Utilizing available supplementary materials to improve the teaching of reading, an in-service course

Dorothy J. Fricke
UTILIZING AVAILABLE SUPPLEMENTARY MATERIALS TO IMPROVE THE TEACHING OF READING, AN IN-SERVICE COURSE

by

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this paper is to develop an in-service program designed to instruct the classroom teachers of Auer Avenue School in the utilization of the supplementary reading materials available to them.

Background of the Problem

Auer Avenue School, one of Milwaukee's central city schools, has grown very rapidly. Its present enrollment is close to 1,300 students. The students range from head start through the fourth grade. There are forty-four classrooms and classroom teachers, three administrators, two psychologists, two guidance counselors, three reading teachers, a speech teacher, a language development teacher, a music teacher, a physical education teacher and twenty-seven classroom aides plus an ever-changing number of student teachers and volunteers. The dramatic increase in the size of the school and change in the socio-economic background of the enrollment in the past six years has
created many problems. The one of main concern to the writer is the vast amount of supplementary reading materials available and the lack of their use by the majority of the faculty members.

Some of the major obstacles to promoting their use in the past have been the large amount of materials, the physical lay-out of the classrooms (twenty of them have been constructed as portable units on the school grounds), the large faculty turn-over (fifteen to twenty new teachers' each year, including intern teachers), the difficulty involved in communicating with such a large faculty under these conditions, the numerous other programs to be planned and implemented, and finally, the lack of staff that could be assigned to planning and conducting in-service programs.

Scope and Limitations of the Problem

The need for this in-service program has already been established by the administrators and teachers of the school. The program will consist of six sessions; at the first one an overview of the program will be presented to all primary and fourth grade teachers. The remaining five sessions will be devoted to instruction in the use of supplementary reading materials. These will be limited to interested teachers of particular grade levels. The
levels will be determined by the material being presented at that particular session.
CHAPTER II

REVIEW OF THE LITERATURE

Need for In-Service Education

Reading authorities agree overwhelmingly on the need for in-service education. Sometimes they refer to a general need to improve reading instruction and at other times they refer to very specific needs. All reflect the importance of improving the quality of teaching reading. The specific needs most often stated were as follows: (1) to make up for the lack of sufficient teacher training in college; (2) to unify faculty and administration, and to better enable them to communicate with each other; (3) to help educators keep abreast of the latest research available; (4) to aid teachers and administrators in the selection and use of the vast amount of new materials available each year.

Regarding the rather general need to improve reading instruction, DeCarlo and Cleland write,

Continuing professional growth through in-service education is one of the crucial keys to successful improvement of the educational program in reading in the elementary schools. This area undergirds
the total educational structure with a deep concern for the optimal development and growth of children in reading.¹

Austin maintains that in-service education in reading is essential in any school system regardless of its size, location, or the excellence of its staff.² Hahn supports her statement when he says, "Spirited and resourceful in-service programs that dignify our profession are a sound investment in the future of America."³ McHugh referred to mounting pressures to improve reading programs further and suggested in-service programs as one of the solutions to the problems.⁴ Bystedt agrees with leading reading authorities when he writes that the most important group activity that the reading consultant will initiate and participate in may well be the in-service program in reading.⁵ Durrell reported in an address to the International Reading Association,

¹Mary R. DeCarlo, and Donald L. Cleland, "A Reading In-Service Education Program for Teachers," The Reading Teacher, XXII (November, 1968), 163.

²Mary C. Austin, "In-Service Reading Program," The Reading Teacher, XIX (March, 1966), 407.


Teacher education is a highly critical area for improvement. The quality of teacher service to pupils is the determining factor in achievement yields in the classroom. This was shown again in the national study of first grade reading in which the differences among reading systems were found to be much less than the differences in achievement yield of teachers using the same system. Even when pupils were closely equated for initial ability, some teachers produced twice the amount of pupil learning as did others. This suggests that in-service teacher education is a more promising activity than that of the curriculum development centers which produce more and more materials to be taught by teachers of varying importance.

Chern substantiates Durrell's remarks when she says that a school's entire staff should view in-service education as a means of improving the teaching of reading in the classroom, and basically, as a behavior-changing development in the teacher. Moffitt also advocates in-service with this statement:

Proper education of the nations' teachers is and should be the concern of every citizen. It is the education of teachers that determines the quality of learning and therefore the quality of the people of this country. It appears safe to conclude that the

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quality of any school system may largely be determined by the quality of the in-service educational programs involving the total professional staff.¹

While authorities at times speak in generalities regarding in-service programs in reading, many times they stress the need to be specific. Otto and Smith recommend that the reading specialist only plan programs for specific or precise requests. They warn that to do otherwise might result in disappointment. They encourage reading specialists to help a principal or staff in the identification of needs and in planning and presenting in-service programs to meet these specific needs.² Aaron, Calloway, and Olson agree when they say, "An in-service program will be effective only to the extent that it meets the specific needs of the group members and gives them information which they feel they must have."³

Regarding specific needs, the four listed previously are the ones most often referred to by reading authorities. The specific need for continued teacher training through in-service is stressed by Harris, Bessent and MyIntyne.


³Ira E. Aaron, Bryon Callaway, and Arthur V. Olson, Conducting In-Service Programs in Reading (Newark, Delaware: International Reading Association, 1965), p. 3.
who write, "Pre-service preparation of staff members is rarely ideal and may be primarily an introduction to professional preparation." Indrisano agrees when she cites major studies that reveal lack of professional preparation at the under-graduate level and the necessity of even graduate students to update their knowledge. O'Connell questions the fact that teacher training is the sole responsibility of the college. She considers it a joint responsibility of both college and school system. O'Connell says that experience has indicated that the college sets the foundation and the school system builds upon that foundation.

