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DETERMINATION OF THE NATURE AND SCOPE OF THE READING
IN-SERVICE TRAINING DESIRED BY TEACHERS
IN MONTANA

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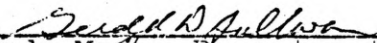
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A professional paper submitted to
the Graduate Faculty in partial fulfillment
of the requirements for the degree

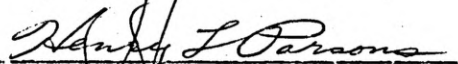
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ABSTRACT

Two hundred and forty-one teachers responded to a reading in-service training preference questionnaire sent to four hundred population selected public school elementary teachers in the state of Montana. The purpose of the study was to determine the needs and desires of Montana elementary reading teachers about reading training in-service.

The total respondents of the questionnaire favored workshops and university extension courses as a preferred activity for reading training. The teachers preferred to have the training held in the community where they taught and wanted recognized master reading teachers to instruct the reading training. Textbooks, kits, interest centers, individualized instruction, programmed instruction, group instruction, and games and devices were the materials the teachers wanted to study during reading training. The elementary teachers wanted to study motivation methods and individual differences in conjunction with the reading instruction. Demonstrations, followed closely by an exchange of ideas (discussion) and lab or practicum with children was the desired in-service format. The total group preferred the reading training to be held in the fall, in the morning, from one day to two months, and from one to eight hours per day. The teachers preferred college degree credit for their participation. The reading instruction topics that were of most interest to the respondents were innovative teaching methods, followed by the diagnosis of reading problems and materials to supplement the existing program.

Conclusions reached were that elementary teachers desire further reading training, that teachers in Montana prefer in-service reading training similar to the literature cited in the review of literature, and that teachers want school districts to provide the time, the substitutes, and the money so every reading teacher in the public elementary schools in Montana is able to attend.

Chapter 1

Introduction

Even though there is pre-service reading training for elementary teachers in the state of Montana, a need has been expressed to determine the nature and scope of reading training desired by reading teachers in Montana. The Montana Reading Council has asked that a study be done to determine reading training preferences of elementary teachers in the state of Montana.

Colleges do not do a perfect job of preparing teachers to teach reading, and teachers are not always doing the very best possible job in teaching reading.¹

One way to help improve reading instruction and to allow children to read to the best of their ability is to plan reading training that takes the needs and desires of teachers into account. After all, "the most important educational experience happening to a student is his teacher."² "Reading is part of the child's total growth

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

²Wayne Otto and Richard J. Smith, Administering the School Reading Program (Boston: Houghton Mifflin Company, 1970), p. 175.

process, and learning to read cannot be separated from social-emotional needs."³

Statement of Problem

The purpose of this study was to determine the nature and scope of the reading training desired by the elementary public school reading teachers in grades one to six in the state of Montana.

Need of the Study

The ultimate goal of reading is the personal development of the individual.⁴ Children need to develop reading skills and competence. Our society places great value on being able to read, and teachers are expected to fulfill this goal.

The Montana Reading Council has requested a study be done to determine the nature and scope of future reading in-service training. "Teachers and administrators must acknowledge in-service education to be as important as pre-service education, and they must be ready, if necessary,

³Arthur W. Heilman, Principles and Practices of Teaching Reading (Columbus: Charles E. Merrill Publishing Co., 1972), p. vii.

⁴A. Sterl Artley, "What Is Reading" (Chicago, Illinois, December, 1964), p. 8.

to make changes in how reading is taught as a result of in-service education; in-service education needs to be perceived as a means for improving basic instructional practices."⁵

This study has attempted to meet the above needs and goals and will help determine instruction for future reading in-service training programs in Montana.

General Questions to be Answered

This study has attempted to answer the following questions about elementary reading training:

1. What kind of training is desired,
2. When the training should be held,
3. How long the training should last,
4. How much the training should cost,
5. What credit should be given for the training,
6. Where the training should be given,
7. Who should give the training, and
8. What topics to study during the reading training?

⁵Otto and Smith, p. 175.

General Procedure

Four hundred public elementary school reading teachers in grades one to six have been contacted and asked to complete and return a mailed questionnaire based on the general questions. One hundred randomly selected reading teachers in each of the Montana High School Association Districts, AA, A, B, and C, were chosen to answer the questionnaire so that the respondents would be balanced by population of the school district from which they come. The responses of these teachers have been compiled and inferences made from the random sample data to the total population, all public elementary schools in the state of Montana.

Limitations

This study has been limited to the public schools in the state of Montana and generalizations concerning reading training outside the state of Montana cannot be based on the research.

Needs and desires of teachers, administrators, and students change rapidly. This study pertains to public school reading teachers in Montana in grades one to six in 1973 and generalizations concerning reading training preferences during any other year cannot be based on this

research.

Summary

A need for determining the nature and scope of reading in-service training for Montana Public school elementary teachers in grades one to six was expressed by the Montana Reading Council. The study focused on the type of future reading in-service desired by elementary school reading teachers. A questionnaire was sent to four hundred randomly selected teachers attempting to answer questions about reading training preferences such as kind of training desired, where and when the training should be held, how long the training should last, how much the training should cost, what credit should be given for the training, who should give the training, and what topics should be studied during the reading training.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

The review of related literature in this paper gives a background on the nature and scope of in-service reading training and investigates the following areas: goals and principles of reading, goals and guidelines of in-service training, and selected studies of recent in-service and reading in-service programs.

Goals and Principles of Reading

As Artley pointed out, the ultimate goal of reading is the personal development of the reader.⁶ Arthur W. Heilman pointed out that there is no definition of reading, but he conceded that reading is complex. Heilman further pointed out that reading has a language function and believed that all facets of human growth and development, which he defined as intellectual, physiological, and emotional, must be considered in formulating reading principles. Reading principles should govern teacher behavior, can provide criteria for evaluation, and are prerequisites for a successful instructional program.⁷

⁶Artley, p. 8.

⁷Heilman, pp. 1-4.

