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ABSTRACT

This book summarizes activities and results of a middle childhood education workshop held for the improvement of staff skills, knowledge, attitudes, and experience. The components of a plan for training middle childhood educators are presented in the logical order of program development: (1) development of educational policy; (2) needs assessment for a training program; (3) writing of program objectives; (4) identification of resources; (5) evaluation of a training program; and (6) outlining a training program. (CJ)

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Designing County Continuing Education Training Programs For Middle Childhood Educators

West Virginia Department of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DESIGNING COUNTY CONTINUING EDUCATION TRAINING PROGRAMS FOR MIDDLE CHILDHOOD EDUCATORS

Prepared by

THE DIVISION OF PROFESSIONAL DEVELOPMENT SYSTEMS

Roy Truby
State Superintendent of Schools

WEST VIRGINIA DEPARTMENT OF EDUCATION

Charleston, West Virginia 25305

June 1980

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FOREWORD

Middle childhood education and a statewide systematic program of continuing education are two current educational emphases in West Virginia. Within the larger context of enhancing the skills, knowledge, and attitudes of all educational personnel, county school systems are trying to meet the needs of pupils ages 10-14, also. The statewide continuing education program was designed as a vehicle for delivering training to satisfy immediate needs--middle childhood education is an example of such a need.

In order to establish the credibility of the statewide continuing education program as a viable means for addressing immediate needs in county school systems, the West Virginia Department of Education requested funds from the National Council of States on Inservice Education to conduct a middle childhood education workshop. The purpose of the workshop was to show county continuing education councils how to design continuing education training programs for persons assigned to middle childhood settings. By using a concrete example of a common county concern (middle childhood education), the Department staff hoped county school systems would successfully address one concern and generalize from the experience to skillfully design training programs to meet other needs of pupils and educational personnel.

This booklet is one outcome of the workshop. It is evidence of the usefulness of the financial support of the National Council of States on Inservice Education for county school systems now have a written guide

to turn to for assistance in developing and implementing training programs for their middle childhood educators.

The Department is grateful to the Council, the staff from institutions of higher education, and the workshop participants who made the workshop worthwhile.

Phil E. Suiter
Assistant State Superintendent
Bureau of Learning Systems

WORKSHOP PRESENTERS AND FACILITATORS

The workshop was designed and implemented by individuals from institutions of higher education and the West Virginia Department of Education. The individuals who made presentations and/or facilitated the workshop sessions are listed below.

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DESIGNING COUNTY CONTINUING EDUCATION PROGRAMS FOR MIDDLE CHILDHOOD EDUCATORS A WORKSHOP

PURPOSE

This publication is intended to do two things. First, it is a synthesis of the activities that occurred at the middle childhood education workshop held at Jackson's Mill on September 27-28, 1979. Second, it is a reference for any individual who wishes information about how to develop a county continuing education program for middle childhood educators.

The workshop was held in response to a need of county school systems for assistance in meeting staffing problems in middle childhood education. A number of school systems, in moving to institutionalize the middle childhood education concept, discovered that existing certification patterns and existing staff skills, knowledge, attitudes, and experience were inadequate to meet the needs of pupils ages 10-14. The statewide continuing education program was identified as a mechanism for delivering the training needed to upgrade the skills of educators to meet the needs of 10-14 year olds. Since the continuing education program is in its infancy, county continuing education councils were unsure how to procede with the development of training programs. The workshop was conceived to give participants the expertise to develop middle childhood training programs to be offered as part of a county continuing education program.

With regard to the second purpose, this booklet is not intended as a definitive resource with regard to middle childhood education. Rather, it is a general guide to the process of designing a county continuing education program for middle childhood educators. As a result of

reading through the booklet, you should be able to detail a county continuing education plan for middle childhood education sufficiently for its submittal to the West Virginia Department of Education for approval.

The sections of this reference parallel the sequence of the workshop which was developed and implemented cooperatively by the West Virginia Department of Education and faculty members from Marshall University, West Virginia College of Graduate Studies, and West Virginia University. The components of a county plan for training middle childhood educators are presented in the order most logical to the development of a plan.

SECTION A: INTRODUCTION TO MIDDLE CHILDHOOD EDUCATION

RATIONALE FOR MIDDLE CHILDHOOD EDUCATION

The rationale for middle childhood education includes the basic beliefs which form the foundation of middle childhood education programs in West Virginia. The identification of these beliefs is important because they clarify the differences between middle childhood education and early childhood and adolescent education. The rationale presents the core of ideas and components which must be translated into practice if the educational needs of middle childhood learners are to be met in county school systems throughout the state.

State's Rationale

A Programmatic Definition for Middle Childhood Education contains several belief statements that should be considered when developing training programs for middle childhood educators. Essentially, the statements relate to three areas: the learner, philosophy, and educational goals. Briefly summarized, the beliefs are:

1. Preadolescent pupils' educational growth can be facilitated by recognizing and building on their needs, interests, and abilities in the intellectual, the physical, the emotional, and the social-psychological areas.

2. School programs for preadolescents must be (a) designed to meet the special needs of a local pupil population, (b) a cooperative effort of all available professional and community resource personnel, and (c) treated as flexible programs which can be modified as major changes occur in society, selected study areas, and students.

3. Middle childhood education is a gradual and personalized process designed to help pupils increasingly extend competence in basic skills; develop self-understanding, self-knowledge, independence, and interdependence; and explore areas such as career education and enrichment studies in order to have a broad range of options for future personal growth.

The learner. Research indicates that the middle childhood period (ages 10 to 14) is characterized in the following ways:

1. A rapid change in physical growth, development, and maturation occurs. The results are restlessness, frequent movement, and the desire for constant physical activity.

2. The learner seeks an appropriate balance between dependence and independence. Emotional turmoil is caused by striving for independence while maintaining acceptance by peers and parents.

3. Self-analysis occurs as the learner seeks to redefine his/her role and identity as an individual. While moving from child to adult patterns of behavior, the learner experiments with behavior patterns which cause erratic responses during this formative stage of identity and value formation.

4. An unusual attentiveness to self-appearance is evidenced.

5. A great need for peer acceptance is shown.

The middle childhood education concept is intended to be a program which encourages the maximum intellectual, physical, and social-psychological growth of the learner. Growth in each of the three areas does not occur in isolation but in relation to the other two. Thus, middle childhood education creates an organizational and instructional

pattern that is based on data about growth and development in the preadolescent child and, is this way, responds to the intellectual, social-psychological, and physical needs of pupils, ages 10-14.

The philosophy. The philosophy of middle childhood education is derived from the increased rate of change that is occurring in the preadolescent learner. Since this increased rate occurs at the same time the preadolescent is expected to discard childhood behaviors and adopt those of adulthood, this growth period becomes unique. Thus, the educational environment should be sensitive to this uniqueness. The preadolescent learner should be valued for what he/she is: awkard and sometimes insecure, sensitive, self-conscious, restless, in need of exploratory opportunities (where appropriate), and frequently in need of opportunitites for trial and error..

Three basic assumptions are at the heart of the middle childhood education approach:

1. Preadolescents have special needs which identify them as a unique group within the K-12 learning continuum.

2. Transition from childhood to adolescence requires an educational environment with a focus on meeting these special needs.

3. Transition from early childhood education to adolescent education should be a gradual and personalized process.

In establishing a middle childhood program for pupils, the following components should be included:

1. Goals and objectives.

2. Instructional procedures and materials that are appropriate to the instructional objectives and to the preadolescent learner.

3. Evaluation methodologies.

4. A system which provides continuous information relative to program objectives and standards.

Educational goals. Because of the unique nature of this age group, the educational program should include the following goals which are ranked in order of priority:

1. Provide a developmental, comprehensive program in the basic skills of communication and mathematics through a variety of learning experiences.

2. Provide a program to help students achieve understanding and awareness of aesthetic, social, multi-cultural, scientific, health, and physical areas of knowledge.

3. Provide enrichment and advisory programs to assist learners in their quests for personal identity and self-expression and to prepare them to make appropriate educational, career, and recreational decisions in the future.

4. Provide experiences designed to develop attitudes and beliefs necessary for functioning as part of a democratic society.

5. Provide processes whereby learners receive multiple services designed to enable them to acquire and apply the skills and attitudes necessary to make a successful transition from the early childhood to the adolescent education setting as well as from childhood to adolescence and to develop positive self-concepts, self-discipline, and reliable judgment.

