program involves 52 story books, flash cards, sounds and words, et cetera. The 12-month program is divided into 10 units. Each unit takes approximately three weeks to complete with 25 minutes a day for the program.
The tests that were developed included 15 and 20 items from the Instructional Concepts Program. Also, two tests of 25 items were drawn from the First Year Communication Skills Program. In addition, teachers used word cards containing 50 of the 100 words used in the program. The children read 10 words randomly selected.

Data from the tests given are summarized below:

1. The pupils in the SWRL and regular kindergarten programs both achieved comparable mean scores and percentage scores on the two tests regarding instructional concepts.
2. The SWRL students had higher mean scores on the communication skills than did the regular kindergarten.
3. Mean scores and percentage scores for SWRL were higher on the individual oral reading test than those in a regular kindergarten program.¹

Springfield Public Schools, Springfield, Illinois, used the First Year Communication Skills Program during 1970-71 with five schools involved. Although the students were tested on the Gates Primary I Test and the Metropolitan Readiness Test, the most useful results presented in this short selection is that which compares the Alphabet Sub-test of the Metropolitan Readiness Test for students in the 1969-70 program with that of the 1970-71 students. That information can be summarized in this table:

¹Dr. Donald Hall, "Local Education Agency Case Studies", pp. 33-36.
TABLE 3
AN ANALYSIS OF DIFFERENCES BETWEEN MEAN ALPHABET SUBTEST SCORES FOR TRADITIONAL AND SWRL READING PROGRAMS.

<table>
<thead>
<tr>
<th>Program</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRL</td>
<td>243</td>
<td>14.58</td>
<td>4.02</td>
<td>5.27</td>
</tr>
<tr>
<td>Traditional</td>
<td>262</td>
<td>13.16</td>
<td>13.87</td>
<td></td>
</tr>
</tbody>
</table>


The results of this analysis indicate that the SWRL students scored significantly higher on the Alphabet subtest than would be expected by chance (p. 05). The implications of these findings are obvious. Reading is considered to be -

the single most important skill to be developed among elementary students and programs, such as SWRL, which result in superior performance, must be considered as possible replacements for existing programs.¹

In this section, the writer has reviewed the available data concerning the SWRL First Year Communication Skills Program and the SWRL Instructional Concepts Program. Both of these programs make up the Ginn Beginning Reading Program which were turned over to Ginn by SWRL when these case studies were completed.

In the review of the literature, the writer has examined the points of view of those experts most prominent in the field of reading. The writer feels the topics reviewed are those most useful in developing an in-service model. In the first section, the need for in-service, it was found that an in-service program is necessary because teachers do not receive enough basic work at the undergraduate level. It was also found that teachers are faced with greater burdens because of an increase in student population.

The next section of the review of the literature centered on some of the principles of good in-services. The point was made that in-service should be based on objectives. Also, the program should not be held during a teacher's free time. If such a program is held after school, for example, the teacher should receive extra pay. In-service programs are usually held when the need arises, and the principal, teacher and reading consultant must play an active role in its creation and presentation.

The section dealing with approaches to in-service brought out the point that there are many ways to give such a program. Some points discussed include: the team approach, the workshop and micro-teaching. Also, several lists of possible approaches were given.

Finally, the writer reviewed four case studies concerning the use of the SWRL reading program. This same
program was purchased by Ginn from the Southwest Regional Laboratory for Educational Research and Development, and is now called the Ginn Beginning Reading Program. Generally, the findings of these four case studies reveals positive attitudes towards the program. In most situations, the kindergarten program either reaches or came close to reaching the goal of eighty percent achievement.
CHAPTER III
THE IN-SERVICE DESIGN

Introduction

The purpose of this chapter is to present an in-service program that will be used to train four kindergarten teachers in the implementation of the Ginn Beginning Reading Program and the optional pre-reading program called the Instructional Concepts Program. The concepts program is being used for two reasons: first, the school district will purchase it as part of the Beginning Reading Program and secondly, such a program of shapes, sizes, amounts, et cetera, will insure that the majority of children will be ready to formulate the concepts they will be reading.