Heilman's principles of reading are listed below:

1. "Learning to read is a complicated process, one sensitive to a variety of pressures. Too much pressure or the wrong kind of pressure may result in non-learning.
2. Reading is a language process. The child being taught to read must understand the relationship between reading and his language.
3. Instruction should lead children to understand that reading must result in meaning.
4. Early in the learning process the child must acquire ways of gaining independence in identifying words whose meanings are known to him but which are unknown to him as sight words.
5. Learning to read is an individual process.
6. Pupil differences must be a primary consideration in reading instruction.
7. Reading instruction should be thought of as an organized, systematic, growth-producing activity.
8. Proper reading instruction depends on diagnosis of each child's weaknesses and needs.
9. The best diagnosis is useless unless it is used as a blueprint for instruction.
10. No child should be expected or forced to attempt to read material which at the moment he is incapable of reading.
11. A child capable of advancing to a higher level of reading should not be prevented from doing so.
12. Any given technique, practice or procedure is likely to work better with some children than with others. Hence the teacher of reading must have a variety of approaches.
13. Learning to read is a long term developmental process extending

- over a period of years.
14. The concept of readiness should be extended upward to all grades.
 15. Children should not be in the classroom if they have emotional problems sufficiently serious to make them uneducable at the moment or if they interfere with or disrupt the learning process.
 16. Emphasis should be on prevention rather than cure. Reading problems should be detected early and corrected before they deteriorate into failure-furstration-reaction cases."⁸

Willis Vandiver stated that understanding the basic principles of reading will take a teacher through a crisis in the classroom. He strongly suggested that teachers internalize the basic principals.⁹ Vandiver summarized and elaborated on Heilman's principals as follows:

1. "Never put children in reading materials that are too difficult and never too easy,
2. The child must respond,
3. Spelling, Writing, Listening, Talking are all part of the language process,
4. The main thrust of a reading program should be on meaning and not on mechanics,

⁹Statements by Willis Vandiver in lecture ("Fundamental Principals of Teaching Reading") at Montana State University, February 1 and 6, 1973.

5. Proper reading instruction depends on the diagnosis of each child's weakness and needs, and
6. Emphasis is on prevention and not cure."¹⁰

The environment of the classroom is part of reading instruction. "Reading, writing, and arithmetic are important only if they serve to make our children more humane."¹¹

How a teacher communicates with students is important to the fate of children. Much depends on if a teacher gives response that conveys acceptance or rejection. Teachers are not trained in the intricacies of human relations. Growth-producing skills that teachers must develop to meet the student's needs during the course of one day are to "motivate learning, encourage autonomy, bolster self-esteem, engender self confidence, allay anxiety, diminish fear, decrease frustration, defuse rage, and de-escalate conflict."¹²

¹⁰Vandiver, lecture.

¹¹Haim G. Ginott, Teacher and Child (New York: Macmillan Co., 1972), p. 317 citing anonymous.

¹²Ginott, p. 120.

Heilman's principles of reading should apply equally to any instructional approach whether the teacher has a basic reading series, a programmed reading approach, or no published materials at all.¹³

Heilman gave an evaluation tool for the total reading program. It determined if basic and sound principles are being used.

1. "Initial instruction should be structured so as not to confuse the child as to what is involved in the reading process.
2. Be suspicious of practices which may be effective in achieving a short term goal but which can inhibit later growth in reading!
3. Provide children with good models of oral reading.
4. A prerequisite for producing avid readers is to be one.
5. Avoid practices that would lead children to view reading as being exclusively a 'school activity' or a joyless mechanical fact gathering process.
6. Resist being dominated by any one set of materials or methodology.
7. Remember that differentiation of instruction is the key to effective teaching.
8. Capitalize on children's interests.

¹³Heilman, p. 14.

9. Do not let potentially sound practices deteriorate into educational rituals."¹⁴

Twelve steps to reading success by the editor of "My Weekley Reader" suggested improving the self concept, improving diagnosis, improving listening skills, improving comprehension skills, improving critical thinking skills, improving work recognition skills, improving dictionary skills, improving organization skills, improving free reading, improving oral reading, and improving news reading.¹⁵

Eleanor M. Ladd offered an evaluation of a total reading program.

1. "How competent are my teachers?
2. How good is the reading readiness program?
3. How close to the lives of the children is the curriculum?
4. Is more than one method of unlocking new words being taught?
5. How large are classes?
6. Are good materials adequately supplied?
7. How good is the in-service education program in reading?
8. How much supervisory help in reading is available to teachers?

¹⁴Heilman, pp. 18-19.

¹⁵Eleanor M. Johnson (ed.), 12 Steps to Reading Success (Columbus: American Education Publications, Inc., 1964), pp. 3-45.

9. Is the supervisory staff keeping up with research?
10. How adequate are the library facilities?
11. Is reading taught beyond the elementary schools?
12. Are the content area subjects being taught from the point of view of reading skills?
13. Are the school's graduates reading?
14. How extensive are special services?"¹⁶

The evaluation process can help keep track of the progress of individuals and of the school system as a whole. Information elicited can be used in planning in-service education program and in making curricular changes that will lead to the improvement of reading instruction.¹⁷

Goals and Guidelines of In-Service

The major purpose of in-service education is to improve the professional staff of the school system. This can be done through learning and change.¹⁸

¹⁶Eleanor M. Ladd, "Evaluation of a Total Reading Program", Reading: Seventy-Five Years of Progress, ed. H. Alan Robinson (University of Chicago Press, 1966), p. 216.

¹⁷Ladd, p. 219.

¹⁸Cecil J. Parker, "Guidelines for In-Service Education", In-Service Education, ed. Nelson B. Henry (Chicago: University of Chicago Press, 1975), p. 126.

Effective in-service must be based on sound principles of learning. Some guidelines are necessary for planning, organizing, and conducting in-service education in terms of sound learning principles. Parker offered twelve guidelines:

1. "People should work as individuals and as members of groups on problems that are significant to them.
2. The same people who work on problems should formulate the goals and plan on how they will work.
3. Many opportunities should be developed for people to relate themselves to each other.
4. Continuous attention should be given to individuals and to the group problem solving processes.
5. An atmosphere should be created that is conducive to building mutual respect, support, permissiveness, and creativeness.
6. Multiple and rich resources must be made available and be used.
7. The simplest possible means should be developed to move from decisions to actions.
8. Constant encouragement should be present to test and try ideas and plans in real situations.
9. Appraisal should be made an integral part of in-service activities.
10. Continuous attention should be given to the interrelationships of different groups.
11. The facts of individual differences among members of each groups should be accepted and utilized.
12. Activities should be related to pertinent aspects of the current

educational, cultural, political,
and economic scene."¹⁹

This is the age of change. In-service education needs to take change in to account. We have felt the impact of change in our society and in our schools. Reasons for change offered by Moffitt are the force of our technology, our great store of knowledge, our new emphasis on science and mathematical teaching, our demands for curriculum revisions, a better understanding of children and improved teaching, our cultural cleavages²⁰ and intergroup education, that innovations suggest changing methods of teaching, that teachers must change to keep up, and the mobility of our population.²¹

Change comes about because of the needs of people, and in-service change is based on the educational needs of the total professional staff. Some typical in-service educational needs of teachers, principals, and supervisors are to keep up with new knowledge and subject matters, to

¹⁹Parker, pp. 104-123.

²⁰Values and differences of western and non-western cultures.