The need for better communication between faculty and administration and for building or improving staff morale are other specific areas where in-service education may play a vital role. Sister M. Josetta writes that administrators should not view in-service as a burden.


but rather as an opportunity to build faculty morale. Harris, Bessent and McIntyre not only agree but further support her views with this statement, "In-service education is important in stimulating and maintaining morale, even if instructional improvement of any dynamic kind doesn't occur."\(^2\)

The need for a more complete understanding of research studies and test results also indicates the necessity for further in-service study. According to Bystedt, "Teachers need help in translating the results of research studies to classroom practice."\(^3\) Research should be an integral part of in-service education in that it also helps teachers find new truths and better ways of doing things. Through research, they can often be encouraged to take a more objective view of new teaching procedures. They should also be encouraged to study test results and utilize them in their planning.\(^4\)

The greatest need for in-service education, however, seems to be in the specific area of reading materials.

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\(^1\)Sister Josetta, "Planning the In-Service Faculty Meeting," The Catholic School Journal, LXVI (October, 1966), 91.


\(^3\)Warren Bystedt, "Reading Program Supervision," Minnesota Reading Quarterly, XIV (October, 1969), 9.

Kelly, in his report regarding the informal reading inventory, stresses the importance of suitable materials for every reading level.¹ "A multiplicity of instructional materials and media should be used, and these should be selected with the purposes and goals of the program in mind. Teachers should learn to use all materials and media effectively,"² says Abernathy. Jones, in his article regarding the many roles of the reading specialist, writes,

Never before have there been so many teaching machines, programmed learning media, laboratories, and text materials for the teaching of reading. Never before have schools had as much money with which to buy them, especially schools classified as serving disadvantaged areas. It becomes the responsibility of reading specialists to acquire familiarity with all these programs and in their role as consultants to inform others regarding their use.³

Jones concludes his article by saying, "Of all these roles, the one of demonstrator of workable materials and techniques seems to be the most in demand and the most effective."⁴

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¹ Dean Kelly, "Using the Informal Reading Inventory to Place Children in Instructional Materials: The Berea, Ohio In-Service Education Experiment," Ohio Reading Teacher, IV (October, 1969), 3.


³ Ernest A. Jones, "A Specialist in Work-Shops, Institutes and In-Service Programs," The Reading Teacher, XX (March, 1967), 517.

⁴ Ibid., p. 519.
Peters, in a description of the importance of resource teachers in Maryland, describes their assistance to other faculty members as they locate, select and demonstrate the use of a variety of instructional materials and equipment.\(^1\) Harvilla also considers this an important area of in-service. She says, "In-service teacher education is designed to aid teachers in practicing new techniques for instruction, meeting individual needs of children, and becoming acquainted with a variety of materials for instruction."\(^2\) In Bystedt's support of in-service education he recommends that reading consultants select appropriate reading materials and instruct teachers in the utilization of such materials. He maintains that when good in-service programs contribute toward a more effective utilization of sound commercial reading materials, students are most effectively served.\(^3\) "One of the primary purposes of in-service work should be to help teachers select materials which will be of value to them in their

\(^1\) Thomas R. Peters, "Resource Teacher Helps Improve Instruction," \textit{The Instructor}, LXXVII (December, 1966), 19.


\(^3\) Warren Bystedt, "Reading Program Supervision," \textit{Minnesota Reading Quarterly}, XIV (October, 1969), 24.
teaching and to teach them to use the material effectively,"¹ say Aaron, Calloway and Olson. O'Connell reminds us.

The teacher of the 1800's presented his lessons with the hickory stick, blackboard, chalk, and textbook. Projectors, recorders, television and multiprinted materials are available to the teacher of the 1900's in addition to the standard tools. Some teachers implement these added manipulative devices with ease and enthusiasm, others with reserve and reluctance, and others not at all. The use of a device is as important as the purpose for which it was intended and the understanding of subject matter may be contingent upon a meaningful class presentation through the use of multimedia.²

Otto and Smith stress the importance of using instructional materials as motivation for in-service courses. They contend that the appeal of new materials, for most teachers, is greater than the appeal of new theory.³

Finally, Ward points out the value of in-service education to help teachers keep abreast of new materials. He says,

A number of attempts are made to acquaint teachers with the materials and equipment that are available for teaching reading. Exhibits of materials and equipment are provided at conferences, and at state and local teacher's conventions but these are not enough. First of all, not all teachers avail themselves of these exhibits, and second, those that do are generally overwhelmed at the abundance of materials and equipment and find it difficult, in the limited time available, to determine which materials will be most useful for the specific needs of the children in their own classroom. Relying on the words of sales representatives

¹Ira E. Aaron, Bryon Callaway, and Arthur V. Olson, Conducting In-Service Programs in Reading (Newark, Delaware: International Reading Association, 1965), p. 2.


is certainly not adequate. In the final analysis it is usually only through trying the materials herself that the classroom teacher can form a valid judgment. Obtaining a clear picture of why the materials were developed and for what population can aid the teacher in making intelligent decisions about how she might best employ them with her students. A partial answer to this dilemma can be provided by the person charged with providing in-service education.  