Prior to the 1973-74 school year, the kindergarten teachers, the principals and the reading specialists had an opportunity to review several kindergarten programs and to see them being used in area schools. The teachers, principals and reading specialists decided that they would like to use the Ginn program.

It is the writers proposal that the in-service work be done in two parts. The first part will employ an overall explanation of the program by the reading specialist.
This explanation will be concerned with organization, objectives and specific instructional procedures. Also, as part of the first section, the teachers will have an opportunity to put the theory into practice through micro-teaching techniques. By mutual agreement between the teachers and the superintendent, this first part will be carried out during three days of the summer break and the teachers will be paid at their regular rate for those days.

The second part of the in-service program will be carried out during the regular school year by means of a modified team approach. This means that any teacher having difficulty with carrying out the program can request help from the reading specialist during a regular school day. The classroom teacher will actually observe the specialist working with the students to learn how to correct the problem area.

**The First In-Service**

The first in-service will be held during the first three working days after the regular school year has terminated. These days are mutually agreeable to the kindergarten teachers and the district reading specialists. After these three days, the teachers can take their kits home and familiarize themselves with them whenever there is an opportunity. However, it is hoped that the in-service is intensive enough so that no outside work will be required, but can be done out of interest in the program.
Beginning with the first day of in-service work, there will be a detailed explanation of the Instructional Concepts Program in the morning. The afternoon session will center of the details of the actual Beginning Reading Program. This first day's work will be done at one of the elementary schools, preferably in a comfortable, well-lit room. Also, each teacher will have a kit to examine as the specialist gives the in-service program.

The first morning will cover the organization, objectives and specific instructional procedures for the Instructional Concepts Program. This program is made up of fifty-eight daily lessons. Each lesson is part of the program's ninety-six concepts. The concepts are divided into seven units, which include: colors, sizes, shapes, amounts, positions, pre-mathematics and pre-reading. These lessons generally take a total of two to three minutes per day. These minutes can be in one block or broken up throughout the day. It is estimated that the entire program can be completed within twelve weeks.

The number of weeks for this part of the reading program, in conjunction with the Beginning Reading Program, can be completed in at least two different ways. One direction states that the Instructional Concepts Program (ICP) can be used during the weeks before Christmas. During these approximately fourteen weeks, about three units of the Beginning (BRP) Reading Program will be used. The remaining
seven units of the BRP can be used until the end of the school year. Another approach that can be used calls for the ICP to be completed before Christmas and the BRP begun after Christmas and operated until the school year ends. The Ginn Company recommends the schedule that runs the ICP and BRP together since it will not be necessary to increase the number of instructional minutes per day, which would happen with the alternate schedule.

**Instructional Concepts Program**

The objectives set up for the ICP require that eighty percent of the students complete the program with eighty mastery.

Organization of the ICP is rather complex, so it would seem more desirable to present this information in an outline form. The in-service director can put his material on an overhead transparency and each teacher can have a ditto sheet with the outline on it for future references. The ICP is organized around these materials:

1. Story Cards: This is a teacher-read story, based on adventures of a theme character. Concepts are repeated frequently.
2. Story Posters: These are large posters concerning the story that will allow children to respond to examples of the concepts presented in that unit.
3. Concept Books: One book is supplied to each child for each unit. They are supplied with illustrations which show examples of the units concepts.
4. Flashcards: There are 138 cards showing two or more concepts.
5. Game Cards: The cards are designed to help children master the concepts.
6. Concept Cards: These include 120 cardboard triangles, circles, squares and rectangles in different sizes and colors.
7. Theme Character Cards: They are used for display in the classroom.
8. Criterion Exercises: They are used to measure mastery and are made up of a four page exercise.
9. Criterion Exercise Direction Cards: Supply information to the teacher concerning use of exercise and scoring of tests.
10. Class Record Sheet: Used to record Criterion Exercise scores.
11. Achievement Exercises: Place on Class Record Sheet when the child masters a particular unit.
12. Second Instruction Practice Exercises: Four-page exercises to help those who have not yet mastered a concept.
13. Procedure Cards: Giving general directions to the teacher.

The following materials mentioned above can be found in the Program Resource Kit: Procedure Cards, Story Cards, Flashcards, Game Cards, Criterion Exercise Direction Cards, and Theme Character Cards.