²¹John Clifton Moffitt, In-Service Education for Teachers (Washington, D.C.: Center for the Applied Research in Education, Inc., 1963), pp. 9-20.

develop and understand human growth and learning, to improve the knowledge of teaching methods, to provide skills for individual differences, to improve attitudes and skills involved in cooperative group action research, to use greater skill in community resources and in working with adults, to learn a new job, to develop and define and to build professionalism and high morale.²²

Improvement in in-service is important for children, the profession of education, and society and its future.²³ There are many activities for the improvement of in-service. Such activities are workshops, which seem to be the most popular, teacher study groups, conferences, interinstitutional programs, summer schools, university extension courses, institutes, school study councils, and internships.²⁴

There appears to be no one best in-service educational activity and no one best way to get started; however, the activity must fit the school situation and the

²²C. Glen Hass, "In-Service Education Today," In-Service Education, ed. Nelson B. Henry (Chicago: University of Chicago Press, 1957), pp. 21-31.

²³Hass, p. 34.

²⁴Ronald Lippitt and Robert Fox, "Development of Effective Classroom Learning," Improving In-Service Education, ed. Louis J. Rubin (Boston: Allyn and Bacon, 1971), pp. 161-165.

needs of the individual as well as the needs of the professional staff.

Selected Studies of In-Service Programs

In reviewing the in-service studies published recently to determine the activities and philosophies utilized, the traditional or laboratory models of in-service have given way to other procedures. An investigation of these recent procedures could tell the reason or reasons for this trend.

The longitudinal in-service model, that provided for a selection of training area and behavioral objectives to be accomplished, a presentation of theoretical foundations, a supervised practical application, and an evaluation to measure achievement, is a procedure different from the traditional model. A field study of the longitudinal in-service model showed that the method offered a superior staff training program than did the traditional model, that well planned and executed supportive services are important in putting a longitudinal in-service model together, and that selected graduate education students can be employed in in-service programs.²⁵

²⁵Rex Schmid and T.R. Scranton, "A Field Trial of the Longitudinal In-Service Training Model," Education, December, 1972, pp. 195-198.

Another study that has procedures different from the traditional model is the study conducted by Peterson and Sanborn, the discussion-decision group procedure. The discussion-decision group procedure was highly structured and group leaders followed a uniform set of discussion questions for each session. The discussion led to a decision and a public statement by each group member concerning his intent to use learning contracts. A comparison of discussion-decision group procedure was made to a modeling plus systematic reinforcement group procedure. These two experimental groups were also compared to a control group modeled after laboratory in-service sessions of previous years. Peterson and Sanborn thought that both experimentally conducted procedures were effective and could be used to promote teacher action. They also believed that in schools where teachers were asking for new ideas, the social model plus systematic reinforcement procedure, which demonstrated how to use the new technique, appeared to receive the best response. But the discussion-decision procedure, which emphasized opinion change, appeared to receive the best response where teachers were not particularly seeking new approaches. They concluded that experienced and inexperienced teachers respond equally well

to experimental treatments. When developing procedures for use in short-term in-service sessions, small group settings, a high degree of structure, and emphasis on specific teaching practices are a must.²⁶

Richard C. Cunningham believed that positive ideas of "in-service education" and "models for planned change" can be combined to produce an in-service program that has a greater chance of success than those programs of the past. He emphasized the need for in-service training of teachers because there are fewer inexperienced and new teachers emerging in the classrooms to familiarize the veteran teachers with new developments in curriculum and methodology.²⁷

Cunningham proposed an in-service model that has three phases. Phase one is design and planning. Phase two is implementation with the four following stages: stage one is introduction: stimulation and motivation: stage two is

²⁶Terrance L. Petterson and Marshall P. Sanborn, "Counselor Conducted In-Service Training Sessions for Teachers," Journal of Counseling Psychology, March, 1972, pp. 156-160.

²⁷Richard C. Cunningham, "Resurrecting Meaningful Inservice Training," Journal of Reading, Vol. 15, No. 5 (April, 1972), pp. 485-486.

alternatives: simulations and explanations, stage three is application: production of new materials; and stage four is reinforcement: positive support. Phase three is evaluation.²⁸

Selected Studies of Reading In-Service

Smith, Otto and Harty have done a study on reading. The implications of their study pertaining to teacher in-service were that university and public school personnel should investigate the possible advantages of providing different experiences for teachers teaching different grades or levels and with different years of experience.²⁹

There is no one best way to conduct an in-service education activity and no one best way to get started. The activity must fit the particular school situation and come out of the problems of major interest to teachers, principals, and supervisors in a school system. Hass

²⁸Cunningham, pp. 486-487.

²⁹Richard J. Smith, Wayne Otto, and Kathleen Harty, "Elementary Teachers' Preferences for Pre-Service and In-Service Training in the Teaching of Reading," Journal of Educational Research, (July-August, 1970), pp. 445-449.

suggested such activities as workshops, teacher study groups, conferences, preparation of curriculum publications, seeing other teachers at work, colleges, and new teacher orientation workshop.³⁰ Moffitt stated that workshops are the most popular in-service activity. Other activities that he suggested are interinstitutional programs, summer schools, university extension programs, institutes, school study councils, and in-service education through a professional organization.³¹ Lippitt and Fox suggested such in-service activities as faculty meetings, principal-teacher consultation, teacher consultation with university based resource, school district meetings, curriculum center meetings, sharing of practices, clinic with teachers from other systems, internships, sensitivity training laboratory, college class, research and development centers, summer work sessions, and preschool workshop.³²

³⁰C. Glen Hass, "In-Service Education Today," In-Service Education, ed. Nelson B. Henry (Chicago: University of Chicago Press, 1957), pp. 32-33.

³¹John Clifton Moffitt, In-Service Education for Teachers, (Washington, D.C.: The Center for the Applied Research in Education, Inc., 1963), p. 25.

³²Ronald Lippitt and Robert Fox, "Development of Effective Classroom Learning," Improving In-Service Education, ed. Louis J. Rubin (Boston: Allyn and Bacon, 1971), pp. 161-165.

Concerning where in-service training should be given, the International Reading Association cited several studies. Several studies were in individual schools, another in three neighboring schools, and large systems with consulting staffs, congressional districts, and educational television in-service programs.³³ Colleges were listed as a place to hold reading training since many workshops and extension courses in reading are held on campus yearly.

Lippitt suggested tutors for in-service be students. These students received in-service training in weekly seminars.³⁴ Smith, Otto, and Harty implied that university professors and public school personnel should investigate advantages of different experiences for different teachers.³⁵ Vick said it is the consultant who can assist teachers in

³³Ira E. Aaron, Byron Callaway, and Arthur V. Olson, Conducting In-Service Programs in Reading, ed. Ira E. Aaron (Newark, Delaware: International Reading Association, 1965), pp. 32-45.

³⁴Ronald Lippitt and Peggy Lippitt, "Cross-Age Helpers," NEA Journal, (March, 1968), p. 57.

