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ABSTRACT

This paper describes and analyzes different types of inservice training available for early childhood education programs to help directors select the inservice training best suited to their programs. It is suggested that early childhood education programs are at one of three levels of development: initial adjustment stage, operational stage, and established functional stage. The proposed objective is to match the developmental stage of a program to the model of inservice training best suited to its needs and resources. Three models of inservice training are outlined. The Materials Model is a highly cost effective method of training done with self-instructional materials. This model requires much independent effort from the staff and would most likely prove ineffective to programs at the initial adjustment and operational stages. The Advisor/Consultant Model involves bringing an outside advisor/consultant into the program to provide specific expertise. While this type of training can be used effectively by programs at any stage of development, cost may be an important factor. The Inside Trainer Model consists of training carried out by program staff members themselves, and may be most suitable to a program in the initial adjustment stage of development as it provides for continuous support. However, this model is not recommended for use after the initial adjustment stage as it is costly and time-consuming and may stifle staff members' independent operation of the program. (Author/SB)

IN-SERVICE TRAINING MODELS FOR EARLY CHILDHOOD EDUCATION PROGRAMS

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IN-SERVICE TRAINING MODELS FOR EARLY CHILDHOOD EDUCATION PROGRAMS

This paper describes and analyzes different types of in-service training available for early childhood education programs, in order to help program directors select the type of in-service training suited to their programs.

In selecting a training model, it is proposed that there must be a match between the characteristics of the training model and the characteristics of the early childhood program. The characteristics of the early childhood program determine where the program fits in a developmental framework or hierarchy. A review of the literature indicates that there are different kinds of educational needs at different levels of professional development. The most explicit statement of this point of view is made by Katz (1972), who describes different stages in the development of teachers and considers the specific training needs that teachers have at each of these stages. We have applied this notion of developmental stages of teachers to the development of programs, hypothesizing that the same concern must be given to matching training and program development as must be given to matching training and individual development. Although individual staff members within a program may be at different levels of development, the type of in-service training selected ordinarily fits overall program needs rather than individual staff needs.

The characteristics of early childhood programs will be considered first, then the characteristics of in-service training models, and finally

the match between the two.

CHARACTERISTICS OF EARLY CHILDHOOD EDUCATION PROGRAMS

It is hypothesized that there are three stages in the development of programs--an initial adjustment stage, an operational stage, and an established functional stage. However, this does not imply that all programs progress from a low to a high level of development. Programs may start at any level of development and may remain at a particular level depending on such factors as staff stability, experience and level of conceptualization regarding educational goals, procedures and program operation.

In the initial adjustment stage, the program is usually new and staff members are new to the program and to each other. Staff members face daily problems with getting the program organized, keeping in operation and maintaining control within each group of children. Perspective on problems is lacking, and a framework within which to view program and classroom operation has not yet been developed. The length of time a program remains in this stage depends upon the type of program; the stability, eagerness and enthusiasm of director and staff, and the entering level of personnel and board of directors.

The operational stage occurs next. This is a stable stage in which staff members are able to deal with day-to-day responsibilities, and the program functions relatively smoothly. Although staff members can handle the children and make the program function, they may not have clearly defined goals and procedures or an overall framework which would allow them to stand back and take an objective look at what's happening. If situations occur which disturb the program's usual functioning (such as strong parent protests, frequent or prolonged absence of the director, extreme problems with particular staff members or the physical plant) staff members do not know what to do. Many programs do not move beyond this stage. Staff members of such programs are able to do well so long as the program structure remains stable, but are usually unable to cope in a flexible way with new or immediate demands for change.

In the established functional stage, the program has moved from being operational in a day-to-day sense to having a certain identity that enables the program to withstand a great deal of stress. Since curriculum, staff responsibilities, physical set-up, and parent and community support are all well-established, the program staff can now respond flexibly to new demands. There is an openness to new ideas, a desire for self-evaluation and change.

CHARACTERISTICS OF IN-SERVICE TRAINING MODELS

An organizing framework was developed in order to group the different types of training into a small number of manageable descriptive categories called "training models." In categorizing the training, we focused on the role of the training agent relative to the early childhood program. Upon examining the various ways in which trainers meet in-service needs, it became clear that a basic distinction lay in whether the trainer operated from outside or inside the early childhood program. The training agent located outside the program can perform two different roles: one in which he/she develops written or audio-visual self-instructional materials to be used by the program staff members to meet individual training needs; a second in which he/she comes into the program as an advisor/consultant.

At the opposite end of the continuum in terms of distance of the training agent from the early childhood program is the role of the trainer located within the program. Such a role can be specifically designed for in-service training (e.g., educational coordinator role) or can include in-service training as just one of a variety of responsibilities (e.g., educational director role).

Three training models were derived from this analysis of the role of the training agent:

1. A materials model in which the training agent is located outside the program and does the materials development work outside the program.
2. An advisor/consultant model in which the training agent is located outside the program, but comes into the program to provide direct training.
3. An inside trainer model in which the agent is located within the program as a staff member and performs a training role within the program.

Description of Training Models

In this section, the training models are described in detailed outlines which include: (1) identification of the purposes and initiators of training, (2) specific mention of the various approaches used to accomplish each training purpose, (3) identification of whom the training is best suited for, and (4) a listing of the overall strengths and weaknesses of each training model. References to further sources of information in the in-service training literature are included to illustrate the various training approaches used in each model.

I. Materials Model

The materials model includes training done by self-instructional materials, (either written or audio-visual) and provides a highly cost-effective method of training, a method which can be used broadly and independently by early childhood education programs to meet their own training needs.

Purposes of and Initiators of Training

1. To provide assistance to individual staff members in performing their role.

   a. requested by director

   b. requested by staff members themselves

   c. requested either internally or externally in response to external standards (e.g., state department of education standards, Head Start standards, etc.)