It would seem, therefore, that in-service education in the use of reading materials is not only a specific need, but a very important one. This need, as well as the others mentioned, point out the desirability for increasing amounts of in-service education.

Scope of In-Service Programming

The size of in-service programs might range from a program within a single school to one that serves several states. A program can be planned for a small group of teachers concerned with a specific problem in the teaching of reading, or it can be planned for thousands of teachers interested in as broad an area as improving reading instruction.

Indrisano reported on three varied programs: (1) a program for a large school; (2) a system-wide approach; (3) a statewide program. The three programs had the following things in common: (1) all utilized available

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reading specialists; (2) all made every effort to involve teachers; (3) all utilized supervisors and administrators in either a supportive or active role, (4) all attempted to meet the special needs of their teachers. Two of the programs utilized television and faculty members from institutions of higher learning. ¹ Markert, in explaining in-service classes in Seattle Public Schools, said that the classes were initiated by the requests of the curriculum staff, administration and guidance department as well as from principals and teachers. Teachers are not required to take these courses. However, principals do recommend certain courses, particularly where training is lacking, or where teaching needs to be strengthened. ²

Berg, Russell, and Walden studied the results of in-service programs within a single school. They indicated that school systems carrying on individual programs within each school might develop better relationships among individuals and groups within the building. In decentralized systems the scope of problems indicate that individuals and groups are working on issues of significance to them. Subject


areas, materials, techniques, records, and reports are some of the topics they found to be under study. They found domination and control by forces outside the building reduced or eliminated when in-service education is planned and conducted within a single school.¹

Aaron, Callaway, and Olson describe a total of nine varied in-service programs. At the end of each description they include evaluative comments pointing out the strengths and weaknesses of each program. Through analyzing these comments it would appear that there is no one best program. The success and effectiveness of each depends not on its size but its strengths.²

Involvement—Who, When, and How?

It is difficult to make a general statement regarding who should participate in in-service programs in reading. There are conditions which determine involvement, such as the scope of the program, its purpose and the resources available. The participants most often mentioned in literature are teachers, principals and reading


²Ira E. Aaron, Bryon Callaway, and Arthur V. Olson, Conducting In-Service Programs in Reading (Newark, Delaware: International Reading Association, 1965), pp. 32-45.
consultants. Students, superintendents, supervisors, and university consultants are also mentioned, but with much less frequency.

Most authorities agree that the reading consultant or the principal is the logical person to initiate in-service programs. The need may have been identified by either of them or by faculty members, but the reading consultant would enlist the cooperation of the principal and any other necessary administrative figure before going to the faculty. The faculty should be involved, however, in all of the in-service planning. This could be done in the following ways: (1) through a faculty steering committee; (2) through faculty meetings; (3) through a questionnaire distributed to the faculty. If there is no reading consultant available, the principal, an interested faculty member, or a faculty committee could conduct an in-service program. Entire staff involvement is important, not only in the planning stages of an in-service program, but in implementing it as well. The administrator should be present to guide and lend support, and the faculty to participate in demonstrations, workshops, group discussions, and evaluation.

In support of the above points regarding involvement, Austin contends, "The success of in-service programs, depends a great deal on the attitude of administrators
toward cooperative effort. These key people must recog-
nize the critical importance of reading in the entire 
educational structure."\(^1\) Rauch and Robinson say, "To 
be successful, an in-service program must have the support 
of the administration."\(^2\) Harris, Bessent, and McIntyre 
also stress the importance of administrative involvement 
with this statement,

The administration, such as the building principal, 
should be aware that instructional leadership is a team 
affair. At best, the entire administration and super­
visory staff of a school system will be expected to pro­
vide the leadership for top quality education. Where 
the leader merely tolerates the program or sets it in 
motion, and then remains aloof from it, his subordinates 
tend to catch the spirit and little is accomplished.\(^3\)

Chern suggests that a good reading consultant should 
sit down with administrators and discuss how to improve 
the reading program, the needs of new teachers, and ways 
of improving the teaching techniques of some of the experi­
enced teachers.\(^4\) Finally, Moffitt's remarks related to 
administrative involvement,

1Mary C. Austin, "In-Service Reading Program," The 

2Sidney J. Rauch and Alan H. Robinson, Guiding the 
Reading Program: A Reading Consultants Handbook (Chicago: 

3Ben M. Harris, Wailand Bessent, and Kenneth E. Mc­
Intyre, In-Service Education: A Guide to Better Practice 

4Mona E. Chern, "In-Service Education: The Realization 
of the Potential," Reading and Realism. Edited by J. Allen 
Figurel. Proceedings of Thirteenth Annual Convention, XIII, 
Pt. 1 (Newark, Delaware: International Reading Association, 
The administrator is largely responsible for establishing the emotional climate within which the school operates. He may or may not originate the in-service education programs, but he is inescapably a facilitator of it once it is underway; and in this capacity he becomes one who shares, supports, and encourages.¹

McHugh promotes teamwork involving teachers and principals. He talks about the advantages of this kind of teamwork over those of a teacher taking a lecture course. He refers to the principal's role as that of a catalyst for change. He says that the teacher has encouragement and support for her efforts and that this kind of teamwork has greater impact on improving a school program than in individual's effort.² Lampard stressed the importance of the teacher and of planning in-service programs that offer them as much help as possible.³ Wayant discusses teacher involvement in in-service programs in several different lights. She favors the identification of teacher's strengths,


interest and concerns through observation and discussion and then utilizing them in planning and conducting the inservice program. Chern explains how a reading committee, composed of teachers and a reading consultant can plan a worthwhile inservice program together. She says,

It is essential that the teachers feel that they will grow professionally as a result of what they are learning and sharing with the consultant and with each other. When there is no faculty participation in inservice education, it is almost wasted effort. Good inservice programs must include the "how to" as well as the "why" in order to have real meaning for the teachers.