The next aspect of the Instructional Concepts Program to be considered is the specific instructional procedures. These step-by-step procedures are those recommended by Ginn and are the same ones each teacher will find on the Procedure Cards. The procedures can be placed on overhead transparencies or on large charts that could be used later at the individual school. The following is the recommended instructional procedures:

I. Teacher Reads a Story (about 10 minutes total)
   A. Use a Story Card (yellow) and poster.
   B. Read the Story.
   C. Use concepts on top of Story Card to ask these questions:
1. What Color is the balloon?
2. What do you see that is yellow?

II. Use Concept Books
A. Distribute a Concept Book to each child.
B. Turn to illustration for the day's lesson.
C. Ask the questions on back of the Story Card.

III. Supplementary Activities (for those who have not mastered the lesson's concepts).
A. Use the Flashcards.
   1. Refer to object that shows the concept with this question:
      a. What do you see that is red?
   2. Refer to the name of the concept with this question:
      a. What color is the wagon?
B. Work with games listed on green cards.
C. Bring in Concept Cards.
   1. Refer to the name of the concept.
D. Make use of teacher related supplementary activities.

IV. Criterion Exercise Training Booklet. (used after lesson 7 in Unit 1, to help children develop the direction-following skills necessary for completing the criterion exercise in each unit.)
A. Procedures:
   1. Give out booklet and pencil or crayon.
   2. Point to cat on top of the page.
   3. Find car in row one and point to the 1 in row one.
   4. Repeat as in Step 3 with the remaining rows.
   5. Turn page, so only page two is visible, and find picture of horse.
   6. Put a square on the board and say, "This is a box." Show how to put an X in the box.
   7. Have children point to the 1 in row one.
      Name the object if necessary.
   8. Demonstrate by marking an X in the box in row one.
   9. Ask the children to mark the box in rows two and three.
  10. In row four, point to the 4 and have them put a mark in the box under scissors.
  11. In row five, point to the 5 and put a mark under the turtle.
  12. Turn to page three and point out the fish.
  13. Continue with the same procedure for the tree, rabbit, cat, telephone and bird.
14. Turn to page four and continue with the same procedure for the television, airplane, bicycle, tree, cat.

V. Assessment
A. Use the following directions from the Criterion Exercise Direction Card found in the kit.
   1. Give out criterion exercise and pencil or crayon.
   2. Help the children find row one on page one.
   3. Read the directions to the children.
   4. Score exercises and record on Class Record Sheet.
   5. Use Achievement Stars on Class Record Sheet for those who score ten or more points on the Criterion Exercise.

VI. Second Instruction (for those who scored less than ten on the Criterion Exercise).
A. Secure Practice Exercise A and B.
B. Give instruction according to first instruction procedures.
C. This instruction should be given on an individual basis.
D. Use Achievement Stars upon completion of the program.
E. If necessary, use the following instructions for group administration:
   1. Give out Practice Exercises.
   2. Student should point to question number.
   3. Read the directions.
   4. Formulate questions in this manner:
      a. Tell students to point at objects.
      b. Ask student to name object he is pointing at.
   5. At the end of each page, request an individual response to each question.

The above information in outline form gives the basic organization, objectives and instructional procedures for the first part of the reading program, the Instructional Concepts Program. It is hoped that this information can be completed in one morning session. The heart of the program, The Beginning Reading Program, will be discussed in an afternoon session. The morning and afternoon session will be equipment -- with a break for the teachers -- and a lunch hour will be
The Beginning Reading Program

The objectives for the Beginning Reading Program (BRP) are set down in the following outcomes: (1) Words: Mastery of the 100 word vocabulary, (2) Word Elements: The children will master the 23 initial and ending word elements, (3) Word Attach: Children will be able to sound out and read any one syllable word composed of word elements presented in the program, (4) Letter Names: Students will be able to name all the letters of the alphabet when shown in either upper or lower case forms.

Materials provided in the program organization will follow in nine numerical listings:

1. Entry Behavior Test: This is a fifteen item test where children match symbols and imitate sounds.

2. Storybooks: This is a set of 52, 12-14 page illustrated storybooks which describe animal characters and give systematic vocabulary practice. There are also optional comprehension questions and each book belongs to the child.