³⁵Smith, Otto, and Harty, p. 446.

applying the special study skills needed in each subject. Also the reading consultant can demonstrate ways to teach vocabulary effectively and methods of increasing comprehension. Finally, the reading consultant can help the teachers with both the selection and use of multilevel books and materials so that teachers can more nearly meet the individual needs of their students.³⁶ The chairman of social studies and English departments needed to give their teachers help with individualized instruction, reading skills, and relating reading to outside experiences. They led the program, developed questions, and conducted discussions. Success of such a program depends upon the chairman or master teacher.³⁷

Materials to be studied in reading training were developed from the following literature. "The research, including comparative studies, has demonstrated that the media of conventional classroom procedures using books produces greater improvement in eye movement than does the

³⁶Nancy O'Neill Vick, The Role of a Reading Consultant in a Content Area Classroom, eds. H. Alan Robinson and Sidney J. Rauch (Newark, Delaware: International Reading Association, 1966), p. 37.

³⁷Ruth Strang and Donald M. Lindquist, The Administrator and the Improvement of Reading (New York: Appleton, Century, Crofts, Inc., 1960) pp. 42-43.

use of mechanical devices."³⁸ Aaron, Callaway, and Olson suggested using survey forms to judge the adequacy and variety of textbooks available for reading instruction.³⁹ Moburg suggested that investigators provide pertinent information concerning samples, methods, materials, and instruments.⁴⁰ Topics discussed during the year of reading in-service program described by Aaron, Callaway, and Olson were giving an informal reading inventory, how to group within the classroom, the advantages and disadvantages of the individualized reading, how to teach a directed reading lesson effectively, teaching word recognition skills, and teaching children to read critically.⁴¹

Reading instruction topics and what teachers want to study in conjunction with reading instruction were

³⁸H. Alan Robinson, New Patterns in the Secondary School, ed. Thorsten R. Carlson (New York: Harcourt Brace Jovanovich, Inc., 1972), p. 269.

³⁹Aaron, Calloway, and Olson, p. 25.

⁴⁰Lawrence G. Moburg, Inservice Teacher Training In Reading, ed. Richard A. Earle (Newark, Delaware: International Reading Association, 1972), p. 35.

⁴¹Aaron, Callaway, and Olson, p.34.

supported by a questionnaire about mini-workshops sent out by the Montana State Reading Council that was sent to committee members. Topics suggested for study were materials to supplement existing programs, management systems, diagnosis of reading problems, comparative investigation of available commercial programs, and innovative teaching methods. Topics to study in conjunction with the reading instruction were motivation methods, behavior modification, individual differences, discipline.⁴²

In setting the stage for an in-service reading program, Aaron, Calloway, and Olson suggested identifying the problem and initiating change that will result in improvement. Some means that may result in improvement are to demonstrate the idea in the classroom with children, provide materials and show the teachers how to use them, encourage the teachers to exchange ideas and comments on the effectiveness of the idea or material in the classroom, provide reading specialists and special teachers to go into

⁴²Joyce Kops, "Report to the Montana State Reading Council. . . on the Teacher Interests and Priority Survey . . . (Havre, Montana: Chairman of the Modern Trends Committee, 1973) (Dittoed.)

classrooms to help to demonstrate and carry out the program, and provide adequate time for teachers to formulate a classroom, plan for implementing new ideas.⁴³

Aaron, Callaway, and Olson suggested in-service days during the school year. It is of value to stimulate some thought and ideas if it is followed up with other type of activities.⁴⁴ A summer remedial reading seminar was conducted by Schirmer and Navarre in 1968 that appeared successful. Sawyer and Taylor (1968) conducted a four semester in-service program.⁴⁵ In-service work should be built into the overall plans for the school year. Some provisions should be made for released time, but in-service work on committees should be done before or after school on a limited basis. There should be an uninterrupted block of time available to complete the job.⁴⁶ "When optimum conditions are not present, the likelihood of changing teachers' instructional practices is slight."⁴⁷

⁴³Aaron, Calloway, and Olson, pp. 8-9.

⁴⁴Aaron, Calloway, and Olson, pp. 8-9.

⁴⁵Moburg, pp. 20-22.

⁴⁶Aaron, Calloway, and Olson, pp. 10.

⁴⁷Otto and Smith, p. 179.

Moburg claimed the use of extrinsic motivation, such as monetary payments to participants weren't effective for in-service meetings. It did not appear to be practical on a large scale in-service effort that has been planned by a school system.⁴⁸ Smith, Otto, and Harty found that experienced teachers were more interested in non-credit programs directed to specific problems at specific grade levels.⁴⁹ DeCarlo and Cleland noted that teachers reported positive attitudes toward inservice meetings that gave teachers what they wanted and needed.⁵⁰

Summary

The review of related literature gave a background on the nature and scope of in-service reading training and investigated the areas of goals and principles of reading, goals and guidelines of in-service training, and selected studies of recent in-service and reading in-service programs. As the literature stated, people should work as individuals and as members of groups on problems that are significant to them. Individual items such as where the training

⁴⁸Moburg, p. 32.

⁴⁹Smith, Otto, Harty, p. 449.

⁵⁰Moburg, p. 32.

should be given, number of teachers in a school, grade or grades taught, who should give reading training, kind of materials preferred, methods studied in conjunction with reading training, time of year and day, number of days and hours, credit given for reading in-service, and reading instruction topics preferred are specific topics to be resolved by individual school districts. General topics applicable to all school districts are the reading training activity and the in-service format the teachers preferred.

Chapter 3

PROCEDURES

Introduction

The problem under investigation was to determine the nature and scope of the reading training desired by the public school teachers in the state of Montana. This study was also designed to obtain the opinions of public elementary school reading teachers in grades on to six in Montana toward the kind, time, length, amount, credit, place, and instructors of future reading in-service.

This portion of the paper describes the procedures used in investigating the problem. The discussion includes the population description and sampling procedure, the description of investigation categories, the method of collecting data, the method of organizing data, and the precautions taken for accuracy.

Population Description and Sampling Procedure

The population for this study was determined by:

1. Randomly selecting, from a table of random numbers generated from the computer language BASIC, 20 public high schools from each of the four Montana High School Association's classes: AA school district, A school

district, B school district, and C school district;

2. Randomly selecting, using the table of random numbers mentioned above, two to four public elementary schools from each of the high school districts;
3. Randomly selecting, using the same table of random numbers, twenty public elementary school teachers from each high school district that taught in the selected elementary schools.

The 1973-1974 Montana High School Association class lists were chosen as a source to obtain a list of all high school districts in the state. The Montana High School Association provided this list to the investigator. Each class was grouped using the population of the high school as one criteria. The investigator used these lists in order to provide an equal representation from each major population density group. The study was limited to elementary reading teachers in grades one to six because school districts provide formal reading programs through that grade.

The Montana Education Directory was used to randomly select the two to four elementary schools chosen from the high school districts. The directory gives a complete listing of each high school by county and the elementary schools that feed each high school. The directory was also used to determine the number of teachers that taught in each school. This determined the number of elementary schools to be randomly selected from each district.⁵¹

Twenty elementary teacher's names were randomly selected from lists of names and addresses of elementary teachers in elementary schools provided by the accreditation department of the Montana State Department of Education. Each elementary school had at least one teacher selected from grades one, two, three, four, five, and six.