6. Provide experiences designed to develop skills in interpersonal relationships.

7. Provide personalized instruction which offers equal educational opportunities for all learners.

8. Provide specific programs needed by teachers to meet the needs of learners; and emphasize the goals, objectives, instructional processes, and evaluation procedures necessary for an effective middle childhood education setting.

9. Provide a variety of curricular activities, including intramurals, as instructional vehicles to widen and integrate pupils' social, emotional, and physical development.

County Rationale

In order to develop a rationale which is county-specific and uses existing knowledge of preadolescents, persons designing training programs for middle childhood educators may want to refer to A Comprehensive Middle School Bibliography, available through the West Virginia Department of Education, Bureau of Learning Systems, Division of Instructional Learning Systems, Charleston, West Virginia 25305.

Any middle childhood school program at the county level should have a written rationale statement which details the following components:

- Learner characteristics
- Philosophical beliefs
- Educational goals.

The rationale should be developed according to the following specifications:

1. Consult professional staff, educators, local community representatives, and student groups.

2. Consider information from local, state, and national research sources.

3. Give attention to the needs of special education learners.

4. Give attention to the uniqueness of children of middle childhood age in all program components.

5. Promote the integrated intellectual, physical, emotional, and social-psychological growth of learners.

The middle childhood goals should be articulated in terms of a consistent series of developmental concepts, attitudes, competencies, and learner outcomes.

CHARACTERISTICS OF MIDDLE CHILDHOOD LEARNERS

The characteristics of preadolescents are identified on page 4 as the basis for the middle childhood education rationale. They bear repeating because of the unique nature of pupils between the ages of 10 and 14. These characteristics are well documented in the literature.

- A rapid change in physical growth, development, and maturation occurs.
- The learner seeks an appropriate balance between dependence and independence.
- Self-analysis occurs as the learner seeks to redefine his role and identity as an individual.
- An unusual attentiveness to self-appearance is evidenced.
- A great need for peer acceptance is shown.

Because of the characteristics of preadolescents, persons who work with them as teachers, counselors, or administrators will be

more successful if they have certain traits. Some of the traits are discussed in the next section.

CHARACTERISTICS OF MIDDLE CHILDHOOD EDUCATORS

It takes a special kind of educator to work effectively with preadolescents. The middle childhood educator must possess both the warmth and understanding of the early childhood educator and the enthusiasm for knowledge of the adolescent educator. The educator must think well of himself, be flexible, and be open. But above all, middle childhood educators must be committed to the students with whom they work. Some characteristics of middle childhood educators are identified below.

1. Middle childhood educators must know the characteristics of the pupils they serve and the nature of the home and neighborhoods from which the pupils come.

2. Middle childhood educators must understand and accept themselves before they can do the same for the pupils in their classes.

3. Middle childhood educators must be skilled in individualizing instruction and large group teaching. They must be able to teach in a variety of ways which match the characteristics of the pupils in their classes.

4. Whatever the particular teaching strategy, middle childhood educators enjoy personal contact and involvement with pupils.

5. Middle childhood educators must be students of psychology and sociology and must be able to apply the knowledge of these areas in designing instruction for their classes.

6. Middle childhood educators must be able to use themselves as a tool: a tool to promote the maximum pupil growth. Often, the task of middle childhood educators is to precipitate their pupils into "just manageable difficulty."

THE MIDDLE CHILDHOOD EDUCATION SETTING

Any school with a primary focus on the education of pupils ages 10-14 is a middle childhood education setting regardless of the name of the school. Most of the time, schools bearing the name of "middle school" include some combination of grades 5 through 8. A middle childhood education setting provides a bridge between the early childhood education setting and the adolescent education setting.

The first real attempt to meet the needs of in between-agers was the junior high school. Near the beginning of this century, the junior high school was developed to bridge the gap between the elementary and the high school. Unfortunately, except for a very few successful schools, the junior high has never been able to escape the domination of the high school. All too often it became just that - A "junior" high school, a pale shadow of what would come later with hand-me-down buildings, hand-me-down books and hand-me-down educators. The middle childhood education concept is an attempt to pick up where the junior high school left off and to revive the intent of the junior high school movement with its clear focus on pupil needs.

A good middle childhood setting should be different from both the early childhood education and the adolescent education settings. It should help pupils to move in a smooth and continuous way from one to the other.

It should be a unique and transitional school program weaving together the most appropriate elements of both, while doing something special along the way.

What are the essential elements of a complete middle childhood education setting? What makes it different from the elementary school? What separates it from the high school? What are the things that the middle childhood setting attempts to do? The middle childhood education concept includes the notion that pupils ages 10-14 still need a strong relationship with one teacher, even though they are too old for the self-contained classroom. The middle childhood education setting permits the pupil to encounter many teachers while preserving a special home base. Every pupil has an advisor. Every teacher has a special group of pupils to care about.

In many instances, block scheduling is used in the middle childhood education setting. Unlike the six or seven period day found in most high schools, the block schedule is flexible, controlled primarily by a team of teachers, and tailored to a larger group of pupils served by the team.

The middle childhood education concept carries three curricular obligations: a) concern for everything which affects pupils growth; b) provide a committee to help pupils learn how to learn; and c) present a more sophisticated look at knowledge than pupils used to receive in the middle grades.

The interdisciplinary team is the foundation for all the other programs of the middle childhood education setting. Although there are several appropriate varieties, most often the interdisciplinary team is composed of four or more teachers who have from 80 to 180 pupils who

stay with these teachers for their basic academic program. This is fundamental: A group of teachers who share the same pupils. No middle childhood organization can be said to be complete without some form of interdisciplinary organization. Depending upon the amount of planning time avialable and the skills of the teachers involved, actual team teaching may occur, but not always. It's preferable, but not mandatory.

Multi-age grouping means that the traditional method of grouping by grades (5th grade, 6th grade and so on) may not be the preferred method of grouping middle childhood pupils.

Because of its emphasis on the whole child, a middle childhood educational program stresses physical development integrated with social and intellectual growth. Intramural sports are used for a variety of purposes beyond the traditional competitiveness of interscholastic athletic activities. The lifelong rewards of physical fitness and the joy inherent in physical activities are stressed.

Middle childhood education settings, like all good schools, attempt to personalize education. There are many ways to do this while emphasizing the significance of teacher/pupil face-to-face contact.

The middle childhood curriculum must provide for exploration even in a back-to-basic milieu. Special interest programs, mini-courses, and new ideas from modern scholars and scientists all belong in the middle childhood education setting. Thirty years of research reveals the strong connection between enrichment and academics for preadolescents. One might say, "The more frills in the school the more skills in the students!" Schools with a curriculum reduced to nothing but the dull, the dry, and the repetitive will most likely produce dull pupils.

SECTION B: CONDUCTING A NEEDS ASSESSMENT FOR A COUNTY MIDDLE CHILDHOOD EDUCATION TRAINING PROGRAM

NEEDS ASSESSMENT PROCESS

Concerning needs assessment for middle childhood education programs, A Programmatic Definition for Middle Childhood Education states that "the basic purpose of a needs assessment is to identify discrepancies that exist between desired goals and objectives and existing programs for each of the eight components of the middle school programmatic definition."

Briefly, the critical considerations for any successful needs assessment are:

1. Emphasize results, ends, and products rather than means, solutions, and symptoms.

2. Plan for needs assessment so that you have a handle on what is happening and can find solutions to problems before they get out of hand.

3. Obtain valid data that can be used as a basis for decision making.

4. Work toward writing measurable objectives.

5. Use your guidelines and a general problem-solving approach for planning and conducting a needs assessment rather than trying to adapt what has been done elsewhere.

Some of the approaches that may be used for obtaining data are:

- Written questionnaires
- Structured interviews

- Record searches
- Observational checklists
- Standardized test results
- Non-standardized tests
- Logs (records of meetings, interviews)

The quality of a training program and its relevance to the actual job related needs of middle childhood educators are established by the accuracy of the needs assessment. In order to identify the needs of middle childhood educators in a county, the following activities should occur.

1. A list of the skills, knowledge, and beliefs county middle childhood educators should have is derived from the literature, programmatic definitions, current training programs, state-county testing results, and consultation with county educators. The general areas to be included in the needs assessment are: the growth and development of preadolescents, the middle childhood philosophy, the middle childhood curriculum, the instructional strategies for preadolescents, and the teaching of basic communication skills.