Otto and Smith stress,

The staff should be guided to a realization of their problems, not be presented with a list of objectives for an inservice reading program after a period of silent observations. However, if a staff does become defensive during the planning or implementing a program and if negative attitudes persist, the teacher's classroom behavior will be unlikely to improve. The best way to remedy this is to encourage teachers to play a major role in planning and conducting their own program. They will understand what they are trying to achieve, and any evaluation of existing instructional programs will be a self-evaluation. Active participation by principals and teachers in identifying weaknesses, planning the

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1 Louise F. Waynant, "Teacher's Strengths: Basis for Successful In-Service Experiences." Educational Leadership, 28 (April, 1971).

in-service program, and implementing it cannot be over stressed. Programs that are "sprung" on teachers by principals or supervisory personnel result in teacher apathy and sometimes hostility.¹

Metzger endorses the involvement of faculty at three stages of in-service: (1) planning; (2) conducting; and (3) evaluating the learning situation.² Of teachers and effective in-service programs, Moffitt writes, "Only under those circumstances in which teachers find their own problems and want to do something about them can effective in-service education programs exist."³ Aaron proposes getting teachers actively involved sharing teaching practices, helping to plan the program, preparing a presentation as a part of a session, or leading a sub-group discussion following a presentation to a total group.⁴ Considering the numerous suggestions concerning administrative and staff involvement in in-service reading programs, the following statement by Harris, Bessent and McIntyre seems particularly succinct, and appropriate as a summary,


²Brother Paul Metzger, "Employ the Faculty Meeting for In-Service Training," The Catholic School Journal, LXVI (October, 1966), p. 89.


⁴Ira E. Aaron, "In-Service Help on Word Analysis Techniques." The Reading Teacher, XIX (March, 1966), p. 45.
From initial planning to final evaluation, the staff members must be intimately involved in the activities of a program in a meaningful way. Involvement is an important key to success. There are others, perhaps, but none so basic nor more important.¹

**Program Format**

There is no one correct format for in-service programs. Choice of format should be determined by the purpose of the program, its scope and limitations, and by the participants. Chern says,

In-service education can use many techniques, as well as a diversity of programming to meet the needs and requests of all the teachers. The district that allows only one type of in-service education is doing a disservice to its teachers as well as pupils. If we are sophisticated enough to realize there is no one way to teach reading, so we should be sophisticated enough to realize that there is no one way to have effective programs.²

Harris, Bessent, and McIntyre list and analyze many activities that could be utilized in in-service programs. The activities are analyzed in terms of the experience impact they have on a learner. They explain,

By experience impact we mean that the learner is more likely to interact with the learning situation in such a way that the experience will have some impact


that will affect his later behavior. This is, of course, an extremely complex relationship which is being over simplified in order to make possible a rather gross categorization of common in-service activities.

The impact which the learner experiences may be thought of as being related to three characteristics of the learning situation. The first of these is the extent to which he can control the content of the experience. If he has some influence on the content of what is being presented, there is a greater chance that it can be made relevant to his past experience—an important principle in learning. The second characteristic is whether or not the learning experience is multisensory. Use of multisensory stimuli increases the probability that the learner will become involved in the learning situation. Finally, whether communication is one way or two way will influence the accuracy of perception and affect confidence in what has been communicated.¹

The following is a partial list of the activities these authors included, (the ones most frequently used) and brief comments regarding the activities:

1. Lecture--The learner is passive. Lecturer controls structure and content. Learning is primarily single-sensory. Illustrated lecture is same as straight lecture with visual stimulus added.

2. Demonstration--Usually passive. The learner does experience a pattern of activity that he may emulate. Equipment and materials utilized with which learner will later have first-hand experience.

3. Observation--Involves aural and visual stimuli. Observer exercises no influence over what he is experiencing and no means of communicating with others during observation. Observation is usually a real situation while demonstration is usually a simulation. Content is usually more highly focused in the demonstration.

4. Buzz sessions and brainstorming--Content depends upon contributions of group. Communication is unrestricted. Learner may influence activity but it is restricted by group leader.

5. Role Playing--Is high-experience impact activity. Participants control content. Learning is multisensory in that it involves physical movement and may utilize props.

6. Guided Practice--Has same sources of experience impact as role playing except that situation is real. Examples: internship, student teaching.

In conclusion, they say,

The difference among the various activities mentioned above could suggest that some of them are better for certain in-service purposes than others. In general, those that have higher experience impact take more time, skill and require more materials and equipment. The question confronting the designer is what activities will give the desired outcomes at the least cost?¹

In addition to the activities mentioned by Harris, Bessent, and McIntyre, the workshop and institute were

¹Ibid., pp. 35-36.
discussed by Jones. He stresses the ability of real participation by those attending the workshop. He describes the workshop as an activity including the use of the lecture, the demonstration and group discussion. He explains that the institute is unique in that it must promote an art. It may do all the things a workshop does but it must do one thing in particular, and that is promote the art of reading.¹

Ward considers demonstrations, lectures and group discussions as the most useful in-service activities. His only caution was that they should not be used individually, but in combination to be most effective.²

Moffit maintains that the workshop continues to be the most popular form of in-service education. He says,

The workshop has certain characteristics that make it a valuable means of in-service education. Among these are the following:
1. It emerges to meet the existing need of the participants.
2. It provides expert assistance.
3. It is flexible and consequently can be adapted to many diverse groups and situations.
4. It provides for pooling of information and sharing of experiences.
5. It motivates the participants to change their behavior where and when such change may be helpful.