Twenty teachers in twenty school districts or 400 public school elementary teachers in grades one through six were contacted in order to limit the size of sampling. This was done due to the limit of the investigator's

⁵¹ Superintendent of Public Instruction, "Montana Education Directory," Helena, Montana, 1972, pp. 1-141.

financial backing. No distinction was made as to sex, age, educational background, or experience of each teacher,

Description of Investigation Categories

The questionnaire was developed by defining what the nature and scope of a reading program was. Questions developed from the definitions related to the kind of reading activity desired, where the reading training should be held, who should instruct the training, the materials preferred to be studied, the in-service format desired, the part of year and day preferred, the number of days and hours per day desired, and what credit should be given for participating in the reading program.

Questions dealing with reading instruction topics and what teachers wanted to study in conjunction with the reading instruction were suggested by Willis Vandiver.

The committee members read the questionnaire. They suggested a change in the order the questions were in, suggested not to include examples of responses, and suggested more spacing between the questions. These modifications were made to insure proper interpretation. The content was approved by the committee members.

Each teacher selected as many items as they desired on each question of the questionnaire to determine all their

needs, desires, and preferences for reading training.

Method of Collecting Data

A questionnaire was prepared to gain information in each of the areas of investigation listed in the description of investigation categories of this chapter. This data contained single grade teacher's responses.

The questionnaire with a cover letter (see Appendixes A and B) was mailed to each of the selected teachers on May 10, 1973. The cover letter specified that the questionnaires be returned by May 30, 1973. No follow up was done because of the closing of school at the end of May and because the investigator had only school addresses for the selected teachers. Also the investigator received a 60 percent return on the questionnaire.

Precautions Taken for Accuracy

A computer was utilized to organize all data in tabular form. All figures were double checked by the researcher and checked by a computer consultant to guard against error.

Summary

A random group of teachers in the public elementary schools of the state of Montana were selected to receive a

questionnaire regarding their desires for reading training. The questionnaire was prepared with the help of selected instructors in the education department of Montana State University at Bozeman, Montana. Questions about kind, time, length, amount, credit, place, instructors, and reading topics of reading training were included. The questionnaire with a cover letter was mailed to the elementary teachers on May 10, 1973. Approximately 60 percent of the teachers receiving the questionnaire responded. The results were tabulated by computer and evaluated by the investigator.

Chapter 4

RESULTS OF QUESTIONNAIRE

Introduction

The results reported in this chapter are the responses to the questionnaire (see Appendix B) mailed to 400 public school teachers of the state of Montana, as selected by the population and sampling procedure in chapter three. Each teacher was asked to respond to the fourteen items on the questionnaire and to make comments about future reading training for the state of Montana. Two hundred and forty-one teachers responded.

Of the questionnaires returned, 28.5 percent were from the Montana High School Association class AA school districts, 22.3 percent were from class A school districts, 25.6 percent were from class B school districts, and 23.1 percent were from class C school districts.

The percentage of grade returns were 16.3 percent from grade one, 16.6 percent from grade two, 13.4 percent from grade three, 16.3 percent from grade four, 11.4 percent from grade five, 10 percent from grade six, and 15.9 percent from multiple grade teachers.

Activity for Reading Training

In response to the reading activity question, grade one to six teachers and multiple grade teachers favored workshops for a reading activity. As Table 1 shows, the

Table 1

Activity for Reading Training
Question 3

Teachers of	Number of responses to question			
	Workshops	Study Groups	Conferences	Interinstitutional Programs
(1)	(2)	(3)	(4)	(5)
Grade 1	36	6	6	1
Grade 2	34	4	5	5
Grade 3	23	11	6	5
Grade 4	29	6	2	4
Grade 5	23	7	3	4
Grade 6	14	7	5	3
Multiple Grades	29	8	10	4
Totals	188	49	37	26

Table 1 (Continued)

Teachers of	Number of responses to question					
	Summer Schools	University Extension Courses	School Study Councils	Institutes	Internships	Other
	(6)	(7)	(8)	(9)	(10)	(11)
Grade 1	9	16	0	4	5	1
Grade 2	12	24	1	6	6	2
Grade 3	5	11	1	5	9	5
Grade 4	6	18	1	2	3	2
Grade 5	1	18	1	4	5	4
Grade 6	5	11	2	8	3	2
Multiple grades	9	23	6	4	6	4
Total	47	121	12	33	37	20

majority of teachers favored workshops. University extension courses was the second preference for all the teachers.

The least desired activity by the multiple grade teachers, the single grade teachers, and the total teachers was school study councils.

Teachers who responded with other suggestions specified:

1. In-service training where teachers can see how it's done,
2. Training where teachers are personally and actively involved at a "grass roots" level in an informal setting,
3. Anything that helps,
4. Exchange discussions,
5. Various demonstrations, when possible,
6. A course in good remedial reading training,
7. Work with someone who is very good in that particular field,
8. Integration of reading skills with

subject material,

9. Observation within district and around state,
10. Desire to see ideas working,
11. Workshops or study groups in which reading specialists give their know how as how to teach, and
12. In-service training from book companies.

Where to Hold Reading Training

In response to the question as to where to hold the reading training, all grade teachers, multiple grade teachers, and total teachers favored item two, in a community where you teach, by a great majority. Table 2 gives the exact choices for single grade teachers, multiple grade teachers, and a total including each teacher that answered the questionnaire.

Favored the least by the multiple and total teachers was item one, on a college or university campus.

The open-ended respondents stated:

1. In a school working in your level,
2. Any elementary school for practical examples; anywhere for discussion

Table 2
Where to Hold Reading Training
Question 4

Teachers of	Number of responses to question			
	University or College Campus	Community Where Teach	Nearby Community	Other
(1)	(2)	(3)	(4)	(5)
Grade 1	13	31	17	2
Grade 2	14	35	12	2
Grade 3	8	29	9	2
Grade 4	8	32	8	0
Grade 5	5	26	13	0
Grade 6	5	16	7	2
Multiple grades	16	30	20	4
Total	69	199	86	12

type,

3. Anywhere the learning teacher could get involved with the age group working with on the job,
4. At school building,
5. In school of the district,
6. Wherever the facilities are adequate,
7. During school time at the school or at a neighboring school while school is in progress,
8. Around the state if district would support financially,
9. District must pay all expenses, including substitute, and
10. In the schools.

Who Gives Reading Training

In response to the question about who gives the reading training, the majority of the total teachers, grade one to six teachers, and multiple grade teachers favored item four, recognized master reading teachers. Table 3 gives the accurate accounting for single grade teachers, multiple grade teachers, and a total for all respondents of the questionnaire.