2. The existing levels of skills, knowledge, and beliefs of county middle childhood educators in the five areas just mentioned are assessed via written instruments, systematic observation, and specific performance situations.

3. The differences between what county middle childhood educators should have as far as skills, knowledge, and beliefs and what they actually possess indicate general areas which ought to be addressed via training.

4. The areas of discrepancy between what should be and what is are ranked according to the degree of discrepancy.

5. Concise objectives, derived upon the needs identified, are written.

6. The results of the needs assessment are shared with the persons to be trained.

The next section of this document outlines how to write program objectives; however, the objectives will only be as good as the process used to derive them. Therefore, the importance of examining a wide variety of resources (both written and human) and involving the persons to be trained in the needs assessment process are stressed. A wealth of literature has identified the skills, attitudes, and beliefs necessary for a person to adequately educate preadolescents. In addition, the human resources identified on pages 22-23 of this document are knowledgeable of the capacities middle childhood educators must have to work effectively with pupils ages 10-14. Finally, research on adult education and inservice training, generally, indicates that effective training occurs when the persons involved in the training have an active role in the development of the training.

NEEDS ASSESSMENT DATA SOURCES

In order to develop a comprehensive and appropriate needs assessment instrument as a basis for a middle childhood education plan, it is important to consider a wide variety of data sources. A list of appropriate sources of information are identified for that purpose.

- Learner Level

  1. Classroom performance results
  2. State-County testing results
  3. Perceived interests of classroom pupils
  4. Systematic pupil assessment of curriculum and instruction

- Local Education Agency Level

  1. County board of education policies, rules, and regulations
  2. Curriculum guides, program descriptions, and recommendations of accrediting agencies and other educational institutions
  3. West Virginia textbook adoption cycle
  4. County textbook adoptions
  5. Public hearings for professional personnel and/or lay community
  6. Minutes of county boards of education
  7. Federal and state legislative mandates and court decisions
  8. Identification of subject area concerns by instructional, administrative, and support personnel
  9. Research results concerning teacher effectiveness
  10. Data from surveys and assessments conducted within the state and county
  11. Vocational education programs and guidelines
  12. Recommendations by county curriculum committees
  13. Follow-up studies of high school graduates
  14. Parental concerns as voiced in letters, PTA meetings, and conferences with parents
  15. Community concerns voiced by labor, business, industry, and other special interest groups
  16. Goals and objectives of professional organizations
  17. College requirements and requirements for graduates, such as employers' recommendations

- State Level

  1. Educational Goals for West Virginia
  2. Results of statewide needs assessment of professional personnel
  3. West Virginia Board of Education priorities, policies, rules, and regulations
  4. School Laws of West Virginia

SECTION C: WRITING PROGRAM OBJECTIVES FOR A COUNTY MIDDLE CHILDHOOD EDUCATION TRAINING PROGRAM

CRITERIA FOR ACCEPTABLE PROGRAM OBJECTIVES

While the needs assessment is essential to the middle childhood education training, well written program objectives are equally important. The objectives must be well developed and clearly expressed so that trainers can further define them into specific competencies to be attained in training sessions. Thus, the assessed needs can be satisfied during the training that was designed around the program objectives. At least three criteria should be considered in writing the program objectives.

1. Program objectives should be DERIVED from the results of a needs assessment.

2. Program objectives should identify WHO is to show the behavior.

3. Program objectives should include a SPECIFIC description of the intended post-training behavior through a measurable behavior and a content statement in one or more of the domains in Figure 1.

Domain	Post-training Behavior
COGNITIVE AFFECTIVE PERFORMANCE	CHANGE IN PROFESSIONAL EDUCATORS
CONSEQUENCE	CHANGE IN CLASSROOM PUPILS

Figure 1

Domains and Post-training Behavior

Sample Program Objectives

A sample objective for each domain (cognitive, affective, performance, consequence) is given below. Each objective has been decoded using the key at the bottom of the page.

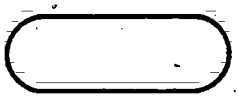
A Cognitive Objective

Middle childhood professional educators will be able to identify and describe the basic concepts of human growth and development which relate to pupils ages 10-14.

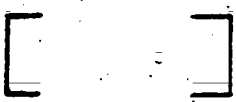
An Affective Objective

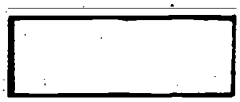
Each middle childhood professional educator will develop a personal belief system which is congruent with the county rationale for middle childhood education.

Decoding Key:

 = Measurable behavior

= Specific description of intended post-training behavior

 = Instructional intent expressed via a content statement

 = Who is to show the behavior

A Performance Objective

Middle childhood teachers will organize instruction to achieve learning objectives and maintain a learner-centered classroom climate.

A Consequence Objective

The pupils of middle childhood educators completing this training will show an increase of their CTBS scores between grades 3 and 9.

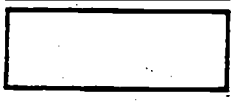
The pupils of middle childhood educators completing this training will report a significant level of satisfaction toward the county middle childhood education program as measured in a school attitude survey administered on a pre (age 10) and post (age 14) basis.

Decoding Key:

= Measurable behavior

= Specific description of intended post-training behavior

= Instructional intent expressed via a content statement

 = Who is to show the behavior

PROGRAM OBJECTIVES DEVELOPED BY PARTICIPANTS

Participants at the workshop had an opportunity to develop program objectives as a small group activity. Samples of the objectives written at the workshop follow. The domain to which the objective refers has been identified, also.

- Improve mathematics instruction for the 10-14 year old learner by receiving training in the process of student grouping. (Performance)
- The middle childhood professional educator will list middle childhood learner characteristics and learner styles. (Cognitive)
- The middle childhood teacher will develop and implement a variety of teaching strategies appropriate to the physical, emotional, and intellectual characteristics of the preadolescent. (Performance)
- The middle school learner will demonstrate improvement in basic skills according to the State-County test results. (Consequence)

RELATIONSHIP OF NEEDS ASSESSMENT, PROGRAM OBJECTIVES, AND COMPETENCIES

Figure 2 depicts how the needs assessment, program objectives, and competencies are related.