2. To enable programs to meet specific objectives, often broad-scale objectives, not presently being met.

   a. often requested by people with overall responsibility for programs but not operating from within a specific program (e.g., superintendent of schools or school committee, educational coordinator for a group of Head Start programs in a particular area, etc.)

   b. sometimes requested from within programs, usually by persons with administrative responsibility

3. To achieve a behavioral competency orientation toward instruction and management, i.e., to be able to: define a set of competencies in terms of behavioral objectives for staff, children, and program, specify ways of achieving these objectives, and assess how effective the program has been in achieving these objectives.

   a. requested by people both within and outside program who are responsible for defending program's effectiveness (e.g., federal government in relation to federally funded projects such as Title I projects or Head Start, anyone having to account for spending to a funding agency, administrators directly or indirectly responsible for program effectiveness etc.)

b. requested by staff in order to comply with some external standards (e.g., new types of state teacher certification plans, Child Development Associate certification plans, etc.)

c. requested by directors who want to or are required to "manage by objectives"

Approaches to Training

1. When objective is to assist individual staff members in performing their roles.

   a. Written curriculum guides, teacher's manuals (which accompany a set of curriculum materials), and activity handbooks are available which present suggestions for classroom activities.

   b. Written descriptions or films or video tapes are available which present ways of relating to individuals or groups of children (e.g., demonstrations or write-ups of behavior management techniques).

2. When objective is to enable programs to meet specific objectives.

   a. Written descriptions of broad-scale plans are provided, (e.g., plans for changing an entire public school program). These descriptions cover a wide variety of areas involved in achieving the planned objectives, such as students and curriculum, personnel, physical plant and organization, community relations.

   b. Written descriptions of an entire program model are provided including program objectives and how these objectives are to be achieved.

   c. A curriculum series or set of materials is provided that is intended to achieve a specific set of objectives. Instructions on how to use the materials are included in teacher's manuals and, in some cases, in filmed or taped demonstrations.

3. When objective is to achieve a behavioral competency orientation.

a. Statements of competencies are provided for specific staff roles which include a list of competencies considered necessary to perform the role effectively.

b. Statements of competencies (behavioral objectives) to be achieved by the children are provided in cognitive and affective areas. Such competency statements may be found in behaviorally-oriented curriculum guides, norm or criterion-referenced tests for young children, taxonomies of objectives.

c. Statements of competencies are provided, along with statements of how to achieve those competencies, e.g., specific instructional modules.

d. Statements of management objectives are provided for the program administrator: that program objectives be stated in comprehensible, measurable terms, that reasonable time tables be set up for achieving objectives; that long- and short-term evaluation be built into the program, etc.

For Whom Is Training Best Suited

1. Individual staff members--to help them upgrade their own performance in any areas in which they feel a need.

2. Administrators who have overall responsibility for achieving broad-scale program objectives.

3. Anyone within a program at any level who will be required to take a behavioral orientation toward his/her own performance, the performance of the children, or the achievement of overall program objectives.

Strengths and Weaknesses

1. Self-instructional materials in applied practical areas are often sought by staff and meet felt needs, thereby increasing self-confidence and motivation. However, this is not the same as improving actual teaching or administrative performance. Unless the materials include usable measures

of the effect of training, the utility of the training cannot be determined.

2. Self-instructional written materials, if they are carefully written, can be easily, broadly and inexpensively used. However, to write such usable materials is a difficult task requiring great skill. Often the materials produced are not usable, particularly when these materials are intended for teachers representing a wide range of educational background and experience. An all-too-common fate of such materials is to sit in the back of closets.

3. Written materials that are behaviorally stated, including both objectives and ways of achieving these objectives, are intended to be easily understandable and usable and to make it possible to evaluate the achievement of objectives in an ongoing fashion. However, these materials are difficult to construct well, and good materials are hard to find. In addition, staff members who are not behaviorally oriented often find such materials difficult or inflexible. Outside help or familiarity with this orientation may be required to make constructive use of such materials.

4. Broad-scale written plans or program descriptions can be instrumental in effecting overall changes within an entire system of programs, or within one program in an efficient and effective way. However, such written descriptions are sometimes not understood or are not received with the same enthusiasm by staff members as they are by the developers of the plan or program. Again, outside help may be necessary. These plans/programs may also be resisted because they are imposed from outside or present a value conflict to people within a particular program or system.

II. Advisor/Consultant Model

This inservice training model involves bringing an outside advisor/consultant into the program to provide specific expertise. If funds are available, this model can often provide an effective way to secure specialized information and training.

Purposes and Initiators of Training

1. To provide assistance and support to individual staff members in performing their roles.
   a. requested by director of program
   b. requested by staff members themselves
   c. requested for program because of certain standards placed upon it by an external regulating agency
2. To provide assistance to staff members in their work with children who have special needs.
   a. as requested by director
   b. as requested by staff members
   c. as requested by regulating agency
   d. as requested by program's consultant who has identified a need for help
   e. as requested by program staff members in response to external standards that require the program to serve children with special needs
   f. as requested for program staff members by an outside agency that has placed a child with special needs in the program
3. To assist program staff members in individualizing their instruction (i.e., in planning an individual program for each child with special needs).

a. as requested by director

b. as requested by staff members

c. as requested by staff members in response to external standards that require the development of individual programs for children with special needs.