¹Ernest A. Jones, "A Specialist in Work-Shops, Institutes and In-Service Programs," The Reading Teacher, XX (March, 1967), 515-518.

6. It gives added support to a changing program by assuring approval of the group.
7. It develops both individual and group skills in attacking new problems.
8. It adds morale to a faculty or a school system.
9. It strengthens working relations with others in different status assignments.
10. It develops know-how in utilizing democratic procedures in other situations (such as teachers working with students).
11. It redefines and refines the objectives of education.
12. It evaluates both the results of the effort and the process by which results are attained.

Workshops emphasize informality and establish good rapport and inter-relatedness. That people do enjoy workshops may be noted by the frequency with which they attend. Although 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.¹

**Important Guidelines**

To help ascertain the success of in-service programs there are certain guidelines which are recommended by many reading authorities. The following are referred to most often: (1) establish a purpose or a goal; (2) give thoughtful consideration to the time of day and time of year selected for programs; (3) allow voluntary attendance; (4) formulate groups selectively; (5) arrange for evaluation.

Regarding the establishment of goals, Aaron, Calloway and Olson write:

Goals and desired outcomes should be defined in the beginning. The program must be thought through well enough so that in-service activities will produce the desired results. . . . The goals and outcomes of the

programs must be realistic and should be established prior to the start of any work.\footnote{1}{Ira E. Aaron, Bryon Callaway and Arthur V. Olson, \textit{Conducting In-Service Programs in Reading} (Newark, Delaware: International Reading Association, 1965), p. 4.}

Nymann, in discussing the importance of administrators and teachers each having their own goals, says, \footnote{2}{Janet R. Nymann, "Establishing Goals for an Effective In-Service Program," \textit{Highlights of the 1967 Pre-Convention Institutes.} Edited by Paul C. Berg and John E. George (Newark, Delaware: International Reading Association, 1968), p. 2.}

This is not to say that the two sets of goals should be antagonistic or different in importance, but rather, that they would be different in character. Goals set by the administrator should relate primarily to the setting of conditions to facilitate teacher's learning and goals set by the teacher should relate to particular topics for study as well as to specific desired results.\footnote{3}{Arnold Finch, \textit{Growth In-Service Education Programs That Work} (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969), p. 11.}

Finch, however, stresses the sameness of goals and declares, "Goals are to achieve and maintain an adequate supply of good teachers who are constantly growing professionally."\footnote{}
that such programs are likely to breed resentment and result in a lethargic reaction.¹

According to Ward, timing is a very important aspect of in-service programming. He says that in-service reading programs should not compete with other major school developments such as the introduction of a new science or mathematics program. There are certain times of the year, however, when special programs could be scheduled. Early fall programs could be planned to acquaint teachers with grouping procedures. Late fall programs, prior to budget preparation, could be utilized to acquaint teachers with new materials. Ward concluded his suggestions with the following remark, "The thoughtful selection of time for in-service programs will result in more effective teachers as well as more cooperative teachers."²

Before discussing organizational grouping for in-service programs, recognition should be given to the importance of group process. Moffitt reports that experiments have provided evidence that individuals do not think at the highest levels of their potential when they think


alone. As a result of interaction with others the depth and breadth of thinking is increased. Concepts that are developed in interaction with others are clearer than those that are limited to an individual's own experience.¹

There are many possible ways to organize grouping. It can be done according to grade level, subject matter, interests, special problems or needs, and years of teaching experience. The groups can be small, large, within a school or for schools in several states.

Moffitt contends that large school systems have too many people to work effectively as a group. He finds large groups ineffective because only a few persons get to express themselves and this does not cultivate growth. He believes that growth comes from one person reacting to the ideas of another. He says,

The best unit of organization for in-service education for most problems, appears to be the individual school faculty. There are reasons why this is so. The members are more likely to have a common interest. Dissimilar interests occur when faculties of different age groups meet. Elementary school faculties and senior high school faculties would not share the same interests. Teachers in a given school soon become acquainted, thereby removing the barrier of strangeness that would be present if they were from different schools. The single school faculty group finds it much more convenient to remain at its own building and thereby saves the time and expense of traveling to other school buildings.²


²Ibid., p. 61.
Hardin reported on a successful program in Overland Park, Kansas. It involved the staff of an elementary school and was organized by grade levels. Small group organization and faculty participation was credited for much of the success of the program. Chern also supports the theory that meetings should be planned for specific grade levels so the teachers can discuss mutual problems.

The importance of evaluation in in-service education cannot be over stressed. Writers refer to evaluation through group discussion, check-lists, questionnaires, and suggestion sheets. They ascribe to the purpose of evaluation as a means of judging the relevancy of topics, the success of the techniques utilized, the favorableness of the atmosphere, the freedom of communication, and the degree to which learning is achieved.

Parker stresses the importance of continuous evaluation and maintains that evaluation should be an integral


part of each session and not something added at the end of the program.  

Metzger writes, "When feedback is obtained after each session and utilized in planning or altering plans for future meetings the success of future in-service meetings should be greatly enhanced."  