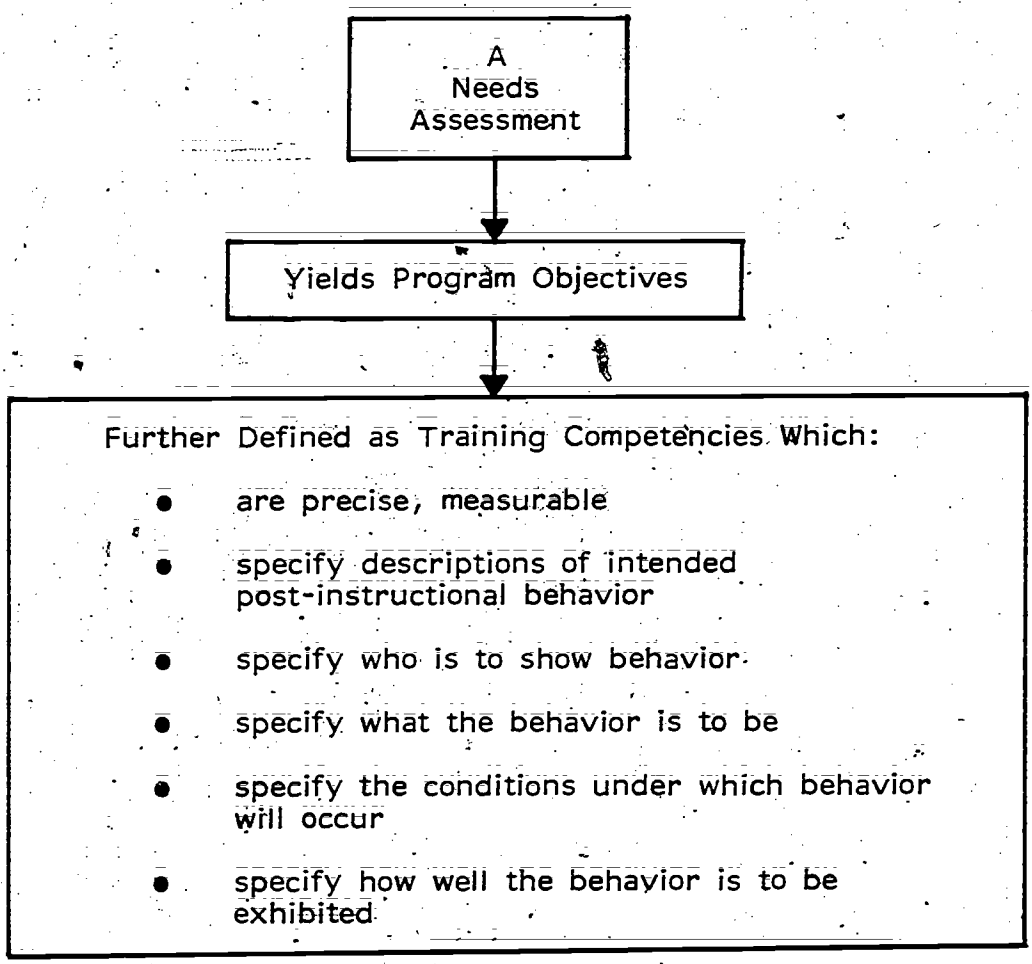


Figure 2

Relationship of Needs Assessment, Program Objectives, and Competencies

SECTION D: IDENTIFYING RESOURCES TO BE USED IN COUNTY MIDDLE CHILDHOOD EDUCATION TRAINING PROGRAMS

RESOURCES FOR MIDDLE CHILDHOOD EDUCATION TRAINING PROGRAMS IDENTIFIED BY PARTICIPANTS

Workshop participants identified a list of educators who could serve as resource people to county continuing education councils in the delivery of middle childhood education training programs. Their list includes in-state and out-of-state people as well as appropriate organizations.

State Education Agency

Joseph Basile, II
Robert Shockley

West Virginia University

Ben Bailey
Pat Balch
Ardeth Day
David English
Boyd Holton
Paul McGhee
Ken Murray
Perry Phillips
Dennis Sunal
Mike Ura

Marshall University

Martha Blankenship
Boots Dilley
Roscoe Hale
Jack Jervis
Carl Johnson
David Koontz
Corey Lock
Sallie Plymale
Harry Sowards
Don Williams
Tony Williams

WV Wesleyan

Pamela Balch

West Virginia College of Graduate Studies

Ron Childress
Ray Daugherty
Gerald Green

Bethany

Ann Shelly

West Liberty

Les Jones

Bluefield State

Robert Moore

Out-of-State

Joe Bondi
Conrad Toepfer
Mike Epstein
Norma Gray
Beverly Armento
George Hillocks

Organizations

School Psychologists
National Middle School Resource Center
West Virginia Middle School Association
Association of Supervision and Curriculum Development

LOCAL EDUCATION AGENCY RESOURCE PEOPLE IDENTIFIED BY PARTICIPANTS

A group of educators who serve as administrators in county school systems in West Virginia were identified by workshop participants as having special expertise in the areas of middle childhood education. Persons and the counties in which they serve are:

Robert Griffis -	Cabell County Schools
Jane Watkins -	Logan County Schools
Betty Livengood -	Mineral County Schools
George McCrum -	Mineral County Schools
Robert Sharps -	Ohio County Schools
Denis Smith -	Putnam County Schools
Joe Wellman -	Wayne County Schools

SECTION E: ASSESSING A SAMPLE TRAINING PROPOSAL

The quality of training offered to middle childhood educators will have an effect upon the quality of instruction given to the pupils. Persons developing county training programs should be aware of the standards which trainers are to meet. Also, the Standards allow the prospective trainer to focus on the county expectations. Finally, they provide a framework for judging the quality of proposed and completed training activities. A sample training proposal is included as a guide for prospective trainers.

STANDARDS FOR APPROVING PROPOSED TRAINING PROGRAMS

This checklist should be made available to each prospective trainer for designing training proposals and will be used by the county continuing education council and the West Virginia Department of Education in assessing each proposed training program.

		Yes	No	Revise
1.	The trainer(s) credentials represent competence and experience consistent with the training intent of the proposal.	___	___	___
2.	The program objective is stated in the same language as provided by the county council.	___	___	___
3.	Specific competencies necessary to achieve the program objective are provided.	___	___	___
4.	The level of performance expected of participants for each competency is specified.	___	___	___
5.	Training strategies are consistent with the competencies and are sufficiently described to ensure minimum competence of participants.	___	___	___
6.	A process is described and instruments identified for evaluating effectiveness of of the program for meeting county needs.	___	___	___
7.	Particpants to be served are specified by major job description.	___	___	___
8.	The total expected number of contact hours by participants is specified.	___	___	___

A SAMPLE PROPOSAL

A PROPOSAL FOR MEETING MIDDLE CHILDHOOD EDUCATION STAFFING NEEDS IN ALLEGHENY COUNTY

PRESENTED TO THE ALLEGHENY COUNTY
CONTINUING EDUCATION COUNCIL

DEVELOPED BY:

THOMAS N. JENNINGS

13 September 1978

Box. 78
Mount Pilot, West Virginia

Dear Coordinator:

Enclosed is a proposal to meet the continuing education program objective of Allegheny County in staffing middle childhood education environments. Notice of your county's need and program objectives was brought to my attention by the teacher education center in our region. I would appreciate your including my name on your mailing list when additional program objectives are made available.

The analysis of my proposal by the Allegheny County Continuing Education Council will be greatly appreciated. I shall look forward to the Council's decision regarding my proposal.

Yours truly,

Thomas N. Jennings

Thomas N. Jennings

TNJ:ta

Enclosure

A PROPOSAL FOR MEETING MIDDLE CHILDHOOD EDUCATION
STAFFING NEEDS IN ALLEGHENY COUNTY

1. *Trainers' Credentials:* See attached Vita

2. *Program Objective determined by Allegheny County needs assessment that is addressed by this proposal.*

All middle childhood educators shall have working knowledge of the growth and development of preadolescents and shall be able to design curriculum and instruction to teach basic communication skills.

3. *Specific competencies necessary to achieve the program objective.*

This proposal is targeted for professionally certificated individuals, assigned outside the grade levels on their certificate but in their subject area specializations on the basis of an authorization, to improve their teaching skills with middle childhood learners. Therefore, the proposal is consistent with the intent of professional development option (b) identified on the state board action entitled "Staffing Needs for Middle Childhood Education," on page 3 under the sub heading "Individuals Assigned to Middle Childhood Education Settings in the 1978-79, 1979-80, 1980-81, 1981-82 School Year."

Teacher Role Description

The specific competencies for this training program have been derived from a role conceptualization which stresses intentional learning of professional personnel to educate preadolescents. This role stresses the idea that training should consider the growth and development of preadolescents, the middle childhood philosophy, curriculum and instruction strategies, and the identified needs of learners. This role is consistent with *A Programmatic Definition of Middle Schools for West Virginia*.

Specific Competencies

Physical Domain - Participating teachers will be able to identify and conduct teaching strategies and learning activities which:

1. correspond with the varying growth patterns of middle childhood learners in Allegheny County.

2. aid the middle childhood learner in understanding the physical changes which are taking place within himself in this period of his life.

3. aid the middle childhood learner in developing appropriate sex roles.

4. provide the middle childhood learner with opportunities to engage in increased physical movement.

5. avoid undue stress on the middle childhood learner.

6. provide the middle childhood learner with opportunities to interact with other learners of varying levels of physical development.

7. deemphasize competition.

Intellectual Domain - Participating teachers will be able to identify and conduct teaching strategies and learning activities which:

8. meet the full range of learners who are operating at many different levels of intellectual development in Allegheny County.

9. provide the middle childhood learner with opportunities to develop his critical thinking and his problem solving skills.

10. provide the middle childhood learner with opportunities to develop his reasoning powers and his general thinking abilities.

11. provide the middle childhood learner with opportunities to improve his communication skills - listening, speaking, reading, and writing.

12. provide the middle childhood learner with opportunities to improve his study and research skills.

13. stimulate the creativity of the middle childhood learner.

14. provide the middle childhood learner with opportunities to expand his interests and appreciations.

15. correspond to the varying attention spans of the middle childhood learner.

Emotional Domain - Participating teachers will be able to identify and conduct teaching strategies and learning activities which:

17. meet the varying emotional needs of the middle childhood learner.

18. help to decrease the anxiety of middle childhood learners caused by developmental differences.

19. provide a sense of security for the middle childhood learner.

20. reduce sex-role conflicts in middle childhood learners.