Table 3

Who Gives Reading Training
Question 5

Teachers of	Number of responses to question				
	Reading Consultants	University Professors	Graduate Students	Recognized Master Reading Teachers	Other
(1)	(2)	(3)	(4)	(5)	(6)
Grade 1	17	12	3	31	2
Grade 2	20	4	2	37	5
Grade 3	19	6	0	26	2
Grade 4	13	6	0	29	4
Grade 5	16	6	1	24	3
Grade 6	14	4	1	19	0
Multiple grades	27	17	3	32	2
Total	126	55	9	198	18

Graduate students were the least desired choice by the total, multiple, and single grade teachers.

Respondents who chose other specified:

1. A variety of people,
2. Teachers in a classroom situation,
3. People who have set foot in the classroom and have some practical knowledge,
4. Teachers with actual experience in the classroom for at least five years,
5. Someone who has the background and experiences,
6. Noted authors,
7. Elementary reading teachers,
8. Anyone who is willing and really has something worthwhile to share with others,
9. Successful retired elementary teachers,
10. Successful elementary teachers,
11. People who have actually taught reading,

12. A workshop like Dr. Vandiver taught last summer, and
13. Teacher qualified to integrate reading skills with subject material.

Reading Materials Studied

In response to the question about reading materials to be studied, multiple grade teachers, single grade teachers, favored item eight or all of the materials listed. Taken as individual items, item four, individualized instruction, was favored by the single grade teachers, the multiple grade teachers, and the total teachers. Table 4 lists the exact results for single, multiple, and total grade teachers.

The least desired material for study by grade one teachers was kits, item two, and programmed instruction, item five. Grade two teachers least preferred textbooks, item one. Grade three teachers least favored programmed instruction, item five. Kits, item two, were least preferred by grade four teachers. Grade five teachers least preferred textbooks, item one. Kits, item one, were least desired by grade six teachers. Multiple grade teachers least desired kits, programmed instruction, and

Table 4
Reading Materials Studied
Question 6

Teachers of	Number of responses to question			
	Text Books	Kits	Individualized Instruction	Interest Centers
(1)	(2)	(3)	(4)	(5)
Grade 1	6	5	11	12
Grade 2	2	5	9	14
Grade 3	7	6	12	12
Grade 4	5	3	11	13
Grade 5	1	6	10	12
Grade 6	2	1	3	8
Multiple grades	5	9	15	16
Total	28	35	71	87
				31

Table 4 (Continued)

Teachers of	Number of responses to question			
	Group Instruction	Games and Devices	All Listed	Other
	(7)	(8)	(9)	(10)
Grade 1	9	10	23	0
Grade 2	7	11	25	2
Grade 3	7	7	17	1
Grade 4	6	7	21	1
Grade 5	8	9	11	0
Grade 6	6	6	10	0
Multiple grades	5	12	19	3
Total	48	62	125	7

group instruction. Total teachers least favored textbooks.

Other choice respondents cited application of phonics, anything that helps me, teacher's editions of various child's texts, ideas brought in by class members, a controlled reading machine, and a program set up in which the teachers could observe several models of an entire week's work in a reading program exactly as it might work in the classroom.

Study with Reading Instruction

The majority of respondents chose item one, motivation methods, and item three, individual differences in response to the question about what to study with reading instruction. Grade one teachers preferred item one over item three. Grade two teachers preferred item three, individual differences, over item one, motivation methods. Grade three teachers preferred item three over item one. Grade four teachers preferred item three over item one. Grade five teachers preferred item one over item three. Grade six teachers preferred item one over item three. Multiple grade teachers preferred item one over item three. Table 5 shows the figures for multigrade, single grade, and total teacher responses.

Total grade teachers and multiple grade teachers

Table 5

Study with Reading Instruction
Question 7

Teachers of	Number of responses to question					
	Motivation Methods	Behavior Modification	Individual Differences	Discipline	None of above	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Grade 1	30	20	26	14	2	0
Grade 2	25	14	31	10	0	1
Grade 3	21	9	24	8	0	0
Grade 4	22	12	24	8	0	1
Grade 5	22	4	21	6	1	0
Grade 6	19	8	17	4	0	0
Multiple grades	33	15	30	12	0	3
Total	172	82	173	62	3	5

least favored item four, discipline, as did the single grade teachers except for grade five teachers who least preferred behavior modification, item two.

The teachers who responded other to the question suggested:

1. Curriculum adapted to abilities of children allowing for steady progress of child without fear of failure and very few repeating grades,
2. Anything dealing with reading.
3. Methods and materials,
4. Remedial methods and individualization,
5. More discipline methods, and
6. Ways to recognize reading difficulties more effectively.

In-Service Format

In response to the question as to what type of in-service format desired, the multiple grade teachers, the single grade teachers, and the total grade teachers chose item one or demonstrations as their first choice; however, there were a great many responses to exchange of

ideas (discussion) and lab or practicum with children. Table 6 gives these responses: total of questionnaire, total multiple grade teachers, and total listed by grade.

Lectures from imported experts or item two was the least preferred choice by the total grade teachers, the multiple grade teachers, and the single grade teachers except grades five and six teachers. Item four, projects, was least preferred by them.

Access to library materials to obtain latest research on individual differences, effect of repeating grades and reading share-fair with display and handouts, emphasis placed on peculiar relationships among hearing, listening, and learning to read were the suggestions offered by the respondents who chose the open-ended answer.

Part of Year

In response to the question about the part of year the reading training is preferred, the teachers in single grades, multiple grades, and total grades favored the fall or item one. See Table 7.

Least preferred by total and multiple teachers was item five or special vacations. Grades one, two, three, four, and six teachers least desired spring and special vacations for their part of year preference. Grade five

Table 6

In-Service Format
Question 8

Teachers of	Number of responses to question					
	Demonstrations	Lectures From Imported Experts	Exchange of Ideas (Discussion)	Projects	Lab or Practicum with Children	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Grade 1	30	5	28	8	21	1
Grade 2	31	8	29	10	23	0
Grade 3	21	6	19	7	15	0
Grade 4	25	5	20	6	17	1
Grade 5	21	11	14	6	11	0
Grade 6	14	6	14	4	11	0
Multiple Grades	30	7	27	10	22	3
Total	172	48	151	51	120	5

Table 7
Part of Year
Question 9

Teachers of	Number of responses to question					
	Fall	Winter	Spring	Summer	Special vacations	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Grade 1	30	14	4	11	4	3
Grade 2	31	9	2	13	2	3
Grade 3	21	11	3	12	3	1
Grade 4	23	11	3	4	2	3
Grade 5	22	10	5	5	0	1
Grade 6	15	7	1	8	1	1
Multiple grades	28	12	7	19	3	4
Total	170	74	25	72	15	16

teachers least preferred special vacations.

Teachers listing other for a choice suggested just before school begins in fall, no preference, throughout the year, when time permits for the individual teacher, anytime when needs arise and circumstances permit, weekends, and Saturdays or a series of Saturdays as the part of year they desired and definitely not during any vacation.

Time of Day

In response to the question of time of day reading training is preferred, the teachers chose morning, item one. Table 8 shows the complete responses.