4. To enable program staff members to meet specific objectives of a particular model of education.

   a. requested by administrators of program (these people can be administrators at the funding source or local administrators)

   b. requested from within the program by anyone responsible for success of program curriculum

5. To provide the administrators of the program with an outside, objective perspective on classroom operation.

   a. requested by director of program

   b. requested by funding agency or by outside regulatory agency

6. To work with parents and community to facilitate their participation in the program.

   a. requested by director or by program staff members

   b. required by funding or regulatory agency

   c. requested by parents and community members themselves

Approaches to Training

1. When objective is to provide assistance and support to individual staff members in performances of their roles.

   a. Advisor/consultant may hold individual teacher conferences.

   b. Advisor/consultant may conduct a workshop or series of workshops to demonstrate a curriculum and its prescribed classroom materials and techniques.

c. Advisor/consultant may lead open-ended group discussions to assess staff needs, strengths/weaknesses, attitudes, etc.

d. Advisor/consultant may assist staff members in selecting and arranging materials for their classrooms.

e. Advisor/consultant may demonstrate or model materials and techniques by working in a classroom with the children.

f. Advisor/consultant may use videotapes of teacher.

2. When purpose is to assist staff members in their work with special needs children.

a. Conferences are held with individual teachers to help each teacher decide on methods to use with a specific child in his/her classroom; conferences could be held with one consultant and teacher or with an interdisciplinary team and teacher. These individual conferences may or may not be accompanied by direct observation in the teacher's classroom.

b. Training sessions are conducted for all staff members and possibly for parents, too, by one consultant or by an interdisciplinary team. These training sessions may or may not include introduction and demonstration of materials to use in the program with children with special needs.

c. Direct services may be provided by a consultant or a member of the consultant's staff to the child and/or the child's family. These services fill a training purpose by providing models for the teacher in her/his own classroom, showing the teacher specific techniques to use with a child.

3. When purpose is to assist programs in developing individualized instruction for children with special needs.

a. Training sessions are conducted by a consultant or an interdisciplinary team to help staff members identify competencies to be achieved by the children, methods for assessing a child's current level of functioning, and methods for teaching the competencies.

b. Consultant/consultants bring to the program published statements of competencies appropriate for the program's children with special needs, suggest written material describing methods for teaching competencies, and demonstrates their usage. An additional objective of this training could be to teach staff members how to select future materials on their own.

4. When objective is to help program staff members meet external objectives of a particular model of education.

   a. Advisor/consultant may hold individual teacher conferences.

   b. Advisor/consultant may conduct workshops describing a particular curriculum and demonstrate its prescribed materials and techniques.

5. When objective is to provide an outside, objective perspective of classroom operation.

   a. Advisor/consultant may observe in classroom.

   b. Advisor/consultant may meet with staff members and/or parents to discuss their goals and methods in order to relay this information to program administrators.

   c. Advisor/consultant may meet directly with person requesting services to discuss observations.

   d. Advisor/consultant may submit a written report to person requesting services.

6. When objective is to work with parents and community members.

   a. Advisor/consultant may conduct workshops, meetings, or conferences for parents (or parents and staff members) to discuss program goals and methods and program management.

   b. Advisor/consultant may develop staff members' knowledge of community through field trips, introduction to key community figures, meetings, workshops, and home visits.

For Whom Is Training Best Suited

1. Individual staff members who need to upgrade their skills in areas related to curriculum and class management techniques.

2. Classroom staff members who need to integrate children with special needs into regular classrooms.

3. Administrators charged with implementing new curricula in their programs.

4. Administrators who desire an outside objective perspective on their program, particularly administrators not trained as classroom teachers.

5. Boards of directors or other regulating agencies wishing a professional opinion on program operation.

6. Parents who desire to know more about the educational program in which their children are enrolled, and other community participants.

Strengths and Weaknesses

1. The hiring of outside advisor/consultants is expensive and may cause some antagonism on the part of staff members. But assuming that the consultation is of good quality, this type of in-service-training is an efficient way of securing specialized knowledge and objective observations on current program functioning (particularly valuable when the program is instituting changes).

2. Consultants who are "experts" possess much information and many skills, but may have difficulty communicating with staff members.

3. Consultants often are professionals who have great skill and experience in working directly with children with special needs but may have difficulty modeling for and teaching others how to work with children.

4. Consultants are sources of specialized techniques and materials, but as they are often accustomed to working in special small groups with specialized facilities, they may have difficulty coming up with techniques and materials that can be used in a regular classroom.

5. Advisor/consultants can o ten work with teachers on a one-to one basis, thereby meeting very specific needs. Often, however, the advisor/consultant msut rely on someone else to identify these needs or to make an initial perception of needs.

6. Because the advisor/consultant often serves as a liaison between an administrator not trained as a classroom teacher and a group of teachers, it may at times be difficult to know for whom the advisor/consultant is working.

7. Since the advisor/consultant is an outsider, he/she may be able to work with the staff members without being perceived as an evaluator; if this nonevaluative role is not established, the advisor/consultant may function at a disadvantage.

III. Inside Trainer Model

The inside trainer model consists of training carried out by program staff members themselves. This model offers the most efficient (and potentially the most effective) type of training because of its intimate and ongoing relationship to the program.

Purposes and Initiators of Training

1. To improve the skills of the classroom teaching staff members and to add new skills.
   a. requested by in-service staff members (supervisors or specialists)
   b. requested by classroom staff members
   c. requested by program director
   d. requested by outside organizations interested in implementing career ladders
2. To develop skills required for new roles of parents in relation to their children's educational program.
   a. requested by director
   b. requested by staff members
   c. requested by parents
   d. requested by board or persons with overall program responsibility

Approaches to Training

1. When objective is to improve the present skills of classroom staff members and to add new skills.

   a. In-service staff members are available to classroom staff members. In-service staff can include supervisory staff or specialists in art, music, movement, dramatics, design, language, child development, etc. The classroom staff members can be accountable to the in-service staff members through an arrangement such as a written contract in which the teacher agrees to use the information she's received in a demonstrable way with the children.

   b. Resource center and center personnel are available to staff members and provide written and audio-visual training materials, materials to use with children (toys, recycled materials, instructional materials) and a shop for making materials.

   c. Demonstration class can be visited by staff members and provides training in new instructional procedures and materials.

   d. Staff meetings and individual conferences are provided for training of staff members by supervisors and training of staff members or supervisors by director.

   e. Workshops, seminars, courses, usually in specific skill areas, are provided to enhance present skills or add new skills, either through one workshop meeting (usually focused on a concrete, specific skill) or through a series of course or seminar meetings (usually focused on more abstract theoretical skills which can improve teaching performance).