21. provide the middle childhood learner with physical and mental movement for counteracting restlessness.

22. assist the middle childhood learner in his quest for introspection.

23. provide opportunities for the middle childhood learner to understand that he does not live in an idealized world.

24. capitalize upon the intense enthusiasm of the middle childhood learner.

25. reduce the negative feelings of middle childhood learners.

Social Domain - Participating teachers will be able to identify and conduct teaching strategies and learning activities which:

26. provide the middle childhood learner with opportunities to be independent and to make decisions and to live with their consequences.

27. provide the middle childhood learner with interaction with his peers so as to gain a better understanding of himself and his peers.

28. aid the middle childhood learner in his quest for greater sophistication.

29. aid the middle childhood learner in his search for acceptable social behavior.

4. *The level of performance expected of participants for each competency.*

a. Identification of at least two teaching strategies and learning activities for each competency.

b. Implementation of at least one teaching strategy and learning activity for each domain during actual classroom instruction.

5. *Training strategies to ensure minimum competence of participants.*

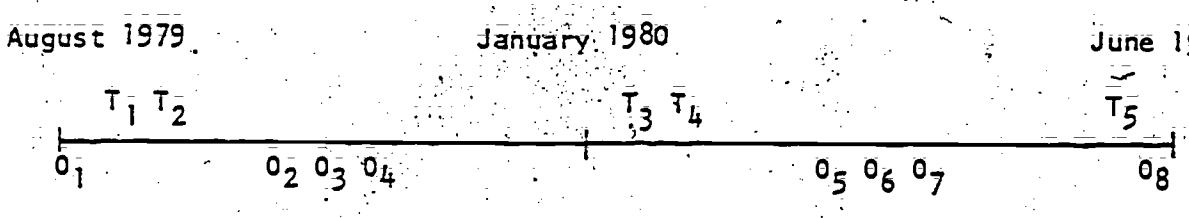
a. Competencies for the Physical Domain will be developed through observation of videotape recordings of teachers practicing learning activities and strategies identified in the competencies. In addition, participating teachers in this training program will discuss techniques observed in local classrooms which have been used with learners in Allegheny County.

b. Competencies for the Intellectual Domain will be developed through small group activities which focus on analyses of the learning behaviors of middle childhood learners in Allegheny County. Learning behaviors will be observed and documented, clustered into learning sequences, and matched to appropriate learning activities and strategies. Actual demonstration of these activities will be carried out in Allegheny County classrooms and verified by teacher peer teams whose members will observe each other during county instructional days.

c. Competencies for the Emotional Domain will be developed through activities similar to those for the Intellectual Domain.

d. Competencies for the Social Domain will be developed through interview procedures which involve the participating teachers collecting pupil perception and attitude data as the basis for determining activities and strategies. Actual demonstration of the activities and strategies derived from pupil data will be verified via teacher peer teams.

Training Design & Timeline



O_1: Preassessment

$O_2 - O_3 - O_4$: First semester on-the-job peer observation

$O_5 - O_6 - O_7$: Second semester on-the-job peer observation

$T_1 - T_2$: Training for initial, specific competencies (2 noninstructional days)

$T_3 - T_4$: Training keyed to results of on-the-job observation data (2 noninstructional days)

T_5: Training to synthesize results of on-the-job performance (one noninstructional day)

6. *Process and instruments for evaluating the effects of the training program.*

   a. A pretest - post test design composed of a cognitive test will be developed and utilized by the training staff. This test will determine if participants can select, choose, etc. activities and strategies as required in the specific competencies.

   b. Observation checklists to be used by peer teaching teams will be developed by the training staff and participating teachers and implemented to collect verification data required by the specific competencies.

   c. A rating scale to assess the training staff's performance and quality of instructional materials will be administered at the end of the training program.

7. *Allegheny County participants to be served:* Professionally certificated individuals assigned outside their grade levels but in their specialization area on the basis of an authorization issued by the West Virginia Department of Education.

8. *Total expected number of contact hours by participants.*

   a. Five noninstructional days of training (30 contact hours).

   b. Observation of on-the-job classroom instruction (to be determined with participants).

Final Comments: The training program proposal developer is willing to discuss the possibility of preserving the continuity of this training design over a three-year period should the results of the evaluation plan indicate the need for additional training in middle childhood education in Allegheny County with this population of teachers.

TRAINING PROGRAM STAFF DATA SHEET

NAME: Thomas N. Jennings

TITLE: Associate Professor

EMPLOYER: Mountaineer State College

ADDRESS: Box 78, Mount Pilot, West Virginia

PHONE: (304) 789-7341

Credentials

Degree	Date Received	Institution	Field of Study
B.S.	1966	West Virginia University	Mathematics
M.Ed.	1969	University of Pittsburgh	Curriculum & Instruction
Ph.D.	1972	University of Maryland	Instructional Development

Teaching Experience

School & Location	Dates	Level	Assignment
Collins Middle School Pittsburgh, PA	1966-69	Grades 7-8	Math Teacher
	1969-71	Grades 5-9	Curriculum Designer & Instruction Specialist
University of Maryland University Park	1971-73	Assistant Professor Undergraduate Ed.	Educational Technology
Mountaineer State College Mount Pilot, WV	1973-78	Associate Professor Undergraduate Ed.	Teacher Education

PROFESSIONAL EXPERIENCES RELATED TO PROPOSAL

1. Doctoral Dissertation: *The Effects of a Competency-Based Inservice Education Model on the Improvement of Generic Teaching Behaviors in a Middle School Curriculum*

2. Research Article - Educational Technology: *Instructional Development at the Middle School Curriculum Level*

3. Paper Presented at the National ATE Meeting 1975: *Interfacing Principles of Instructional Development with Generic Teacher Verbal Behaviors*

4. Inservice Education Models:

   a. Collins Middle School Staff Development Model

   b. Pennsylvania Department of Vocational Education Curriculum and Instructional Development Workshops

SECTION F: OUTLINING A COUNTY MIDDLE CHILDHOOD TRAINING PROGRAM

BASIC COMPONENTS

A county middle childhood training program should include a rationale, a needs assessment, a list of program objectives, a description of the training program, procedures for monitoring the training, an evaluation component, and a procedure for keeping records of participants. Each of these components is described in the following sections. A checklist of the components is included for your use in outlining your program.

Rationale

The reasons for a county developing a middle childhood education curriculum should be stated clearly. A variety of sources are available to assist counties in establishing why a middle childhood curriculum program is appropriate and why county staff should be trained to implement this curriculum. The Educational Goals for West Virginia, A Programmatic Definition for Middle Childhood Education, Standards for Middle Childhood Education Programs in West Virginia, and county board actions are only a few of the sources. Regardless of the sources used in developing a rationale, the rationale should be county-specific and should provide a clear argument for the advantages of training county staff in middle childhood education concepts and strategies for meeting the needs of pupils, ages 10-14.

Needs Assessment

The Division of Professional Development Systems has provided Guidelines for Conducting Local Needs Assessments to all county continuing education councils. This booklet gives specific assistance on how to accomplish a useful needs assessment. An appropriate use of the Guidelines would be a needs assessment targeted at middle childhood education. In order to target a needs assessment at middle childhood education, a county school system will want to assess the training needs of its personnel in terms of the six areas identified on page 9 of A Programmatic Definition for Middle Childhood Education. The areas are:

1. the growth and development of preadolescents;
2. the middle childhood philosophy;
3. the middle childhood curriculum;
4. the instructional strategies for preadolescents;
5. the teaching of basic communication skills;
6. a defined area of content specialization.

Program Objectives

The outcome of the needs assessment is a list of program objectives for the middle childhood training. The objectives are to be further refined and written as specific competencies by a council or trainer. A county council may even want to incorporate the objectives and competencies into a suggested training proposal which is shared with prospective trainers.

Training Program

The middle childhood training program must meet the standards for training listed in the Guidelines for the Preparation of the Three-Year County Continuing Education Plan. The format and content of the instruction should be appropriate to the competencies to be attained by participants. In addition, the time, place, and total clock hours of the training program must be identified.

Monitoring

The county council will want to ensure that the training program (a) takes place as designed and approved and (b) includes training in the specific competencies that have been stipulated.

