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IDENTIFICATION OF CRITERIA FOR EFFECTIVE TEACHER
INSERVICE EDUCATION: APPLICATION TO THE KENT
INTERINSTITUTIONAL WORKSHOP FOR
IMPROVING SCHOOL PROGRAMS

presented by

MARLIN LEE OLSON

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IDENTIFICATION OF CRITERIA FOR EFFECTIVE TEACHER
INSERVICE EDUCATION: APPLICATION TO THE
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By

Marlin Lee Olson

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ABSTRACT

IDENTIFICATION OF CRITERIA FOR EFFECTIVE TEACHER INSERVICE EDUCATION: APPLICATION TO THE KENT INTERINSTITUTIONAL WORKSHOP FOR IMPROVING SCHOOL PROGRAMS

By

Marlin Lee Olson

This study had two major purposes: (1) to seek to identify a set of criteria deemed crucial to effective teacher inservice education; and (2) to relate the criteria to an specific teacher inservice education program for teachers. To the extent that knowledgeable leaders of inservice education of teachers identify criteria considered important for effective inservice education, to that degree it would appear the criteria should be considered a viable means for determining the soundness of contemporary iservice education. To the degree that the teachers inservice education program chosen for the study fulfills the recommended criteria, to that extent it would appear it should be considered a viable program for contemporary teacher inservice education.

Literature was researched regarding criteria for effective inservice education; more than 150 principles were identified. Further study suggested those principles could be grouped into six categories of criteria.

1. THE CONTINUING INSERVICE EDUCATION OF TEACHERS IS CONSIDERED TO BE AN IMPORTANT AND INTEGRAL FACTOR IN PROFESSIONAL GROWTH.

2. INSTITUTIONS WITH AN INTEREST IN THE EDUCATION OF SOCIETY'S CHILDREN ARE ABLE TO COLLABORATE EFFECTIVELY IN TEACHER INSERVICE EDUCATION.

3. CLEAR, SPECIFIC GOALS AND ACTIVITIES INCORPORATING CURRENT EDUCATIONAL RESEARCH REGARDING THEORY AND PRACTICE WILL BE UTILIZED AND IMPLEMENTED.

4. THE FOCUS OF THE INSERVICE EDUCATION OF TEACHERS WILL BE DIRECTED TOWARD BUILDING-LEVEL/SCHOOL-BASED rIMPROVEMENT AND FACULTY DEVELOPMENT.

5. TEACHERS WILL BE DIRECTLY INVOLVED IN ALL PHASES OF THEIR INSERVICE EDUCATION EXPERIENCE.

6. THE ADMINISTRATOR OF EACH LOCAL SCHOOL WILL BE INVOLVED AS A PARTICIPANT IN FACULTY IMPROVEMENT ACTIVITIES.

Continuing research of the literature found strong support for each criterion.

The Kent Interinstitutional Workshop for Improving School Programs was chosen to relate to the criteria. Data analysis was conducted of records, official and unofficial, regarding each criterion. Interviews were conducted with participants in the Workshop seeking to ascertain whether the identified criteria were present while they were participating in the Workshop. The responses were evaluated for information related to each of the criteria. Supporting evidence from records and interviews is provided for each criterion.

To Guni

My best friend

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CHAPTER I

INTRODUCTION

Background of the Study

Although there may have been a time in our history
when preservice education was considered sufficient teacher
preparation, that day appears to be long past. In
contemporary society, complex as it is, effort at continuing
preparation is considered absolutely essential (Goodlad,
1984).

Rubin (1978) takes the position that the very best
possible teacher preparation program will not adequately
serve professionals in this day of expanding knowledge and
rapid change for more than five to seven years. He believes
that as soon as teacher candidates leave their preparatory
institution, they embark upon a journey toward obsolesence.

Content-wise, this certainly appears to be true.
The information explosion has innundated us. There was a
time when it was possible to keep current in a particular
discipline, but such is very, very difficult today.

According to Berman (1985), the future looks
awesome, to say the least.