Markert, in describing a program in the Seattle Public Schools, explained how the teachers evaluated the programs and made suggestions as to how their needs might be better met. Later, the principals evaluated the teacher's work in the classrooms to help determine the effectiveness of the in-service program.  

McHugh proposes that teachers point out actual strengths and weaknesses of programs and that they make suggestions as to how programs could be improved.  

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3 Louise Markert, "In-Service Programs in the Large School," *Highlights of the 1967 Pre-Convention Institute*, Edited by Paul C. Berg and John E. George (Newark, Delaware: International Reading Association, 1968), p. 119.

All of the above references to evaluation serve to reinforce its necessity. The success of in-service programming depends upon continuous, specific evaluation.

**Summary**

There is a great need for in-service education in reading. The need reflects the overall purpose, that of improving reading instruction. To conduct successful in-service programs the participants must be actively involved along with the leaders and administrators. The format of the program should be chosen on the basis of its purpose, and specific guidelines for each program should be followed.

The review of the literature was made to glean as much information as possible about conducting successful in-service programs in the area of reading.
CHAPTER III

PROCEDURE FOR THE IN-SERVICE PROGRAM

Introduction

This chapter will consist of an introduction and a session by session design of the in-service program developed for use at Auer Avenue School. The purpose of the program is to encourage the wider use of the supplementary reading materials in the school's Curriculum Library.

Prior to the first meeting, the Reading Resource Teacher will, with the help of the aide in the Curriculum Library, determine which materials are not being utilized fully and should, therefore, be considered for introduction to the faculty. If there is a material in the library that is being used, but only by a limited number of teachers, the Reading Resource Teacher will ask those teachers if they would please collaborate on a demonstration of this material for interested faculty members. If there is a material not being used at all, the Reading Resource Teacher will offer to demonstrate it in the classroom of any interested teacher. If, after the demonstration, this teacher seems interested in the material, he in turn will be encouraged to use it and then demonstrate its use to a faculty group.
Prior to each session a printed agenda for that session will be distributed to each of the teachers. The information included will be: (1) a brief description of the material that will be introduced, demonstrated and discussed; (2) the names of faculty members and students participating in the demonstration; (3) the format of the session; (4) where and when the session will be held.

Interested teachers will be asked to indicate their intention of attending the session. There are eleven lower primary, eight middle primary, eight upper primary, and eight fourth grade teachers who could possibly attend. Attendance will be voluntary.

Overview of the Program

A faculty meeting will be utilized for the purpose of introducing the entire faculty to the forthcoming in-service program planned to introduce them to the supplementary reading materials in the Curriculum Library. The Reading Resource Teacher will remind teachers of their expressed concern, as reported by the Steering Committee, regarding their unfamiliarity with many of these materials and their desire to remedy the situation. She will then outline the general format of the sessions, already approved by the Steering Committee. She will explain that each session will be evaluated by the teachers attending, and on the basis of the evaluation, direction for the next sessions could be altered.
The Reading Resource Teacher will further explain that as presently planned, there will be five sessions and each will be composed of three parts. The first part will be an explanation by the Reading Resource Teacher of the material being presented; the second part will be an actual demonstration of this material by a classroom teacher, and a group of students from his class; the third part will be a discussion of the materials, and the value of the session in general. The sessions will start at 8:00 A.M. and will last approximately forty-five minutes.

First Session

As the teachers assemble they will be given an outline of the session on which they can take notes and follow procedure.

The Heath Listening-Reading Program\(^1\) kits will be presented at the first session. The Reading Resource Teacher will explain that there are three of these kits in the Curriculum Library, one for each of the first three grades. The titles in grade order are: (1) The Peanut Butter Boy; (2) Joe Magic and Other Stories; (3) Charger, The Talking Horse. The three kits will be displayed and it will be pointed out that the only difference between the kits are the selection of stories, their reading and interest levels, and their accompanying spirit masters.

\(^{1}\)Heath Listening-Reading Program (Lexington, Massachusetts: D. C. Heath and Company, 1970).
The following components will then be described:

(1) the teacher's manual; (2) the six records, (3) the twelve sets of pupil story cards (twenty cards in each set); (4) the two sets of spirit duplicating masters.

The teacher's manual has a comprehensive lesson plan for each story including additional exercises for the chalkboard, and suggested follow-up activities. The complete text of each story is included for the teacher's convenience. The first part of the text (the part that is only listened to) is in light type, and the second part of the text, (the part that can be read along with the record from the pupil story card) is in darker type.

Each record contains a complete story. There is a silent band on each record to indicate when the pupils are able to begin reading the text along with the record.

There is a set of twenty pupil story cards for each story. They contain the text of the last part of each story.

The exercises on the spirit duplicating masters are of two types. The set entitled "What The Story Means" is designed to develop basic reading and writing skills. The set called "What The Words Mean" is designed to test recall and interpretation. Some of the specific skills reinforced are: recall of details, recognition of cause
and effect, recall of sequence, ability to draw inferences, and perception of main ideas.

In describing the purpose of the kit it will be stated that it should be used to supplement and reinforce the basal reading program.

It will be recommended for use with an entire class, a small group or an individual child, depending upon how it is needed.

Finally, the group will be alerted to watch for the organization of the demonstration that is to follow. They will be told that the plan for the lesson was taken directly from the teacher's manual that accompanies the kit.

**Demonstration**

At this point a classroom teacher and a group of his students will do an actual lesson utilizing one of the kits.

