

Helping Teachers Through In-Service Programs



Topics of Discussion

- ◆ Definition of Staff Development
- ◆ Supervisor's Role in In-service Training
- ◆ Issues in In-Service Education
- ◆ Characteristics of Effective In-Service Programs
- ◆ A Model for In-Service Education
- ◆ Guided Practice

Staff Development

A Definition --Peter Oliva

“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...”

Supervisors' Roles in In-Service Education

P. Oliva

- ◆ Stimulate Teachers
- ◆ Identify Teachers' In-Service Needs
- ◆ Plan, Set into Operation, Evaluate
- ◆ Direct the Development of the Master Plan
- ◆ Record Teachers' Success

Issues in In-Service

P. Oliva

- ◆ Is it necessary?
- ◆ Is it effective?
- ◆ What kinds are best?
- ◆ What should be the thrust?
- ◆ What is the role of theory?
- ◆ For whom should it be geared?
- ◆ What is the proper focus?
- ◆ What plan should be used?
- ◆ What activities should be included?
- ◆ How can teachers be enticed?
- ◆ Who should control it?

Effective In-Service Education

In-service education should be:

- ◆ Designed so that programs are integrated into the organization.
- ◆ Designed to result in collaborative programs.
- ◆ Grounded in the needs of the participants.
- ◆ Responsive to changing needs.
- ◆ Accessible to all participants.
- ◆ Evaluated over time and be compatible with the underlying philosophy and approach of the school.

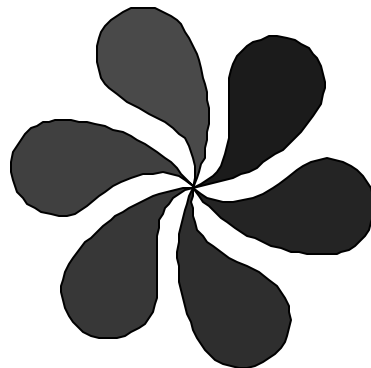
Planning Phase

- ◆ Establish Committee
- ◆ Identify Needs
- ◆ Rank Needs
- ◆ Design Plan

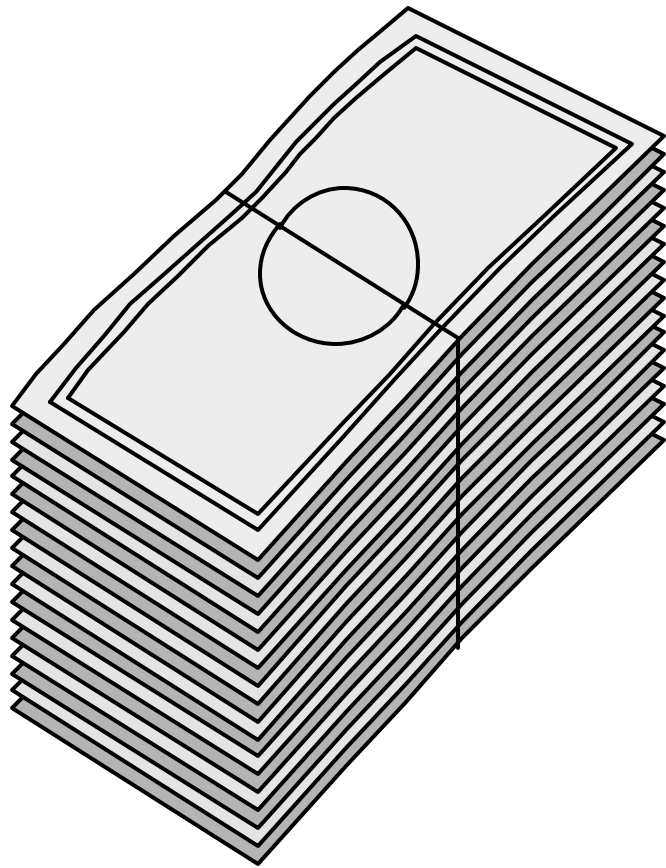


Implementation

- ◆ Formal University Courses
- ◆ Locally Developed Courses/Modules
- ◆ Workshops
- ◆ Conferences
- ◆ Supervision of Student Teachers
- ◆ Visiting Days
- ◆ Approval Travel
- ◆ Use of Consultants



Incentives For Participation



- ◆ Released Time
- ◆ In-Service Credits
- ◆ Financial Support for Courses