3. Criterion Exercises: There is one exercise for each unit and one set of Criterion Exercise Training Lessons.

4. Practice Exercises: There is one for each area of assessment or four for each unit. These exercises should follow the Criterion Exercise if a child has not mastered the lesson. The Practice Exercises could be used before the Criterion Exercises as a supplement to the regular instruction. There is also a Procedure Card with general directions, but specific directions are located in the margins of each booklet page.

5. Class Roster and Class Record Sheet: There is one large Class Roster for the class. Ten class record sheets (one for each unit) are included. Scores
from the Criterion Exercise are recorded on the Class Record Sheets.

6. Good Work Badges: These motivation devices contain pictures of animals and are used after the Criterion and Practice Exercises. Anyone with a score of 18 or higher gets one, but all students get one after completing the Practice Exercise.

7. Comprehension Sheets: Used with units 8, 9 and 10 to provide instruction and practice in answering written questions on the content of short paragraphs that are read silently.

The above material included in the Program Resource Kit are: Teacher's Manual, Procedure Cards, Activities and Materials Guides, Alphabet Cards, Flashcards, Oral Word Index, Entry Behavior Test Cards, Criterion Exercise Directions, Game Index and Animal Cards.

Also supplied with the in-service materials will be general directions recalling to the kindergarten teacher the basic tenet of good teaching. Teachers will be reminded to call on children to read the book and flashcards as often as possible. They should allow time for children to think of answers after asking questions. Efforts should be made to equalize questioning. For example, teachers should call on boys as often as girls and call on non-volunteers as often as volunteers. Give the child the correct answer, if not given, and have the child read the right answer again. Always allow a choice of answers. Above all, always make positive remarks.

The next aspect of the BRF to be considered is the specific instructional procedures. The first part of the program requires the teachers to give the Entry Behavior Test. Kindergarten teachers ought to give this test individually, making sure not to give any clues or hinting
by saying "right" or "wrong". Children ought to feel this test is a game. Children will find matching pictures, letters and words. Teachers also make the sound of "m", "l" and "r" which the child will repeat. Also, for repetition, are the words, Ann, fun and it. A score of 12 or more means the child can go on. If the score is less, the child needs more matching and imitation work.

The following specific instructional procedures are for various areas, parts of the program, but these parts are not necessarily used in the order presented here. They are used at different times in different units of the program. All specific instructional procedures are those recommended by Ginn. Each instructional procedure will be given in outline form.

I. Flashcards.
A. For words, sounds and letter names.
   1. Show cards and have children tell the word, sound or letter name.
   2. Have the entire class read the card.
   3. Have four read the card individually.
   4. Repeat the above for all new cards.
   5. Display cards from present activity and have children read cards in mixed order.
   6. Use Game Index if additional practice is needed.

B. For word attack practice.
   1. Review word element flashcards.
   2. Use side "b" of beginning sounds card with side "a" of ending sounds cards to form a word.
   3. The entire class should sound out and then read each word.
   4. Call on several individuals to do the above.
   5. Repeat the above with other words.
   6. Return to previously presented words.
   7. Use chalkboards and include words or nonsense words that follow the program.
   8. Use Game Index if additional practice is needed.
II. Oral Word Index
A. Sound out the words in two separate parts.
B. Ask the class to say the word the sound makes.
C. Repeat the above procedure for all words on the list.
D. Practice each word more than once and return to a word after some other words have been presented.

III. Storybooks
A. Use flashcards with new words or review words from the book.
B. Preview the story by discussing the pictures. Have the children identify the characters in the story.
C. Children should read the story with a different child reading each page.
D. Use comprehension questions after the children have read the story.

IV. Comprehension Sheets.
A. Procedures for Comprehension Sheet 1
   1. One child should read the first story and the questions to the entire group. The children should answer the questions.
   2. Children should mark an "x" in the box under the correct response.
   3. Repeat the above steps for two or three more stories.
   4. Have the children proceed silently on their own.
   5. When children are finished, provide the correct answers.
B. Procedures for Sheets 2-8
   1. All subsequent Comprehension Sheets are to be done by the children independently.
C. Scoring
   1. Correct the sheets in class with the children providing the correct answer.