**Discussion**

After the lesson from the kit the classroom teacher will describe any part of the demonstration there was not time to include. He will then, with the help of the Reading Resource Teacher, answer any questions regarding the use of the kit. Other teachers who may have used one of these kits will be asked to contribute adaptations they may have discovered. Everyone will be encouraged to contribute during the discussion period.
At the conclusion of the first period the teachers will be thanked for attending and participating. They will be given an evaluation form which they will be asked to return to the Reading Resource Teacher's mailbox before the end of the day. They will be told that the format of succeeding sessions will follow that of this first session unless their evaluation indicates a change should be made.

**Second Session**

As the teachers assemble they will be given an outline of the second session on which they can take notes and follow procedure.

The Audio Reading Progress Laboratory\(^1\) will be presented at the second session. During the first part of the session, the Reading Resource Teacher will explain that there are four of these kits in the Curriculum Library, one for each of the grade levels at school.

The kits will be displayed and it will be indicated that the only differences are the instructional levels of the skills presented and the accompanying materials designed to teach or reinforce these skills. The components of the kits are: (1) the teacher's manual; (2) sixteen tapes; (3) the Reading Progress Books for pupils. Each component will be explained.

\(^1\)Audio Reading Progress Laboratory (Palo Alto, California: Educational Progress Corporation, 1970).
The teacher's manual includes: (1) a readability graph for each level; (2) a description of the features of the program; (3) a chart of the phonetic, structural and comprehension skills covered in the level; (4) complete directions for use of the kit; (5) lesson by lesson guide for that level; (6) additional practice sheets for that level; (7) charts showing how the program correlates with various basal reading series.

The tapes include the audio portions of the lessons for that level, the Sample Lesson, and the Diagnostic Test.

The Reading Progress Book, which each child in the program uses, contains the Sample Lesson, the Diagnostic Test, and each of the lessons for that level.

The Reading Resource Teacher will then explain that the Audio Reading Progress Laboratory can be used to structure an individualized reading program or as supplementary material in a school where a basal reading series is used. Since Auer Avenue School has a basal reading program it will be suggested for use with an individual or a small group of children who need reinforcement of specific skills.

Each of the teachers present will then be given a Pupil Progress Book with which they can follow the demonstration. (For the purpose of the demonstration the classroom teacher will not utilize the headsets with his group.)
Demonstration

At this point a classroom teacher and a group of his students will do an actual lesson from one of the kits.

Discussion

After the lesson the classroom teacher will describe any part of the demonstration there was not time to include. He will then, with the help of the Reading Resource Teacher, answer any questions regarding the use of the material. Other teachers who may have used it will be asked to contribute suggestions. Everyone will be encouraged to participate in the discussion.

At the conclusion of the second period, the teachers will be thanked for attending and participating. They will be given an evaluation form which they will be asked to return to the Reading Resource Teacher's mailbox before the end of the day. They will be told that the format of succeeding sessions will follow that of the second session unless their evaluation indicates a change should be made.

Third Session

As the teachers assemble they will be given an outline of the session on which they can take notes and follow procedure.
The Continental Reading-Thinking Skills Transparencies will be introduced at the third session. The Reading Resource Teacher will explain that there are three of these kits in the Curriculum Library, one each for levels A, B, and C. The three kits will be displayed and it will be pointed out that the only differences between the kits are the reading levels, and the difficulty of the skills presented.

The following components will then be described:
(1) the teacher's manual; (2) the transparencies.

The teacher's manual lists extensive suggestions for the use of each transparency, and possible follow-up activities. It also contains a helpful table of contents which includes a brief description of each transparency.

The transparencies introduce the following skills in each kit: (1) classifying ideas; (2) sentence sense; (3) multiple meanings, (4) inferences; (5) pronouns and antecedents; (6) analogies; (7) time order. There are from four to seven transparencies in each of these sets and the program for each is sequential in that each successive transparency presents an additional step in the development of that skill.

In describing the purpose of the kit it will be stated that the transparencies have been designed to appeal not only to first grade students for whom they may be used in a developmental program, but also to older pupils who need reinforcement in the reading-thinking skills.

It will be recommended for use with an entire class, a small group, or an individual child, depending upon how it is needed.

Demonstration

A classroom teacher will conduct a lesson with a group of his students. He will, utilizing a set of the transparencies, demonstrate the sequential development of one particular skill from one of the kits.

Discussion

After the lesson utilizing the set of transparencies the classroom teacher will describe any part of the demonstration there was not time to include. He will then, with the help of the Reading Resource Teacher, answer any questions regarding the use of the kit. Other teachers who may have used the kit will be asked to contribute adaptations they may have discovered. It will be pointed out that the content of many of the transparencies, could, with slight alterations, be used on duplicating masters for additional student practice.
At the conclusion of the third period, the teachers will be thanked for attending and participating. They will be given an evaluation form which they will be asked to return to the Reading Resource Teacher's mailbox before the end of the day. They will be told that the format of succeeding sessions will follow that of the third session unless their evaluation indicates a change should be made.

Fourth Session

As the teachers assemble they will be given an outline of the session on which they can take notes and follow procedure.

The Durrell-Murphy Phonics Practice Program¹ will be presented at the fourth session. The Reading Resource Teacher will explain that there is a kit like this in the Curriculum Library.

The following components will then be described: (1) the teacher's manual; (2) the self-directing, self-correcting phonics picture cards.

The teacher's manual contains an overview and basic design of the program; structure of the lessons; description of the materials; table of contents; and, suggestions for administering the program.