Evaluation

The process and products of both the individual training components of the program and the total program are the concerns to be addressed by an evaluation. The purpose of the evaluation is to supply data for the county continuing education council from which it can (a) determine how well each program was designed and received, (b) determine how effectively each program's objectives were met, and (c) determine the overall effects (intended and unintended) of the total middle childhood education training program.

Record Keeping

In order to substantiate an individual's experience in middle childhood education and his completion of the county program the county council must keep accurate records. Permanent authorizations will only

be issued by the West Virginia Department of Education to individuals whose experience and completion of an approved county continuing education program can be verified. Experience is defined as at least one year of full time assignment in a middle childhood education setting (working with pupils ages 10-14 or in grades 5-9). An approved program is a sequence of training activities designed in accordance with the checklist which follows and accepted by the West Virginia Department of Education as adequate.

CHECKLIST OF BASIC COMPONENTS OF A COUNTY MIDDLE CHILDHOOD EDUCATION TRAINING PROGRAM

A checklist (pages 38-39) for assessing the completeness of individual county middle childhood education training programs has been developed by staff members of the State Department of Education based on participant input at the workshop. A county program must address each of the components specified below.

Basic Components of a County Middle Childhood Education Training Program

(1) Rationale

- Make it county specific
- Identify sources used to develop it

(2) Needs Assessment

- Identify tentative objectives in the areas of

  - the growth and development of preadolescents
  - the middle childhood philosophy
  - the middle childhood curriculum
  - the instructional strategies for preadolescents
  - the teaching of basic communication skills
  - a defined areas of content specialization

  by studying:

  - educational research
  - state and county test data
  - programmmatic definitions
  - other sources

- Verify objectives and identify needs via

  - paper and pencil test
  - observations
  - interviews
  - available data

- List program objectives derived from needs.

(3) Program Objectives

- Refine program objectives to meet criteria identified in Section C of this booklet.

- Send refined objectives to prospective trainers or develop proposals for acceptance by trainers.

(4) Training Program

- Complies with Standards for Approving Proposed Training Programs
- Time of training is specified.
- Place where training will be held is identified.

(5) Monitoring

(6) Evaluation

(7) Record Keeping

- Verification of all individuals completing county and state approved middle childhood education program
- Documentation of at least 1 year of experience in a middle childhood setting between 1977-82.

PARTICIPANTS' EVALUATION OF WORKSHOP

PARTICIPANT REPRESENTATION

The 90 workshop participants represented 29 counties, 7 institutions of higher education, at least two Teacher Education Centers, and various other agencies. The number of participants from each category of agency are shown below.

Agency	Number of Representatives
Institutions of Higher Education	21
Regional Education Service Agency	2
State Education Agency	5
Local Education Agency	61
Private School	1
Total	90

SUMMARY OF PROCESS EVALUATION PROCEDURES

The instrument developed for the purpose of giving the participants an opportunity to convey their reactions to the various components of the workshop training is shown in Figure 3.

Each workshop session was evaluated by the participants on a scale of 1 to 5 (with 1 being the low score and 5 being the high) in regard to the four areas of content, process, product, and resource person or persons. Table 1 shows the ratings given by the participants.

Also, all six sessions were evaluated in terms of their being helpful, stimulating, well organized, informative, and effective. Participants were given the opportunity to check either yes or no for each of these factors.

Finally, participants were asked to identify both the most and the least popular features of the workshop.

EVALUATION

DESIGNING TRAINING PROGRAMS FOR MIDDLECHILD EDUCATION THROUGH COUNTY CONTINUING EDUCATION

September 27-28, 1979

Directions:

Please evaluate each workshop session (activity) that you attended. Check either "yes" or "no" for each question in the columns on the left. Also, circle your numerical response under the four components of each activity. On the scale "5" represents the highest possible rating, graduating to "1" as the lowest score, Return your completed evaluation sheet to Tony Smedley or Norma Roberts.

Activity		YES	NO	Content	Process	Product	Resource Person(s)
Session #1 Introduction to Middle Childhood Education.	Helpful?			1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Stimulating?						
	Organized?			Comments:			
	Informative?						
	Effective?						
Session #2 Conducting a County MCE Training Program Needs Assessment	Helpful?			1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Stimulating?						
	Organized?			Comments:			
	Informative?						
	Effective?						
Session #3 Writing Program Objectives for a MCE Training Programs.	Helpful?			1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Stimulating?						
	Organized?			Comments:			
	Informative?						
	Effective?						
Session #4 Identifying Training Options for County MCE Programs.	Helpful?			1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Stimulating?						
	Organized?			Comments:			
	Informative?						
	Effective?						

Figure 3

Workshop Evaluation Form

Activity				Content	Process	Product	Resource Person(s)
Session #5							
Review Sessions and Assess Sample Training Proposals	Helpful?	___	___	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Stimulating?	___	___				
	Organized?	___	___	Comments:			
	Informative?	___	___				
	Effective?	___	___				
Session #6							
Assess an Actual County MCE Training Plan	Helpful?	___	___	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Stimulating?	___	___				
	Organized?	___	___	Comments:			
	Informative?	___	___				
	Effective?	___	___				
In general, the workshop was:							
	Relevant	___	___				
	Practical	___	___				
	Appropriate	___	___				
	Motivational	___	___				

Comment on the Workshop:

A. Name the best feature. _____

B. Name the worst feature. _____

C. Did the workshop provide you with the ideas suitable for the development in your work? YES___ NO___ Please explain.

D. Did the workshop help you clarify or redefine any ideas directed at middle childhood education? YES___ NO___

E. Did you have an opportunity for self-expression and for interaction with other workshop participants? YES___ NO___

Figure 3 (Continued)

Workshop Evaluation Form

ACTIVITY	CONTENT	PROCESS	PRODUCT	RESOURCE PERSON
Session One:				
Introduction to Middle Childhood Education	N = 56 X = 3.8	N = 53 X = 3.8	N = 52 X = 3.6	N = 52 X = 4.1
Session Two:				
Conducting a County Middle Childhood Education Training Program Needs Assessment	N = 56 X = 3.5	N = 56 X = 3.2	N = 55 X = 3.3	N = 55 X = 2.7
Session Three:				
Writing Program Objectives for a Middle Childhood Education Training Program	N = 55 X = 2.7	N = 55 X = 3.8	N = 56 X = 3.3	N = 54 X = 4.0
Session Four:				
Identifying Training Options for County Middle Childhood Education Programs	N = 46 X = 3.5	N = 47 X = 3.5	N = 47 X = 3.5	N = 42 X = 3.7
Session Five:				
Review Session and Assessing Sample Training Proposal	N = 39 X = 3.7	N = 39 X = 3.6	N = 39 X = 3.6	N = 37 X = 3.7
Session Six:				
Outlining County Middle Childhood Education Training Program	N = 36 X = 3.9	N = 38 X = 3.7	N = 38 X = 3.8	N = 36 X = 3.9

Table 1
Tabulation of Participants' Ratings of Middle Childhood Education Conference Held at Jackson's Mill September 27-28, 1979

SUMMARY OF PROCESS EVALUATION RESULTS

The factor rated highest among the five areas that were examined was that of being "helpful." The factor rated lowest by all participants and in all sessions was that of being "stimulating." The other factors (well organized, informative, effective) received a fairly equal number of yes and no responses. Session #3 was considered to be "very helpful" and received positive response from all but one participant on that factor.

The most popular feature of the workshop was the small group sessions. The question and answer period as well as the practicality of the workshop appealed to a significant number of the participants. The timing of the workshop and the scheduling of sessions were seen as limiting factors. Other comments were very scattered and therefore, were difficult to summarize.

A majority of the respondents indicated they found the workshop suitable to their purpose of developing middle childhood education training programs. Also, they said it clarified their understanding of middle childhood education. Finally, they reported they had sufficient opportunity for self-expression and interaction with other participants.

SUMMARY OF PRODUCT EVALUATION PROCEDURES

The participants were to leave the workshop with a product--an outline of a county middle childhood education training program to be offered as part of the county continuing education program. One county

coordinator reported that the outline, developed by workshop participants from his county, was sufficient for the county continuing education council to use as the basis for its middle childhood training program. Generally, the products (outlines) generated by workshop participants were not evaluated at the workshop. Instead, the final plans for middle childhood education training which county continuing education councils submit to the West Virginia Department of Education will be assessed as evidence of the effectiveness of the workshop.

IMPLICATIONS FOR OTHER WORKSHOPS

Process

- Cooperative planning by State Department of Education personnel and educators from institutions of higher education is a useful and viable approach to workshop development.