V. Criterion Exercise Training Lesson
A. Materials
   1. Criterion Exercise Training Lesson for teacher and each child.
   2. Pencil or crayon for teacher and each child.
B. Procedures
   1. Distribute exercise and have children find the cat on top of page one.
   2. Show the children that there are five rows on the page and help them to name each row and its picture.
   3. Turn to page two and show how to fold the page so that only one page is visible.
4. Point out that on this page there is a letter on each row. Ask children to name these rows.
5. Turn to page three and ask what picture is on top of the page.
6. Draw a square on the chalkboard and demonstrate how to mark an "x" in the box. Have the children mark an "x" in row one of page three.
7. The children should then mark the box under "m".
8. Then the following should be marked:
   a. Row 3 - the "s"
   b. Row 4 - the "t"
   c. Row 5 - the "a"
9. Proceed to the last page and mark:
   a. Row 1 - the word me
   b. Row 2 - the letter s
   c. Row 3 - the word Sam
   d. Row 4 - the word at
   e. Row 5 - the I
10. Review the above procedures asking several children to identify various pages.

VI. Criterion Exercises
A. Administration
   1. Arrange desks so that children can work independently.
   2. Have each child's name on the booklet before handing out.
   3. Read items exactly from the Criterion Exercise Directions.
   4. Help children find the correct row and page.
   5. Do not provide hints or clues.
   6. Do not give correct answers after children have marked items
B. Scoring
   1. Attach the Class Record Sheet to the Class Roster and fill in.
   2. Use Scoring Key to correct booklets.
   3. Indicate the correct answer for each item not marked correctly.
   4. Find the total number correct.
   5. Enter scores on the Class Record Sheet.
   6. Give Good Work Badges to those who score 18 or higher. Others will receive these after completing the Practice Exercise.

VII. Practice Exercises
A. Identify all children who scored less than five on Outcome 1
B. Administer Practice Exercises individually.
C. Repeat the above steps for Outcomes 2, 3 and 4, using Practice Exercise b, c, cd and d respectively.
D. Give Good Work Badges to those who complete the exercise.

VIII. Animal Cards
A. Pass out one card to each child.
B. Give the names of the pictures on the cards.
C. Allow children time to think of their animal names.
D. Call one or more animal names for responses to questions.
E. Call on each animal name about the same number of times per activity.

All of the above instructional procedures are used at various times throughout each of the ten units found in the Beginning Reading Program. However, regardless of the "materials" placement in a unit, the instructional procedures outlined above should be used. Modification of specific procedures can be made after the teacher is completely familiar with the program. Also, teachers will know when to use each type of material for each unit by following the directions as outlined in the Teacher's Manual. This manual will be surveyed during the in-service.

After the teachers have spent one day working with the kits and receiving specific instructions in its operation, the next two days will be spent with actual teaching techniques. Principles of micro-teaching will be used in the last two days of in-service. Using the video-tape recording (VTR) equipment in the district, it will be possible for the teachers to practice and then review their work almost immediately. It will also be possible to use children from the district who have already completed the present kindergarten program. These children will come with some background and will make
it easier for the teachers to practice. To make this practice operate smoothly, these students will be the same one the four kindergarten teachers worked with during the past school year. Hopefully, both teacher and child should be familiar with each other and relatively at ease.

With the micro-teaching technique, the teacher will work with about four children to develop one lesson in a unit. During the presentation, the reading specialist will operate the VTR. After the presentation, the students will be allowed to go home while the teachers review the tape and ask questions. This procedure will be used with all the teachers and will cover not only a lesson from the unit, but also practice with the Criterion Exercises and Entry Behavior Tests.

Future In-Service Work

The final aspect of the in-service work is ongoing. A modified team approach will be used throughout the school year. During the semester, the kindergarten teacher may call on the reading specialist at any time for specific help on any part of the program. The specialist will come in to take over the class and the teacher can observe how that procedure should be carried out. Or, possibly, it will be necessary for the specialist merely to describe what should be done so that another breakdown does not occur. For this modified team approach, the teacher must see how the specialist is carrying out a
particular technique. It is not enough just to be in the room together!