2. When objective is to develop new skills required for new roles of parents in relation to their children's educational program.

   a. Resource center and center personnel are available to parents and provide a variety of written and audio-visual materials instructing parents in home activities that will relate to school activities.

b. In-service staff is available to parents to provide them with special skills to use at home that again will complement what's done in school.

c. Parent meetings held with the director and teaching staff members are aimed at developing parents' knowledge and skills related to the program and its administration. In addition, staff members learn about the parents, their goals and child-rearing practices.

For Whom Is Training Best Suited

1. Classroom staff members, to improve their own teaching or add new skills enabling them to move up a career ladder.

2. Parents, to develop skills required for their new roles as participants in parent involvement programs.

Strengths and Weaknesses

1. In-service resources are available without waiting, without having to plan and expend great effort. This ease and immediacy of availability makes it far more likely that in-service resources will actually be used frequently and effectively. However, too much emphasis may be placed on training of individual staff members and too little on the effect of this training on the program for the children. In addition, the emphasis on training may take away from teaching staff members' energy and time. Teacher's and parent's schedules may not be flexible enough for them to take advantage of all the training that's offered.

2. In-service accountability is possible when the in-service program is part of the overall program. The program director can require that if in-service support is provided, the staff members must actually use what they've learned in their work with the children. However, although immediate accountability might be possible, long-term evaluation of the overall effect on teaching performances and the educational program may not exist, since the training is an already accepted part of the program and does not have to justify its presence in terms of actual results.

3. When in-service is part of the program, training can be spread to all parts of the program as needed, and resources can be shared in an equitable fashion. However, in-service staff

members are usually on a higher level within the program hierarchy than teaching staff members, so there is the danger that in-service need will be determined from "on high" and not enough self-determination of needs by teaching staff members will occur.

4. There is a common commitment on the part of in-service and teaching staff members to the program's goals, priorities, and value system, and a common understanding of the organizational structure. This commitment enables in-service staff members to immediately and realisitically face the training tasks. However, the system may become too closed to new ideas from outside the program when all resources are available within the program.

5. Individual teachers are much less isolated, since in-service staff members are available during teaching time and can move from classroom to classroom. Also, with the help of in-service staff members, ideas of individual teachers can be easily shared with others.

Summary of Training Models

Table 1 summarizes the various purposes of training identified above and indicates which training model meets which purposes. Table 2 summarizes the central characteristics of all the models and identifies which training model possesses which characteristics.

These characteristics include practical considerations, factors having to do with the training process, and attributes of the training agent. There are a variety of reasons why these characteristics are of central importance.

TABLE I

PURPOSES OF EACH TRAINING MODEL

Training Model	Purposes of Training						
	Assist Staff by Improving or Adding Skills	Provide Director With Objective Perspective	Enable Program to Meet Specific Objectives	Achieve Behavioral Competency Orientation	Assist Staff With Special Needs Children	Assist Program in Individualization for Special Needs Children	Facilitate Parent/ Community Participation in Program
Materials			+	+			
Advisor/ Consultant	+	+	+		+	+	
Inside Trainer	+						

Note: +indicates the training model meets that purpose of training.

TABLE 2

CHARACTERISTICS OF EACH TRAINING MODEL

Training Model	Characteristics									
	Low Cost	Built-in Account-ability	Measur-able Results	Easily Usable	Immedi-ately Avail-able	Conti-nuity	Objec-tivity of Trainer	Special-ized Knowledge of Trainer	Trainer's Immediate Understand-ing of Staff and Program Needs	Trainer's Ability to Com-unicate
Materials	+		+	—	+					
Advisor/ Consultant	—	—				—	+	+	—	
Inside Trainer	—	+		+	+	+	—		+	+

Note: + indicates that characteristic is a major strength of the training model.

— indicates that characteristic is a major weakness of the training model.

Practical Characteristics

The practical characteristics are cost of training, accoutability, and measurability of results. The cost of training is of extreme practical importance, particularly to day care programs in which there is a great need for training but minimal funding. Whether or not accountability is built into the training deserves consideration, because without accountability there is no external requirement that the training actually have an effect. A related concern is whether these effects or results of training can be measured in an objective fashion so that there is knowledge of whether the training has been effective or not.

Characteristics of the Training Process

Characteristics having to do with the training process itself are also important, namely, the usability, availability, and continuity of training. Whether the training is usable or not is a basic consideration and one that is often overlooked. A variety of factors enter into the usability issue which may be summarized by calling it the issue of the match between the characteristics of the training process (such as clarity of writing or personal support) and the characteristics of the program staff (such as available time, effort, or expertise). The other aspects of the training process--availability and continuity--are obvious but nevertheless critical. If training is

not immediately available when needed, much of its effect is lost; similarly, if training is on a one-shot rather than a continuous basis, it is relatively ineffective.

Characteristics of the Training Agent

Some essential characteristics of the training agent are objectivity, specialized knowledge, understanding of staff and program needs, and ability to communicate with staff. Objectivity and specialized knowledge are required in order to provide a broader knowledge base for viewing problems than is already available within a program. The ability to grasp quickly and accurately the needs of staff and program is an essential requirement for an effective trainer, but must be combined with the critical capacity to communicate in such a way as to challenge and interest a wide variety of staff members in the difficult process of change.