¹Donald D. Durrell and Helen A. Murphy, Phonics Practice Program (Chicago: Harcourt, Brace and World, Inc., 1968).
The self-directing, self-correcting phonics practice cards are organized into six major groups, in terms of the particular phonic element being dealt with. Each group of cards is identified by a different color band on the left-hand margin of the card. The major categories and corresponding colors are as follows: (1) initial consonants—blue; (2) initial digraphs and blends—orange; (3) final consonants—red; (4) short vowel phonograms—green; (5) long vowel phonograms—tan; and, other phonogram—purple. There are eighty-one different cards in the package. Several duplicates of each card are provided making a total of 259 cards.

The Durrell-Murphy Phonics Practice Program will be suggested for use as a supplement with the basal reader to give children practice in applying the sound-letter relationships taught. The materials also offer a fresh approach for review of basic phonics. The ample supply of cards makes it suitable for use with an entire class, a small group, or an individual child.

Each of the teachers present will then be given a card from the kit so they will have an opportunity to follow the format of the demonstration lesson, if not the actual lesson. They will be alerted to the similarities between the card they have and those that will be utilized for the demonstration.
Demonstration

A classroom teacher and two of his students will then do the exercise on a card from the kit. The teacher, for the purpose of the demonstration, will direct the students orally, step by step through the lesson and its correction.

Discussion

After the lesson the classroom teacher will, with the help of the Reading Resource Teacher, answer any questions regarding the use of the material. Other teachers who may have used it will be asked to contribute suggestions. Everyone will be encouraged to participate in the discussion.

At the conclusion of the fourth session, the teachers will be thanked for attending and participating. They will be given an evaluation form which they will be asked to return to the Reading Resource Teacher's mailbox before the end of the day. They will be told that the format of the remaining session will follow that of the fourth session unless their evaluations indicate a change should be made.

Fifth Session

As the teachers assemble they will be given an outline of the session on which they can take notes and follow procedure.
The First Talking Alphabet\(^1\) will be presented at the fifth session. The Reading Resource Teacher will explain that there are two of these kits in the Curriculum Library, Part 1 and Part 2. The kits will be displayed and it will be pointed out that the only difference between the two kits is that one teaches the consonant sounds and the other teaches the vowel sounds.

The following components will then be described: (1) the teacher's instruction booklet; (2) the records; (3) the cards; (4) the duplicating masters.

The teacher's instruction booklet includes: (1) a complete description of the program; (2) step by step instructions for each lesson; (3) a reproduction of each card and of the duplicating masters for each lesson; (4) an index listing each lesson, its accompanying card, duplicating masters, and record side numbers.

The records contain programmed instruction in identification of the sound being presented on that particular record. They instruct the child through utilization of aural, oral, visual, and kinesthetic perception.

The cards contain colorful pictures of familiar objects that represent the sound being taught. The final picture on each card is the capital and small letter that

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represent the sound being taught. These letters are made of a textured or fuzzy composition that the child traces with his finger.

The duplicating masters enable the child to apply his knowledge of the sounds. One kind requires identification of initial consonant sounds in spoken words. The other kind requires association of sounds in spoken words with letters that commonly represent them in written words.

In describing the purpose of the kits it will be suggested that they be used with a small group of students, or an individual child who needs the reinforcement of specific skills covered in the kits.

The teachers present will then be given cards on which they can follow the lesson to be demonstrated. (For the purpose of the demonstration, the classroom teacher will not utilize the headsets with his group.)

Demonstration

The classroom teacher and a group of his students will then do a lesson from one of the kits.

Discussion

After the demonstration, the classroom teacher will describe any part of the lesson there was not time to include. He will then, with the help of the Reading Resource Teacher, answer any questions regarding the use of the material. Other teachers who may have used it will
be asked to contribute suggestions. Everyone will be encouraged to participate in the discussion. At the conclusion of the fifth session the teachers will be thanked for attending and participating. They will be given an evaluation form which they will be asked to return to the Reading Resource Teacher's mailbox before the end of the day. They will be told that their evaluations will help in planning future in-service programs.

Coffee and doughnuts will be served at the end of the fifth session. The entire staff will be invited to join in the refreshments.
CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

The purpose of this paper was to write an in-service program designed to encourage the wider use of the supplementary reading materials in the Curriculum Library at Auer Avenue School.

The program was structured to meet well-defined needs. However, it was also the writer's intention to structure the program within the guidelines for successful in-service programming, as they were established by the various reading authorities quoted in Chapter II.

Conclusions

As a result of doing research on in-service reading programs and the experience of actually organizing such a program, the writer feels that the most obvious conclusion is the need for continuous in-service programming in the area of reading.

The need was established repeatedly throughout the research and it is evident, too, at Auer Avenue School.
The fact that in-service education should be continuous also became apparent when the writer realized that many materials still remained to be presented to the faculty after the five initial sessions had been planned, and that many new materials are added each year. It is conceivable, of course, that in presenting materials that are similar, a demonstration will not always be necessary, and in that way materials could be presented in less time. However, there will be occasions when it will be necessary to meet by grade levels, because the material being presented cannot be used by all levels. This will be even more time-consuming.

In order to facilitate the introduction of a greater number of these materials over a shorter period of time, the writer will recommend that several of the afternoon sessions devoted to staff planning be reserved for the introduction of supplementary reading materials. There are four staff planning sessions a year and they would present, in the opinion of the writer, an ideal block of time for the future introduction of supplementary reading materials.
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