This chapter has established the in-service model to be used by the writer during the 1973-74 school year. The in-service instruction will be given in two parts. The first part will be done in three days. First day activities will include review of the ICP and BRP materials. The last two days of instruction will be carried out with micro-teaching techniques. Each teach will have an opportunity to practice the program. Finally, the in-service program will be on-going with the reading specialist coming into the classroom and answering questions whenever requested.
CHAPTER IV
SUMMARY AND CONCLUSIONS

The purpose of this paper was to review the literature concerning in-service programs in general and any literature concerning the Ginn Beginning Reading Program in particular, and to design an in-service model to help train kindergarten teachers from the Kettle Moraine School District, Wales, Wisconsin, in the use of the Ginn Program.

The first part of this paper covered some of the general aspects of in-service techniques. First, the writer looked at the need for in-service and found that generally such programs are needed because teachers can’t possibly learn everything about educational procedures in a regular undergraduate program. In-service education tries to bring techniques to teachers which will strengthen their classroom effectiveness.

Another section concerned the principle of a good in-service program that teachers, administrators and reading specialists should have input into the program. In-service work should also be carried out when the teacher can receive payment. Programs that force teachers to use their free time simply do not work.

Another important point brought out is the idea that the in-service program should be on-going. That is,
it should be developmental and program directors should not try to squeeze in too much in too short a time.

The section reviewing literature on approaches to in-service looked at several types in general and three in particular. The three approaches developed in some detail were used to a certain extent to design the in-service model in Chapter III. Looking at the workshop approach, it can be seen that teachers get together to discuss various problems that they are having in the classroom. They could also share approaches that they have found valuable. The video-tape recorder can be used in micro-teaching. This approach amounts to a scaled-down class day with the teacher carrying out part of a lesson. Work with the VTR allows the teachers to review their work and discuss ways to improve their techniques. Finally, the team approach is used in the classroom with the teacher and specialist working together. It can be used to help the teach confirm his or her teaching approach on a particular lesson or program.

The last section in Chapter II reviewed four field studies done by the Southwestern Regional Laboratories. In each case, it was found that the criterion of 80 percent completion and 80 percent mastery was either accomplished or came close to accomplishment. These studies lend support for installing such a structural program into the Kettle Moraine kindergartens.

Finally, the in-service model was designed in Chapter III. The program revealed some of the material found in the
review of literature. Also, the recommendations of the Ginn Company were used to prepare the teachers. The first part of the in-service course was designed to be conducted in a three-day period. The first day was divided into morning and afternoon sessions. The morning session revealed the organization, objectives and specific instructional procedures for the first part of the reading program entitled "The Instructional Concepts Program" (ICP). Generally, this part is designed to give children the readiness to read which is covered in the second part of the program called the Beginning Reading Program (BRP). It usually is better to complete the ICP before Christmas.

The organization, objectives and specific instructional procedures are covered in the afternoon session. Like the ICP, the materials are found in a kit box and the units are designed to be covered from September through June. The BRP is designed to teach children 100 vocabulary words, 23 initial and ending elements, letters of the alphabet and the ability to sound out words found in the program. The material presented on the first day and all remaining days of in-service is based on information given by the Ginn Company.

The final two days of the paid summer in-service program will make use of the video-tape recorder. Teachers will be able to practice a unit lesson and a Criterion Exercise with students they had worked with during the regular school year. After each mini-lesson, the teachers will be
able to discuss their approach by viewing the VTR. This phase of the in-service will last two days which will allow enough time for four teachers to rehearse their techniques. Finally, the in-service should be on-going and this can be accomplished throughout the school year by having the reading specialist come into the kindergarten whenever the teacher requests help. The specialist might simply give advice or take over a class and give a demonstration.

In conclusion, if the Beginning Reading Program is going to bring results, it will take the close cooperation of the classroom teachers and the district reading specialist. They will have to work together during the initial in-service training and throughout the entire school year. With the combined efforts of teacher and specialist, the children of the Kettle Moraine School District will find fulfillment in their reading efforts.
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