Examples of Approaches to Training Used in Each Model

The in-service training literature was reviewed for good examples of the major approaches to training used in each model. The aim was to find concrete illustrations of the use of these training approaches in early childhood education programs. Table 3 presents examples of the major approaches to training used in each model.

TABLE 3

EXAMPLES OF APPROACHES TO TRAINING

Approaches to Training	Training Models Using This Approach to Training	Examples of Approaches to Training
Self-instructional Materials	Materials	Becker (1971); Boehm (1971); The child development associate competencies; Croft & Hess (1975); A guide for managers of child day care agencies (1969); Knezevich (1973); The language training curriculum (1970); Lavatelli (1971); Lillie; Nedler; Parker (1971); The Portage guide to early education (1973); Robison & Schwartz (1972); Weikart et al. (1971); Winkelstein et al. (1974); Wisconsin prereading skills program
	Advisor/ Consultant	Regional instructional center for handicapped children (1973); Warner (1973)
Advisor Role, Consultant Role	Advisor/ Consultant	Armington (1972); Kiester (1969)
In-service Staff within Program	Inside Trainer	Arnote (1969); Katz (1972)
Direct Services to Child or Family	Advisor/ Consultant	Heath & Hardesty (1974); Nirk & Rubovits (in press)
Workshops, Courses, Seminars	Advisor/ Consultant	Alexander (1970); Rathbone (1971); Farley (1971)
	Inside Trainer	Baker et al. (1971)
Staff Meetings, Conferences	Advisor/ Consultant	Fabian (1972); Leach (1972); Shrier & Lorman (1973)
	Inside Trainer	Kyte (1952)

(continued on next page)

TABLE 3 (continued)

Approaches to Training	Training Models Using This Approach to Training	Examples of Approaches to Training
Observations of Staff (observational scales, videotaping)	Advisor/ Consultant	Amidon & Flanders (1963); Rafael & Marinoff (1973)
Demonstration of Classroom Techniques	Advisor/ Consultant	Hawkins (1969)
Demonstration Program	Advisor/ Consultant	Easter Seal Treatment Center (1972)
	Inside Trainer	Bailey (1971)
Resource Center (for staff, parents)	Inside Trainer	Descriptive case studies of nine elementary school media centers in three inner cities (1969); Nimnicht (1970)
Parent/Community Involvement, Meetings, Conferences, Home Visits	Advisor/ Consultant	Crocker (1964); Moore & McKinley (1972)
	Inside Trainer	Auerbach (1971); Klaus & Gray (1968)

Note: Further information on these examples is provided in the annotated reference list.

THE MATCH BETWEEN IN-SERVICE TRAINING MODELS AND EARLY CHILDHOOD EDUCATION PROGRAMS

On the basis of the descriptions of the three training models, some recommendations regarding the best use of each model can be made. However, these recommendations can only serve as a guide to the selection of a specific training model since the final selection cannot be made without consideration of the particular nature of the training needs. Each model has certain characteristics that make it especially suitable for use by programs at a particular stage of development. The model (or models) recommended for use at each stage of program development is presented in Table 4.

The Materials Model

Although the training purposes met by the materials model cover a range of program needs, the specific characteristics of the model make it most appropriate to the highest level of program development. First, the purpose of assisting staff members to develop skills will be considered. The development of skills is a central need of programs in their initial adjustment stage. Nevertheless, the materials model is unsuitable for use in this stage of development. Packaged training materials often appear to be difficult or time consuming, requiring a high level of motivation from staff members. In addition, these training materials must be implemented solely by

TABLE 4

MATCH BETWEEN IN-SERVICE TRAINING MODELS AND EARLY CHILDHOOD EDUCATION PROGRAMS

Training Model	Stage of Program Development		
	Initial Adjustment	Operational	Established Functional
Materials			+
Advisor/Consultant	+	+	+
Inside Trainer	+		

Note: + indicates the stage of program development recommended to use each training model.

staff members, requiring that the "inside implementer" be very familiar with the training package and take responsibility for its correct and complete use. Staff members in the throes of day-to-day crises may have neither the motivation nor the time to use training packages. Even at the operational stage in a program's development, the independent effort required is often too much for most staff members. It is at the established functional stage that staff members are likely to be free and flexible enough to conceptualize and define their own training needs and then add the appropriate new skills to their teaching repertoire through the independent use of trianing packages.

Similar considerations apply to the other two training purposes met by this model: enabling programs to meet specific objectives (a central internal need for programs at the operational stage), and achieving a behavioral competency orientation (often desired by programs at the established functional stage). Once again the characteristics of the materials model are such that only at the established functional stage can this model be used effectively to meet these training purposes. It seems likely that packages would prove invaluable to a director responsible for seeing that the program meets specific objectives or facing the task of identifying competencies and planning ways of achieving these competencies. However, such a director must be free from daily operational responsibilities, at least to the extent that the program can run smoothly on its own much of the

time, if she/he is to handle these new responsibilities entirely through the use of training packages. This is not the state of affairs in programs until functional independence is achieved, at which time the focus can be shifted to higher level goals such as using new curriculum models or looking at teacher and child competencies.

In sum, the independence, motivation, and conceptualization of their own problems required by program staff members in order to use the materials model will ordinarily be found only in programs at the highest level of development. Therefore, even though the purposes met by this model cover the internal needs of programs at all three levels of development, it is recommended that this model be used at the established functional level. This does not mean the three purposes met by this model cannot be achieved by programs in an earlier stage of development (some program needs must be met earlier if a program is to survive); it does mean a different kind of training is required to do the job.