Item three, early morning, was least preferred by multiple grade and total teachers. Grade one teachers least preferred early morning and late afternoon. Grade two teachers least preferred early morning. Grade three teachers least preferred afternoon and late afternoon. Grade four teachers least preferred afternoon. Grade five teachers least preferred early morning. Grade six teachers least preferred early morning.

People choosing other specified:

1. In school time only,
2. Depends upon presentation,
3. When convenient,

Table 8
Time of Day for Reading Instruction
Question 10

Teachers of	Number of responses to question						
	Morning (1)	(2)	Afternoon (3)	Early Morning (4)	Late Afternoon (5)	Evening (6)	Other (7)
Grade 1	26		5	3	3	12	4
Grade 2	21		6	5	6	15	6
Grade 3	23		4	5	4	9	3
Grade 4	16		3	8	5	11	3
Grade 5	16		9	2	3	10	0
Grade 6	14		3	2	3	7	1
Multiple Grades	26		7	4	7	14	5
Total	142		37	29	31	78	22

4. Specific time or appointment arranged with principal,
5. P. I. R. days (Paid instructional release),
6. During school time,
7. Released time during school day, and
8. After recess.

Credit for Reading Training

In response to the question about credit for reading training, the multiple grade teachers, and the total teachers favored item one or college graduate degree credit. Table 9 shows the exact returns for single, multiple, and total grade teachers.

No credit, simply profit from experience, or item four was least preferred by multiple teachers and total teachers. Grade one teachers least preferred salary schedule credit. Grade two teachers least preferred no credit; grade three teachers least preferred college undergraduate degree credit and salary schedule credit. Grade four teachers least preferred college undergraduate degree credit and no credit. Grade five and six teachers least preferred no credit.

Other suggestions were that the school district

Table 9

Credit for Reading Instruction
Question 13

Teachers of		Number of responses to question			
(1)	College Graduate (degree credit)		College Undergraduate (degree credit)		Other
	(2)	(3)	(4)	(5)	
Grade 1	29	11	8	11	2
Grade 2	34	13	13	6	3
Grade 3	23	9	9	10	0
Grade 4	26	6	18	6	0
Grade 5	24	7	9	4	2
Grade 6	17	4	7	3	2
Multiple grades	28	10	16	9	2
Total	181	60	80	49	11

pay for the sessions, the combinations of items one to four, the quality should warrant the work load, credit depends on the program set up, at least three credits, we learn a great deal from sharing, credit should be flexible to cover teacher's needs, choice of what you want, and credit depends on type of training and how long it lasted.

Reading Instruction Topics

In response to the question about reading instruction topics, the teachers in all the single grades favored item one, innovative teaching methods, except for grade two. Grade two teachers favored item three, diagnosis of reading problems. Multiple grade teachers and total teachers were interested in item one, followed closely by items three and five, diagnosis of reading problems and materials to supplement existing programs. Table 10 gives the complete list.

Total and multiple grade teachers least preferred management systems, item four. Grades one, two and three teachers least favored item two, comparative investigation of available commercial reading programs. Grades four, five, and six least preferred management systems, item four;

Other specified suggestions were library or

Table 10
Reading Instruction Topics
Question 14

Teachers of	Number of responses to question					
	Innovative Teaching Methods	Comparison of Commercial Reading Program	Diagnosis of Reading Problems	Management Systems	Supplemental Material	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Grade 1	29	6	28	7	21	1
Grade 2	29	9	36	8	28	2
Grade 3	25	10	23	12	16	1
Grade 4	27	7	22	5	22	0
Grade 5	24	7	18	5	21	0
Grade 6	19	8	16	5	12	0
Multiple Grades	29	12	27	7	29	4
Total	182	59	170	49	149	8

supplementary books and magazines, case studies of problems in reading where effective solutions were tried, methods of solving problems after they are diagnosed, anything others have, and specific learning disabilities in connection with reading.

Comments

Comments received on the questionnaire pertaining to the reading training are grouped according to the questions they concern.

The reading activity question resulted in the following comments:

1. Extension course,
2. In-service training should be the results of this study,
3. The investigation of reading instruction is badly needed,
4. Help is needed in reading, and
5. Keep reading a top priority.

The question on where the reading training should be held led to the suggestion of an experimental intermediate school on campus where different instruction and diagnosis could be tried and the results could be computed.

Many suggestions on who gives the reading training were given:

1. People with experience,
2. Professors with experience; otherwise too idealistic,
3. Master teachers of reading,
4. More reading courses taught like those instructed by Dr. Vandiver,
5. Reading consultant for Minneapolis school system was outstanding; he spoke in Missoula last year, and
6. Book salesman know little of actual teaching of reading.

In-service formats preferred on the comments were:

1. More methods than theory; want first hand knowledge,
2. Something useful in classroom,
3. Something more applicable than convention courses, and
4. Real teaching demonstrations.

Teachers commented they wanted reading training throughout the year, during school hours, and to be interspersed hourly during the year rather than one long

session. Dollars, as well as time, must come from our profession for reading training was another comment by a respondent of the questionnaire.

Reading training should be a required subject for all elementary teachers and more training and experience should be required in reading for certification were comments about credit.

Reading instruction topics brought comments like:

1. Course containing content of questionnaire would be enjoyed,
2. Management of reading groups and individual attention, and
3. Demonstration of one teacher handling 25 to 28 children in reading groups and individually.

Some comments not relating to the questions, but relating to reading training were about assistance. A reading consultant offered her services, a reading teacher offered to show how to teach reading by tape, and more than 30 respondents asked for summaries of the study.

Summary

This chapter presented a composite picture of the two hundred and forty-one completed questionnaires by

selected elementary reading teachers in the state of Montana. As a total group the respondents favored workshops and university extension courses as a preferred activity for reading training. The teachers preferred to have the training held in the community where they taught and preferred recognized master reading teachers to instruct the reading training. Textbooks, kits, interest centers, individualized instruction, programmed instruction, group instruction, and games and devices were the materials the teachers wanted to study during reading training. The elementary teachers wanted to study motivation methods and individual differences in conjunction with the reading instruction. Demonstrations, followed closely by an exchange of ideas (discussion) and lab or practicum with children was the desired in-service format. The total group preferred the reading training to be held in the fall, in the morning, from one day to two months, and from one to eight hours per day. The teachers preferred college degree credit for their participation. The reading instruction topics that were of most interest to the teachers were innovative teaching methods, followed closely by the diagnosis of reading problems and materials to supplement the existing program.

Chapter 5

SUMMARY, CONCLUSIONS AND IMPLICATIONS, AND RECOMMENDATIONS

A need for determining the nature and scope of reading in-service training for Montana public school elementary teachers in grades one to six was expressed by the Montana Reading Council. The study focused on the type of future reading in-service desired by elementary school reading teachers. A questionnaire sent to four hundred randomly selected teachers attempted to answer questions about reading training preferences such as kind of training desired, where and when the training should be held, how long the training should last, how much the training should cost, what credit should be given for the training, who should give the training, and what topics should be studied during the reading training. The questionnaire with a cover letter was mailed to the elementary teachers on May 10, 1973. Approximately 60 percent of the teachers receiving the questionnaire responded. The results were tabulated by computer and evaluated by the investigator.