- The pre-workshop literature should establish clearly the need for and purposes of the workshop.

- In planning training workshops, participant involvement should be scheduled to maximize the use of participants' time at the workshop and minimize participants' time away from home.

- The purpose of the goals of the workshop need to be reemphasized during the orientation procedures.

- Trainers should make certain that the participants complete each segment of the workshop as it is presented.

- Adequate time for clarification of ideas and procedure should be provided in the format of the workshop.

Product

- The training should be individualized to accomodate the participants' differences in needs, skills, etc.

- Closure of the training should not occur at the conclusion of the activities. There should be a strategy to ensure that participants will be able to apply the information from the workshop.

- Ascertain whether the participants have the skills at the end of the workshop to carry the workshop objectives over into their specific job situations.

- Workshop trainers should offer post-workshop technical assistance to participants who need additional help.

APPENDIX A

Memorandum of 4/21/80 Regarding Permanent Authorizations in Middle Childhood Education

State of West Virginia
Department of Education
Charleston
25305

ROY TRUBY
STATE SUPERINTENDENT
OF SCHOOLS

M E M O R A N D U M

TO: County Superintendents, County Coordinators of Continuing Education, County Certification Personnel, College and University Chairpersons, Teacher Education Center Directors, and RESA Directors

FROM: Phil E. Suiter, Assistant State Superintendent
Bureau of Learning Systems

RE: County Middle Childhood Education Training Programs Which Will Lead to Permanent Authorizations

DATE: April 21, 1980

Some county continuing education coordinators have asked: What constitutes a county middle childhood training program which will lead to a permanent authorization for a program participant? Also, county certification personnel have asked for permanent authorization guidelines and applications. This memorandum is intended to answer the question about a county training program and to provide guidelines for permanent authorizations and application procedures.

Many county three-year plans included an objective for middle childhood education, and the plans were approved by the State Board of Education. Approval of a middle childhood education objective as part of a total county plan does not mean that the county has an approved training program in middle childhood education. The inclusion of a middle childhood objective in an approved county three-year continuing education plan is not the equivalent of an approved county continuing education training program which will lead to permanent authorization in middle childhood education.

Components of a County Middle Childhood Education Training Program

In order to have an approved training program for middle childhood education, the county must submit a separate plan which expands the middle childhood objective contained in the three-year continuing education plan. The middle childhood education training program must include: a statement of rationale; a description of the needs assessment that was done to identify the objectives of the middle childhood education training; a list of the program objectives to be addressed through the training; a description of the training program which meets the standards for training outlined in the Guidelines for the Preparation of the Three-Year County Continuing Education Plan; and provisions for

monitoring, evaluation, and record keeping. You may find the attached checklist a useful guide in writing your middle childhood program (Attachment A).

Approval Process for County Middle Childhood Training Programs

Once a county middle childhood education training program has been written, it will be processed as follows:

1. following approval by the county continuing education council and county superintendent, the county continuing education coordinator sends the plan to his continuing education liaison in the State Department of Education (SDE);

2. the SDE liaison reads the plan and checks it against the list of basic components;

3. the SDE liaison forwards the county plan to the SDE coordinator of continuing education with a recommendation for (a) the approval of the plan or (b) its return to the county for additional clarification;

4. the SDE coordinator of continuing education reviews the county plan and after consulting with the SDE coordinator of middle childhood education to determine that the basic components have been addressed adequately, sends a letter to the county continuing education coordinator either approving the plan or outlining the clarifications needed;

5. the SDE coordinator of educational personnel certification is informed of the approval of a county's middle childhood education training program;

6. plans which have been clarified are resubmitted to the SDE coordinator of continuing education.

Conditions for the Issuance of Permanent Authorizations

After a county middle childhood education training program has been approved, the county may offer the training. A person who completes the county's approved middle childhood education training program will be given a permanent authorization provided the county:

1. documents the individual's completion of the county and State approved middle childhood education training program, and

2. documents the individual's assignment within an endorsement on his professional certificate in a middle childhood education setting (working with pupils 10-14 years old or in grades 5-9) for at least one year between 1978 and 1982. The year of experience need not be concurrent with an individual's completion of the county training program but must be covered by a middle childhood authorization if the individual was assigned outside the grade level of his endorsement.

General Procedures for the Issuance of Permanent Authorizations in Middle Childhood Education

In response to questions about how and when permanent authorizations will be issued in middle childhood education, the following information should be helpful.

1. The yearly and permanent authorizations are interim measures to assist county school systems in staffing middle childhood settings and are available only until June 30, 1982 unless extended through State Board of Education action. Once issued, permanent authorizations remain in effect throughout an individual's educational career.

2. Permanent authorizations will not be issued to an individual seeking an additional endorsement on his certificate or wishing to work outside the specialization(s) shown on his professional certificate.

3. Permanent authorizations will not be placed on the professional certificate; they will be issued separately since they are not valid in public schools outside West Virginia.

4. Persons holding professional administrative and professional service certificates are eligible for authorizations in accordance with these same guidelines.

5. Individual application for a permanent authorization must be made through the county office by each person completing the requirements. Application forms will be distributed to the counties in June, 1980.

6. Only experience gained via a yearly middle childhood authorization or a professional certificate and in accordance with the endorsements on a valid certificate will be accepted for the permanent authorization.

7. Four categories of educational personnel are eligible for permanent authorizations in middle childhood education. The categories are:

(a) Educational personnel employed in the 1977-78 school year on the basis of a middle childhood education authorization and assigned to a middle childhood setting for at least three years between September 1977 and June 30, 1982.

(b) Educational personnel employed in the 1978-79, 1979-80, 1980-81, or 1981-82 school year on the basis of a middle childhood authorization and assigned to a middle childhood education setting outside the grade levels of their certificate but within their endorsement(s) and who have completed a State approved county continuing education program in middle childhood education.

(c) Educational personnel employed in the 1978-79, 1979-80, 1980-81, or 1981-82 school year on the basis of a professional certificate and assigned to a middle childhood education setting within the endorsements and grade levels on their certificates and who have completed a State approved county continuing education program in middle childhood education.

(d) Educational personnel employed in the 1978-79, 1979-80, 1980-81, or 1981-82 school year on the basis of a valid professional certificate and a middle childhood education authorization and assigned as a substitute teacher in a middle childhood education setting (outside the grade levels of their valid professional certificate but within their endorsements) and who have completed 133 days of teaching in a middle childhood education setting and who have completed a State approved county continuing education program in middle childhood education.

8. Permanent authorizations will be issued only in the endorsements shown on the individual's valid professional certificate and only in the area in which he has gained one year of experience in a middle childhood education setting (working with students 10-14 or in grades 5-9): For example, an individual who has two years of middle childhood experience, one year in each of two endorsements on his/her professional certificate, will be eligible for a permanent authorization in each endorsement.

9. Persons who have not been issued a valid administrative or service certificate are ineligible for permanent authorizations in administrative or service areas even though they may have been assigned in an administrative or service area of a middle childhood education setting in the 1977-78 school year and thereafter.

The attached chart, Professional Development Options for Meeting Staffing Needs in Middle Childhood Education Prior to June 30, 1982, is sent to you as a means of graphically depicting middle childhood education training options during the period through 1982.

For Further Assistance With A County Middle Childhood Education Training Program

Staff members from the Division of Professional Development Systems and the Division of Instructional Learning Systems within the Bureau of Learning Systems are working as a team to assist county school systems in the development and implementation of middle childhood training programs. Please call the following staff members according to their team responsibilities for further assistance.

SDE MIDDLE CHILDHOOD EDUCATION TEAM

1. Jerry Moore, Coordinator of Continuing Education, for information and questions regarding the process of developing a county middle childhood education training program (348-7017).

2. Norma Roberts, Continuing Education Specialist, for assistance with the process of developing a county middle childhood education training program (348-7017).

3. Tony Smedley, Continuing Education Specialist, for assistance with the process of developing a county middle childhood education training program (348-7017).

4. Robert Gabrys, Coordinator of Educational Personnel Certification, for information and questions regarding the issuance of permanent authorizations (348-2696).

5. Robert Shockley, Coordinator of Middle Childhood Education, for information and questions regarding the content and trainers for a county middle childhood education training program (348-7010).

