

Put slide of topic on overhead

1. Prayer. (Ask for a volunteer)
2. Review.
 - A. Divide students into two groups.
 - B. Group 1: Design an instrument to assess student needs.
 - C. Group 2: Design an instrument to assess attitudes of the public toward the school's curriculum.
 - D. Remember that one of the best ways to assess needs or attitudes comes in the form of a questionnaire.
 - E. Give groups time to work on this activity. Have them report, explaining why they included certain discussions. Discuss.
3. Topics of Discussion: (put up slide)
4. Definition of Staff Development: (put up slide) "A program of organized activities of both a group and individual nature planned and carried out to promote the personal and professional growth of staff members."
5. Supervisor's Role in In-Service Education is to: (put up slide)
 - A. Stimulate teachers to find new and better ways of accomplishing their instructional duties and improving the curriculum;
 - B. Identify teachers' in-service needs through surveys, requests from teachers, and observation;
 - C. Plan, set into operation, and evaluate in-service programs;
 - D. Direct the development of the master plan for staff development; and
 - E. Record the teachers' participation and success in in-service activities.

6. Oliva's Issues in In-Service Education: (put up slide)
 - A. There is no agreement that in-service education is really necessary. Those in this camp say teachers are professionals who have been trained. Anything else they need to learn will happen on the job.
 - B. There is no agreement on whether in-service education is effective. The effectiveness of in-service is difficult to pin-point so some argue it has little or no effect at all.
 - C. There is disagreement on what kinds of in-service education are best. Should it be group study? Clinical study? Peer supervision? or what?
 - D. There is uncertainty about the thrust of in-service education. For example, should schools spend time correcting deficiencies or should they provide enriching, developmental activities?
 - E. There is disagreement on the role of theory in in-service education. Teachers seem to want the practical approach and not much theory. Supervisors may tend to want to emphasize the theory.
 - F. There are uncertainties about which teachers in-service education should assist? Beginning teachers? Experienced teachers? Both?
 - G. There is uncertainty about the proper focus of in-service education. Should it seek to develop teachers as Instructors? Curriculum developers? People? Subject matter specialists? Educated citizens? Or What?
 - H. There is uncertainty about whether it is best to respond to teachers' need through a comprehensive, long-range plan or through separate, discrete plans that are designed to satisfy particular needs.
 - I. There exists the question whether staff-development activities should be planned and coordinated at the individual school level or at the district/conference level.
 - J. There is uncertainty how to entice teachers to participate in in-service education.
 - K. There is disagreement on who should control in-service education. Chief administrator? Teachers? Combination?

7. Characteristics of Effective In-Service Programs. Oliva cites

studies made by Kells, Jamison, Burrello, and Orbaugh which identify six major observations about what constitutes effective in-service education. (put up slide)

- A. In-service education should be designed so that programs are integrated into and supported by the organization within which they function. In other words the school should draw up the plans for in-service and then provide the resources to carry out the plan.
- B. In-service education programs should be designed to result in collaborative programs. That means that teachers, administrators, supervisors, nonteaching staff, students, etc. should participate.
- C. In-service education programs should be grounded in the needs of the participants.
- D. In-service education programs should be responsive to changing needs.
- E. In-service education programs should be accessible to all potential participants in terms of time and place.
- F. In-service education activities should be evaluated over time and be compatible with the underlying philosophy and approach of the district.

8. Oliva's Model For In-Service Education (put up slide)

- A. Notice that there are two components to this model: Training and Post-training.
- B. (go over model and discuss)
- C. Planning Phase has 4 steps: (put up slide)
 - 1. Creation of a staff development committee for the school
 - 2. Identify the needs of the school (a needs assessment should be carried out, just like when a curriculum needs assessment is carried out)
 - 3. Rank the needs
 - 4. Deign the plan of action
- D. Implementation Phase. The in-service activities should be varied both in respect to type of activity and time devoted to each. Possibilities for providing a varied in-service program include: (put up slide)
 - 1. Formal college or university courses. This is probably the most common type of in-service training.
 - 2. Locally developed or sponsored staff development

courses or modules. Some schools use their own supervisors and teachers to write their own in-service programs.

3. Workshops and institutes. These provide participants with opportunities to work together to find solutions to problems they themselves have identified. These usually focus on "hands-on" activities with much teacher participation.
4. Conferences. (NASSP, Social Studies, LUC, 5 Union, etc.)
5. Supervision of Student Teachers and Interns. (Talk about your experience with student teachers)
6. Visiting Days. (Talk about going to the different schools, talk about plans to visit block schools)
7. Approval Travel. (Talk about McKibben Sabbatical Award)
8. Use of Consultants. Supervisors, if they can afford to can bring in experts on the areas that need to be covered. AU and the ISD offer great ones for our school.

E. Implementation Phase, cont. Incentives for Participation. The supervisor must establish incentives for teachers to participate in the organized in-service activities. Some schools have done the following: (put up slide)

1. Released Time. This is different than regular faculty meeting. When large blocks of time are scheduled for in-service activities, scheduling other than after school must take place. In our school in the fall we take one full day. In the other quarters we spend one-half day. The students are not required to be there on those days.
2. In-service credits. (LUC gives non-academic credit towards re-certification for certain kinds of activities, including workshops, conventions, reading books, educational travel, etc.)
3. Financial Support for College Credit. (LUC policy and AU policy)

F. Evaluation Phase.

1. To assess the effectiveness of in-service education and to strengthen programs in the future, a continuing evaluation is essential.
2. The evaluation identifies the strengths and weaknesses of the presenter(s), and the program, and it also identifies what the faculty gained from the experience.

G. Post-Training Component. After the evaluation phase our model moves to the post-training component which has two phases: Application and Evaluation.

1. This component is probably more important than the evaluation phase training component of the program.

2. The ultimate test of an in-service activity is translation of the knowledge and skills learned into the participant's personal and/or professional behavior.
 3. What the supervisor really needs to find out is whether or not the activity made any difference in the teacher's performance.
 4. In other words, did the teacher make an application to the class room?
9. Practice. We are now going to look at two models for planning in-service that were compiled into a publication by Robert A. Luke for the NEA. The title of the work is *Teacher-centered In-Service Education: Planning and Products*, by Robert Luke. The call number is LB 1731 .L84
- A. Teacher Centered Needs Assessment.
 1. Distribute Handouts 1 and 2.
 2. See instructions on next page.
 - B. Creating a Data Bank of Information and Ideas About a Delivery System for In-Service Education.
 1. Distribute Handouts 3-5.
 2. See instructions on following pages.
10. (If Time) Show video. (20 minutes). Ask if they agree with this teacher-centered approach.
11. Have students summarize their philosophical positions on the use of in-service training. Share with class.