The Advisor/Consultant Model

The advisor/consultant model can be used to meet a large number of training needs. This type of training can be used effectively by programs at any stage of development, assuming certain flexibility on the part of the advisor/consultant. A somewhat different orientation toward training and somewhat different training techniques are needed

depending on the developmental level of the program.

Considerable flexibility is required of advisor/consultants who work in programs during the initial adjustment stage because they cannot rely on the program administrators to identify and agree upon specific training needs. Program concerns and deficits during this stage are often very broad; areas of major concern can change from day to day, requiring that the advisor/consultant be able to identify the immediate need and adapt the training accordingly, sometimes on the spot. If the advisor/consultant is not able to do this, the advisor/consultant may wind up placing expectations and making demands that can't be met. A perceptive, flexible advisor/consultant can be invaluable to a beginning level program, providing the staff with support (and sometimes a shoulder to cry on) and giving the director an objective view of classroom operations. Advisor/consultants are expensive and need to maintain frequent and ongoing contact--an impossible luxury for many programs.

The advisor/consultant can usually rely on operational stage programs to identify training needs for them. Frequently, such programs use advisor/consultants to help them clarify goals and procedures or to help them solve a particular problem. The advisor/consultant model is an efficient way to deal with short-term problems, as just the right kind of expertise can be secured, used for as long a as needed, and then discontinued once the problem is solved.

Advisor/consultants find established functional stage programs the easiest

in which to work and the most challenging because they can assume a strong foundation. At this stage, "one-shot" training through workshops or demonstrations can give staff basic knowledge and leave it to them to develop and apply ideas to their own classrooms. In fact, less in-depth training may be advantageous here as staff members should have their own individual styles developed and by this stage may prefer to make their own adaptations. Staff members at this stage are often looking for new curricula or new programs to implement, feeling they need an infusion of such ideas and challenges. Advisor/consultants who are true experts can meet this enthusiasm and give valuable input to even the most advanced program.

The Inside Trainer Model

The inside trainer model is most suitable when a program is in the initial adjustment stage of development. This model can fill a major need of programs at this stage, namely, for assistance in the everyday tasks of classroom teaching and management. At this beginning stage, programs need highly personalized, very supportive training that meets program and staff needs which cannot yet be identified internally by staff members. Only an internal trainer can perform this type of training, i.e., identify internal needs, work on each staff members own unmet needs, provide continuous support, and tailor the training to staff members and the program. The inside trainer model can provide this type of training, since trainers can

observe staff members, identify the teaching needs, demonstrate techniques, and be immediately and consistently available whenever needed. This model is not recommended for use after this stage, however, because it is costly and time-consuming and may stifle the staff members independent operation of the program and search for appropriate goals and procedures to implement these goals. Although staff members still need to improve their skills after the initial stage, the needs are less extreme and less immediate; staff members are more able to identify the specific needs on their own and to secure outside training.

Another purpose met by this model is the facilitation of parent participation in the program. Programs at the initial stage are so involved with problems of internal operation that it is extremely difficult to focus on parent participation. They also are not yet clear enough on program goals and procedures to be able to communicate these to parents. An inside trainer can provide this type of interpretation to parents. This is a critical function right from the start of a new program, since parent and community support are often essential for program survival. The inside trainer can provide the basis necessary for parents to take an active and more objective role in determining program direction and function and for parents and staff members to work together on their own at the next stages of development.

Thus, in-house trainers are necessary, though expensive, in order

to involve parents in the program and to provide the objectivity and support needed by staff members at the initial adjustment stage. In-house trainers are familiar with the program's needs, strengths, and weaknesses. They can provide immediate and ongoing training, and can be accountable for the learning of new skills and techniques. They can work in a non-threatening way to help parents when needed and to gain parental support and involvement in the program.

CONCLUSION

In this paper we have begun the task of systematizing a description of in-service training models and have emphasized the importance of finding a match between program characteristics and in-service training models. Information has been provided about the various kinds of in-service models that can be used to meet the training needs of early childhood education programs. In selecting training models for early childhood programs, it has been suggested that: (1) the level of program development be identified (as the initial adjustment stage, the operational stage, or the established functional stage), and (2) the training model or models recommended for use at this stage be studied. If more than one model is appropriate at the program's stage of development, then the model can be selected which best meets the particular training needs of the program. Early childhood education can use this process to make wise selections among the different kinds of training available to meet their own in-service needs.

Though intended specifically for early childhood educators, this paper has implications for the systematization of in-service training in many professions in which the matching concept can be employed.

ANNOTATED REFERENCES

I. Materials Model

Becker, W. C. Parents are teachers: A child management program. Champaign, Ill.: Research Press, 1971.

This book provides an easy to read, uncomplicated means of learning behavior management techniques which can be used to relate more effectively to children by preschool teachers or teacher aides as well as by parents.

Boehm, A. E. Boehm test of basic concepts. New York: The Psychological Corporation, 1971.

This test is a norm-referenced test for kindergarten children which defines and measures children's competencies in relation to a set of positional, size, numerical, and time concepts.

The Child Development Associate competencies. A pamphlet in The Child Development Associate Training Information Series Number 1, U. S. Department of Health, Education, and Welfare, Office of Human Development, Office of Child Development, Washington, D. C.

This list of general competencies was developed by a task force of child development specialists and includes the skills required to perform the proposed CDA role effectively, i.e., the role of taking charge of a group of young children in a child development program.

Croft, D. J., & Hess, R. D. An activities handbook for teachers of young children. (2nd ed.) Boston: Houghton Mifflin Company, 1975.

This handbook presents a clear, concise description of classroom activities and materials in a variety of curriculum areas including language, science, the arts, pre-math, and cooking.

