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