PES:ajs:AA/4

Attachment A

BASIC COMPONENTS OF A COUNTY MIDDLE CHILDHOOD EDUCATION TRAINING PROGRAM

A county middle childhood training program should include a rationale, a needs assessment, a list of program objectives, a description of the training program, procedures for monitoring the training, an evaluation component, and a procedure for keeping records of participants. Each of these components is described in the following sections. A checklist of the components is included for your use in outlining your program.

Rationale

The reasons for a county developing a middle childhood education curriculum should be stated clearly. A variety of sources are available to assist counties in establishing why a middle childhood curriculum program is appropriate and why county staff should be trained to implement this curriculum. The Educational Goals for West Virginia, A Programmatic Definition for Middle Childhood Education, Standards for Middle Childhood Education Programs in West Virginia, and county board actions are only a few of the sources. Regardless of the sources used in developing a rationale, the rationale should be county-specific and should provide a clear argument for the advantages of training county staff in middle childhood education concepts and strategies for meeting the needs of pupils; ages 10-14.

Needs Assessment

The Division of Professional Development Systems has provided Guidelines for Conducting Local Needs Assessment to all county continuing education councils. This booklet gives specific assistance on how to accomplish a useful needs assessment. An appropriate use of the Guidelines would be a needs assessment targeted at middle childhood education. In order to target a needs assessment at middle childhood education, a county school system will want to assess the training needs of its personnel in terms of the six areas identifed on page 9 of A Programmatic Definition for Middle Childhood Education. The areas are:

1. the growth and development of preadolescents;
2. the middle childhood philosophy;
3. the middle childhood curriculum;
4. the instructional strategies for preadolescents;
5. the teaching of basic communication skills;
6. a defined area of content specialization.

Program Objectives

The outcome of the needs assessment is a list of program objectives for the middle childhood education training. The objectives are to be further refined and written as specific competencies by a county continuing education council or trainer. A county council may even want to incorporate the objectives and competencies into a suggested training proposal which is shared with prospective trainers.

Training Program

The middle childhood training program must meet the standards for training listed in the Guidelines for the Preparation of the Three-Year County Continuing Education Plan. The format and content of the instruction should be appropriate to the competencies to be attained by participants. In addition, the time, place, and total clock hours of the training program must be identified.

Monitoring

The county council will want to ensure that the training program (a) takes place as designed and approved and (b) includes training in the specific competencies that have been stipulated.

Evaluation

The process and products of both the individual training components of the program and the total program are the concerns to be addressed by an evaluation. The purpose of the evaluation is to supply data for the county continuing education council from which it can (a) determine how well each program was designed and received, (b) determine how effectively each program's objectives were met, and (c) determine the overall effects (intended and unintended) of the total middle childhood education training program.

Record Keeping

In order to substantiate an individual's experience in middle childhood education and his completion of the county program, the county council must keep accurate records. Permanent authorizations will only be issued by the West Virginia Department of Education to individuals whose experience and completion of an approved county continuing education program can be verified. Experience is defined as at least one year of full time assignment in a middle childhood education setting (working with pupils ages 10-14 or in grades 5-9). An approved program is a sequence of training activities designed in accordance with the checklist which follows and accepted by the West Virginia Department of Education as adequate.

CHECKLIST OF BASIC COMPONENTS OF A COUNTY MIDDLE CHILDHOOD EDUCATION TRAINING PROGRAM

A checklist for assessing the completeness of individual county middle childhood education training programs has been developed by staff members of the West Virginia Department of Education based on participant input at the Jackson's Mill workshop in September 1979. A county program must address each of the components specified below.

(1) Rationale

- Make it county specific.
- Identify sources used to develop it.

(2) Needs Assessment

- Identify tentative objectives in the areas of:
  a. the growth and development of preadolescents
  b. the middle childhood philosophy
  c. the middle childhood curriculum
  d. the instructional strategies for preadolescents
  e. the teaching of basic communication skills
  f. a defined area of content specialization

  by studying

  - educational research
  - state and county test data
  - programmatic definitions
  - other sources

- Verify objectives and identify needs via
  - paper and pencil test
  - observations
  - interviews
  - available data

- List program objectives derived from needs.

(3) Program Objectives

- Refine program objectives to meet criteria identified at Jackson's Mill workshop.

- Send refined objectives to prospective trainers or develop proposals for acceptance by trainers.

(4) Training Program

- Complies with Standards for Approving Proposed Training Programs.
- Time of training is specified; total clock hours of training is shown.

- Place where training will be held is identified.

(5) Monitoring

(6) Evaluation

(7) Record Keeping
- Verification of all individuals completing county and State approved middle childhood education program.
- Documentation of at least 1 year of experience in a middle childhood setting between 1977-82.

PROFESSIONAL DEVELOPMENT OPTIONS FOR MEETING STAFFING NEEDS
IN MIDDLE CHILDHOOD EDUCATION PRIOR TO JUNE 30, 1982

ATTACHMENT B

Professional Development Options / Eligible Professional Educators	CERTIFICATION OUTCOMES[5]: Permanent Authorization[1,4] — Completion of three years of on-the-job experience in a middle childhood setting	Permanent Authorization[1,4] — Completion of one year of on-the-job experience and a local & state approved continuing education training program prior to June 30, 1982	Permanent Authorization[1,4] — Completion of substantial substitute teaching experiences[5] in a middle childhood setting and a local & state approved continuing education training program	Endorsement on the Professional Certificate — Completion of an approved 4-8 subject specialization teacher education program	Endorsement on the Professional Certificate — Completion of an approved experimental teacher education program in middle childhood education	Endorsement on the Professional Certificate — Completion of an approved middle childhood education teacher education program based upon new standards projected for Fall 1982
1. Educational personnel employed in 1977-78 school year on the basis of a middle childhood education authorization & assigned to a middle childhood setting for at least 3 years prior to June 30, 1982.	Available Option in 1977-78 Only	Not Applicable	Not Applicable	Available Option	Available Option	Available Option in Fall 1982
2. Educational personnel employed in the 1978-79, 1979-80, 1980-81 or 1981-82 school year on the basis of a middle childhood authorization and assigned to a middle childhood setting **outside the grade levels** of their certificate but within their specialization.	Not Applicable	Available Option	Not Applicable	Available Option[2]	Available Option	Available Option in Fall 1982
3. Educational personnel employed in the 1978-79, 1979-80, 1980-81 or 1981-82 school year on the basis of a middle childhood education authorization and assigned to a middle childhood setting **outside the specialization** of their certificate.	Not Applicable	Not Applicable	Not Applicable	Available Option[2]	Available Option	Available Option in Fall 1982
4. Educational personnel employed in the 1978-79, 1979-80, 1980-81 or 1981-82 school year on the basis of professional certification & assigned to a middle childhood setting within the specializations and grade levels on their certificates.	Not Applicable	Available Option	Not Applicable	Available Option[2]	Available Option	Available Option in Fall 1982
5. Educational personnel employed in the 1978-79, 1979-80, 1980-81 or 1981-82 school year, but not assigned to a middle childhood education setting.	Not Applicable	Not Applicable	Not Applicable	Available Option[2]	Available Option	Available Option in Fall 1982
6. Educational personnel employed in the 1979-80, 1980-81, or 1981-82 school year on the basis of **a valid professional certificate and a middle childhood education authorization** and assigned in a substitute teaching role in a middle childhood education setting: • Outside the grade levels of their valid professional certificate but within their specialization.	Not Applicable	Not Applicable	Available Option	Available Option[2]	Available Option	Available Option in Fall 1982
• Outside the specialization of their valid professional certificate.	Not Applicable	Not Applicable	Not Applicable	Available Option[2]	Available Option	Available Option in Fall 1982

1. Yearly and permanent authorizations in middle childhood education have the effect of professional certification in that the experience gained under these authorizations may be used for conversion purposes and for administrative and service certification.

2. Does not need to complete the Elementary Education, grades 1-6 prerequisite to the 4-8 specialization.

3. The institution of higher education may or may not require the Elementary Education, grades 1-6 prerequisite to the 4-8 specialization; however, current guidelines for meeting the 4-8 specialization student teaching requirement should be met.

4. The permanent authorization may be used for inter-county reciprocity but not inter-state reciprocity.

5. The guidelines regarding definition of the year as 133 days which represents two-thirds of the total number of days for which a teacher is paid for fulfilling the contractual agreement for the entire school year should be utilized to determine "substantial teaching experience."