A guide for managers of child day care agencies. ERIC Document Reproduction Service No. ED 046 486. Migrant Opportunity Program, Phoenix, Arizona, May 1969.

This guide presents a comprehensive statement of how to accomplish broad-scale management objectives covering the following areas of day care administration: operating the center (staff, purchasing, efficiency); obtaining public support for the program; complying with regulations and keeping records; and training center staff.

Knezevich, S. J. Management by objectives and results--A guidebook for today's school executive. Arlington, Va.: American Association of School Administrators, 1973.

This guidebook presents a clearly stated, brief how-to-do-it approach to educational administration in which results as well as objectives are stressed.

The language training curriculum. Ypsilanti Preschool Curriculum Demonstration Project, David P. Weikart, Project Director. Ypsilanti, Mich.: High-Scope Educational Research Foundation, May 1970.

This curriculum includes a description of the language, reading, and mathematics skills (competencies) necessary for kindergarten.

Lavatelli, C. S. Teacher's guide to accompany early childhood curriculum--A Piaget program. Cambridge, Mass.: American Science and Engineering, 1971.

This teacher's manual provides helpful suggestions for a variety of ways of using the accompanying Piaget-based materials.

Lillie, D. L. Carolina developmental profile. Chapel Hill, N. C.: University of North Carolina.

This test is a criterion-referenced checklist designed to assist the teacher in establishing long-range objectives (competency statements) for children in the following areas of development: fine motor, gross motor, visual perception, reasoning, receptive and expressive language.

Nedler, S. Measuring teacher expectations. Austin, Texas: Early Childhood Education Program, Southwest Educational Development Laboratory.

This description includes sample lessons and a rating scale designed to improve the teaching and classroom management skills of teachers of young children.

Parker, R. K. Child development/day care resources project. Final Report. ERIC Document Reproduction Service: ED 058 966. U. S. Department of Health, Education and Welfare, Office of Child Development, Washington, D. C., 1971.

This project was intended to help achieve objectives in every area of day care through the development of a wide range of materials such as training handbooks and descriptions of model programs.

The Portage guide to early education. Portage, Wisc.: Cooperative Educational Service, 1973.

The Portage materials include a card file of developmentally sequenced activities and a behavioral checklist to determine achievement of specific objectives in the follow developmental areas: cognitive, self-help, motor, language, and socialization.

Robison, H. F., & Schwartz, S. L. Learning at an early age. Vol. 2. A curriculum for young children. New York: Meredith, 1972.

This curriculum guide describes the implementation of a comprehensive prekindergarten and kindergarten curriculum including carefully sequenced activities designed to achieve specific objectives in the following areas: cognitive skills, music, language, mathematics, science, sociology, geography, and economics.

Weikart, D. P., Rogers, L., Adcock, C., & McClelland, D. The cognitively oriented curriculum. A framework for preschool teachers. (An ERIC/ECE-NAEYC publication) Urbana, Ill.: University of Illinois, 1971.

A comprehensive description is provided of this cognitive-developmental program model including the theoretical base, goals, teaching role, curriculum activities, and parent program.

Winkelstein, E., Shapiro, B. J., Tucker, D. G., & Shapiro, P. P. Early childhood educational objectives for normal and retarded children. Mental Retardation, 1974, 12, 41-45.

This article presents several sample sequences of behavioral objectives for preschoolers in both cognitive and affective areas and describes how a teacher can construct these sequences of behavioral objectives.

Wisconsin prereading skills program. 425 N. Michigan Avenue, Chicago, Ill.: Encyclopaedia Britannica Educational Corporation.

This is a competency-based prereading program for kindergarten children with specific statements of skills, objectives, instructional procedures, and assessment techniques.

II. Advisor/Consultant Model

Alexander, D. Report on the summer workshop. Elementary Science Study Newsletter, 1970, 20, Education Development Center, Newton, Mass.

Description of a "provocative" rather than an "instructive" science workshop in which the participants determined the scheduling and organization with guidance from the advisory staff.

Amidon, E. J., & Flanders, N. A. The role of the teacher in the classroom: A manual for understanding and improving teachers' classroom behavior. Minneapolis: Paul S. Amidon, 1963.

One of the many rating scales available providing a means by which an outside observer can go into a classroom to observe teacher-pupil interaction.

Armington, D. A plan for continuing growth. In E. Nyquist & G. R. Hawes (Eds.), Open education. New York: Bantam Books, 1972. Pp. 63-72.

Describes the role of advisors as "facilitators of change."

Crocker, E. C. Depth consultation with parents. Young Children, 1964, 20, 91-99.

Although this article is addressed to teachers, it analyzes the consultation process and describes the use of outside consultants to help with certain aspects of conferencing with parents.

Easter Seal Treatment Center of Montgomery County. Early education of the language-learning handicapped child. Rockville, Md.: Easter Seal Treatment Center of Montgomery County, 1972.

This is a 21-page report of a demonstration program for language handicapped kindergarten children which also describes both the education program for parents and the in-service training courses this program provides nursery school teachers.

Fabian, A. E. The disturbed child in the ghetto day care center: The role of the psychiatric consultant. Journal of American Academy of Child Psychiatry, 1972, 11, 467-491.

This paper describes a consultant's role in primary prevention and crisis intervention mainly as that of a trainer for the day care staff to help them work as therapeutic agents with emotionally disturbed preschool children.

Farley, C. Mental health consultation with a Head Start center. Journal of American Academy of Child Psychiatry, 1971, 10, 555-572.

This paper describes the problems and processes used by a psychiatrist in providing training and support to both professionals and paraprofessionals within a Head Start Program.

Hawkins, F. Logic of action. Boulder, Colo.: University of Colorado, 1969.