A composite picture of the results of the questionnaire that was completed by two hundred and forty-one selected elementary reading teachers in the state of

Montana was presented. As a total group the respondents favored workshops and university extension courses as a preferred activity for reading training. Textbooks, kits, interest centers, individualized instruction, programmed instruction, group instruction, and games and devices were the materials the teachers wanted to study during reading training. The elementary teachers wanted to study motivation methods and individual differences in conjunction with the reading instruction. Demonstrations, followed closely by an exchange of ideas (discussion) and lab or practicum with children was the desired in-service format. The total group preferred the reading training to be held in the fall, in the morning, from one day to two months, and from one to eight hours per day. The teachers preferred college degree credit for their participation. The reading instruction topics that were of most interest to the teachers were innovative teaching methods, followed closely by the diagnosis of reading problems and materials to supplement the existing program.

The review of related literature gave a background on the nature and scope of in-service reading training and investigated the areas of goals and principles of reading,

goals and guidelines of in-service training, and selected studies of recent in-service and reading in-service programs. As the literature stated, people should work as individuals and as members of groups on problems that are significant to them. Individual items such as where the training should be given, number of teachers in a school, grade or grades taught, who should give reading training, kind of materials preferred, methods studied in conjunction with reading training, time of year and day, number of days and hours, credit given for reading in-service, and reading instruction topics preferred are specific topics to be resolved by individual school districts. General topics applicable to all school districts are the reading training activity and the in-service format the teachers preferred.

Conclusions and Implications

There is a need and desire for further reading training for elementary teachers in the state of Montana.

A reading training program should be set up for the

public school elementary teachers in the state of Montana that consists of recognized master reading teachers from the universities and elementary schools. These master teachers should instruct workshops or university extension courses in the fall of the year and in every community that has an elementary school and desires in-service reading. The participants of the workshops or university extension courses should receive college graduate degree credit for attending three morning sessions a week for the length of two hours and for a two month period of time.

The format of the workshops or university extension courses should include demonstrations, exchange of ideas (discussion), and a lab or practicum with children.

Topics for the course should be innovative teaching methods, diagnosis of reading problems, and materials to supplement the existing program. Materials to be covered with these topics should be textbooks, kits, interest centers, individualized instruction, programmed instruction, group instruction, and games and devices. Other topics that should be studied in conjunction with the reading training are motivation methods and individual differences.

School districts should provide the time, the substitutes, and the money so that every elementary

reading teacher in the public schools in the state of Montana is able to attend.

The author believes that reading instruction in the public elementary schools of Montana will improve if the above program is extended, implemented, and followed through to actual classroom instruction.

Recommendations

The following recommendations are offered:

1. Further study should be made to develop a model for in-service.
2. All institutions offering reading training should be aware of the preferences expressed by the public elementary school reading teachers.
3. The Montana State Reading Council should help provide the time and finances to make the suggestions above possible.
4. A course should be developed on the Montana State University campus and all other units of the university system to provide for the expressed needs and desires.

5. The State Department of Education should be made aware of the reading training preferences and review its reading training requirements for teacher certification in light of these needs and desires.

APPENDIXES

Montana State University

Bozeman, Montana 59715

Tel. 406-587-3121

Department of Elementary Education

May 10, 1973

Dear

The Montana Reading Council through Montana State University is sponsoring a study of the attitudes and desires of reading teachers in Montana toward in-service reading training. The purpose of the study is to determine the nature and scope of the reading training desired by the public school teachers in the state of Montana.

You were selected as one of the reading teachers to be surveyed. It would be very much appreciated if you would provide the information requested by the enclosed questionnaire. It will take only five to ten minutes of your time to complete it. The information obtained will also be used in a graduate professional paper.

The information you provide will be identified by the size of the school you teach in. Your name will not be used.

The findings of the study might be of interest to you. I would be willing to send a summary of the completed study to you if you write and indicate that you would like to receive these results.

Please return the completed questionnaire in the stamped and addressed envelope not later than May 30, 1973.

Thank you very much for your time and effort in providing this information.

Sincerely,

Sally L. Babcock

Sally L. Babcock

Enclosure.

APPENDIX B

INVESTIGATIVE QUESTIONNAIRE
for
Montana State Reading Council

Instructions: For each of the questions below, please check (X) the item you support and fill in the blanks.

Questions:

1. How many full time teachers are in your school? _____

2. What grade or grades do you teach? _____

3. What activity do you desire for reading training?

_____ Workshops

_____ Study groups

_____ Conferences

_____ Interinstitutional programs

_____ Summer schools

_____ University extension courses

_____ Institutes

_____ School study councils

_____ Internships

_____ Others, please specify _____

4. Where should the training be given?

_____ On a college or university campus

_____ In the community where you teach

_____ In a neighboring or nearby community

_____ Others, please specify _____

5. Who should give the reading training?

_____ Reading consultants

_____ University professors

_____ Graduate students

_____ Recognized master reading teachers

_____ Others, please specify _____

6. What kind of materials do you prefer to study during the training?

_____ Textbooks

_____ Kits

_____ Interest centers

_____ Individualized instruction

_____ Programmed instruction

_____ Group instruction

_____ Games and devices

_____ All of the above

_____ Others, please specify _____

7. What do you want to study in conjunction with the reading instruction?

_____ Motivation methods

_____ Behavior modification

_____ Individual differences

_____ Discipline

_____ None of the above

_____ Others, please specify _____

8. What type of in-service format do you desire?

_____ Demonstrations

_____ Lectures from imported experts

_____ Exchange of ideas (discussion)

_____ Projects

_____ Lab or practicum with children

_____ Others, please specify _____

9. What part of the year should reading training be held?

_____ Fall

_____ Winter

_____ Spring

_____ Summer

_____ Special vacations

_____ Others, please specify _____

10. What time during the day should the reading training be held?

_____ Morning

_____ Afternoon

_____ Early morning

_____ Late afternoon

_____ evening

_____ Others, please specify _____

11. How many days should the reading training last? _____

12. How many hours per day should the reading training last? _____

13. What credit should be given for the reading training? _____

_____ College Graduate (degree credit)

_____ College Undergraduate (degree credit)

_____ Salary schedule credit

_____ No credit, simply profit from experience

_____ Others, please specify _____

14. Which of the following reading instruction topics might be of interest to you?

_____ Innovative teaching methods

_____ Comparative investigation of available commercial reading programs

_____ Diagnosis of reading problems

_____ Management systems

_____ Materials to supplement existing programs

_____ Others, please specify _____

Comments:

THANK YOU

If you would like to receive a summary of the results of this study, please write and request one from:

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Bozeman, Montana 59715

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