A dynamic and readable account of how advisors worked with young children to demonstrate to teachers how to provide "variety and enrichment" in a classroom.

Heath, G. A., & Hardesty, V. A. Mental health services to a day care system. American Journal of Pyschiatry, 1974, 131, 323-326.

This short article describes the development by a day care system of a treatment program for their special needs children that provided direct services in addition to consultation to the centers when children returned to them.

Kiester, D. J. Consultation in day care. Chapel Hill, N. C.: University of North Carolina, 1969.

A discussion of the principles of consultation and their application to day care.

Leach, L. B. Interdisciplinary team consultation in day care. Hartford, Conn.: Community Council of Capitol Region, 1972.

This 69-page booklet describes the services provided two day care centers by a team of a child psychiatrist, a mental health consultant, a nurse, a social worker, and a pediatrician. These services consisted of regular staff conferences and occasional observation of individual children.

Moore, E., & McKinley, M. Parent involvement/control in child development programs. In D. N. McFadden (Ed.), Early childhood development programs and services: Planning for action. Washington, D. C.: National Association for the Education of Young Children, 1972. Pp. 77-83.

This article examines the advantages of community control and presents a rationale for the selection of program consultants/advisors by parent-controlled boards so that they will reflect community values and life styles.

Nirk, G., & Rubovits, P. C. Treatment of pre-school children in regular classroom settings. Journal of American Academy of Child Psychiatry, in press.

This paper describes a relatively inexpensive program in which paraprofessionals are trained to provide direct services to developmentally delayed preschool children and also provides consultation to the center by a team of professionals including a psychiatrist, psychologist, and social worker.

Rafael, B., & Marinoff, S. L. Using videotape for teacher training. Young Children, 1973, 28, 217-219.

A short article describing how tapes were used to train teachers of handicapped children and giving the implications of this method for teacher training in general.

Rathbone, C. H. On preparing the teacher: A lesson from Loughborough. In C. H. Rathbone (Ed.), Open education. New York: Citation Press, 1971. Pp. 155-167.

A detailed description of an intense week-long in-service course given yearly in England for teachers by an Advisory (i.e., a group of advisors).

Regional Instructional Materials Center for Handicapped Children. Early childhood education info-pak 3: Selected readings. East Lansing, Mich.: Michigan State University, 1973.

This is a short packet containing five readings related to working with handicappped children in regular preschool programs. Training programs for staff are described using primarily a behavior modification approach to help teachers devise individualized methods for eliminating inappropriate behavior.

Shrier, D. K., & Lorman, S. Psychiatric consultation at a day care center. American Journal of Orthopsychiatry, 1973, 43, 394-400.

This paper describes the use of a child psychiatrist by a day care nursery to help them in staff conferences to identify problems and plan treatment.

Warner, D. Exemplary Programs for the Handicapped. Vol. 3. Early childhood education. Cambridge, Mass.: Abt Associates, 1973.

This describes eight programs that are designed to help teachers work with special needs children primarily through the production of special materials for use by early childhood programs.

III. Inside Trainer Model

Arnote, T. E. Learning and teaching in a center for the care of infants and toddlers. A descriptive review of experience with staff development. ERIC Document Reproduction Service: ED 059 356. Greensboro, N.C.: North Carolina University, 1969.

Good examples are given of the in-service training of staff through observation, consultation, conferences, and self-evaluation.

Auerbach, A. B., & Roche, S. Creating a preschool center: Parent development in an integrated neighborhood project. New York: John Wiley & Sons, 1971.

Phases of parent development through involvement and training in all center activities are described and also the training of staff to work with parents through staff meetings, seminars, and practice in group techniques.

Bailey, S. K. Teachers' centers: A British first. Phi Delta Kappan, 1971, 53, 146-149.

The British center is described as similar to the American demonstration program since one of the approaches to training is the demonstration of new educational practices; but it is different from most American training since it is designed by teachers themselves with the intent of upgrading their own performance through the use of a variety of approaches to training.

Baker, W. E., Leitman, A., Page, F., Sharkey, A., & Suhd, M. The creative environment workshop. Young Children, 1971, 26, 219-223.

How to set up a materials development workshop is described including a consideration of staffing, materials, and participants.

Descriptive case studies of nine elementary school media centers in three inner cities. U.S. Department of Health, Education and Welfare, Office of Education, Washington, D. C., 1969.

Recommendations are made for staffing, materials, and funding of media centers based on these nine descriptive and evaluative case studies.

Katz, L. G. Developmental stages of preschool teachers. Elementary School Journal, 1972, 73, 50-54.

The in-service training needs of teachers at different stages of professional development are described and training approaches for meeting these needs are suggested including training done through in-service staff, discussion with colleagues, demonstration centers and teacher centers, conferences and seminars.

Klaus, R. A., & Gray, S. W. The early training project for disadvantaged children: A report after five years. Monographs of the Society for Research in Child Development, 1968, 33, (4, Serial No. 120).

A ten-week summer program is described in which teachers visit homes bringing a parent-child involvement plan which includes observation, evaluation, and the development of resource materials for the home. (See particularly pages 19-25.)

Kyte, G. C. The principal at work. Boston: Ginn and Co., 1952.

The planning, execution, and content of conferences and teachers' meetings are discussed as well as the constructive use of supervisory and demonstration techniques in relation to teachers working with children at any age level. (See particularly pages 255-304.)

Nimnicht, G. A progress report on the parent-child course and toy library. ERIC Document Reproduction Service: ED 045 206. Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1970.

A weekly session at the toy library is described in which toys and games are lent to parents to use with their children at home and instructions and demonstrations are given indicating the use of the toys to enhance children's learning.

Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 16 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, teacher education, language and linguistics), are located at universities and institutions throughout the United States.

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