> The arrival of the post-industrial age and the
> advent of global economic competition have radically
> altered what students must learn. Continued American
> prosperity will require more highly skilled managers,

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scientists, and technical experts, coupled with a
progressively more competent labor force. Job skills
will change rapidly, and employees will be asked to
adapt to new practices and to work in more complex
environments requiring close cooperation and clear
communication. Before the end of this century, now less
than 15 years away, our economy will need people at all
levels who are able to think creatively, apply general
skills to the solution of practical problems, and learn
throughout their careers. Moreover, America's need for
informed and literate citizens has never been greater.
From issues of war and peace to the complexities of
modern consumer choice, it no longer suffices for a
small percentage of our citizens to be "well-educated"
(p. 188).

But there is another important issue. The typical

image of a teacher standing in front of a class, as the

fountain head of knowledge, dispensing information to a

group of students eagerly attending to the presentation, is

linked to the above. For this pattern has been the

experience of our teacher candidates while they were in

school and college, and this is the teaching and learning

approach they will most likely adopt in their classroom

(Goodlad, 1983).

Pruit (1978) summarizes several surveys related to

teacher preparation which indicate that in spite of

deliberate, intensive preservice preparation, most teachers

tend to teach the way they have been taught. He believes

that research with various role models suggests that a major

task of teacher education should be the concern to

"de-model" prospective teachers. "In other words, the

influence of a prospective teacher's inappropriate models

should be replaced with more flexible ones" (p. 70).

This is not an easy task, seeking to change

an individual's ways of doing things. Attitudes, habits
and response patterns become ingrained and are difficult to
change. Martin (1984) emphasizes that changing the
cognitive performance of an individual is certainly
possible, but systematic and repetitive experiences will be
required to ensure that modification takes place (pp. 68-
69).

Increasingly, the logic of developing a continuum of
professional education experiences that begins with entrance
into a teacher preparation program and continues into and
throughout the work life of the educational professional is
being recognized and advocated. Korinek (1985) believes two
factors contribute to this need for continuing preparation:

> First, college training is but an introduction to
> the world of teaching. Only entry skills and knowledge
> can be developed in the time alloted preservice
> training. Second, our accelerating acquisition of
> knowledge makes some teaching strategies and tactics
> obsolete while creating a need for new ones. Teaching
> is a dynamic profession in which the individual must
> continually regenerate to be effective (p. 33).

Ferver (1981) highlights some of the factors that
have created the dilemma that faces us.

> In past years, we could assume that new ideas and
> innovations were infused regularly into a school
> district when it annually hired new teachers for up to
> 30 percent of the staff and where 20 percent to 30
> percent of the existing staff were enrolled in graduate
> programs. However, reduced teacher turnover and the
> expanding pool of teachers who have obtained what they
> consider to be their final degree have reduced this
> avenue for change. If change in teacher behavior is to
> be sought in schools today, the most common form of
> stimulation must come from on-site inservice education
> (p. 36).

Stoops and Rafferty (1961) considered this issue so

important that, some twenty-six years ago, they stated, "The absence of an organized inservice training program over an extended period of time will eventually negate every other advantage which excellent administration and enthusiastic public support can unite to offer a school system" (p. 444).

Current research is increasingly focusing attention on the importance of professional development. Both the Holmes Group (1986) and the Carnegie (1986) reports emphasize the need for giving attention to the quality of professional preparation of teachers, and a recognition that school systems must assume responsibility for any deficiencies through attendant concern for continuing staff development.

The history of the development of public education here in the United States is replete with examples of change and progress. How to make knowledge, considered by society to be important, available to others has been one of its major objectives. The concern for content, the related issues of process skills and that of attitudes and behaviors add to the school's responsibility and creates increasing need for inservice education in order to maintain a staff of teachers capable of meeting its objectives. Burrello and Orbaugh (1982) emphasize this point in stating that, "Inservice education is an absolute necessity if schools are to develop their most important resource, their people" (p. 385).

The interrelationship of education and change has

been a frequent one in inservice literature. Edelfelt and

Lawrence (1975) express their feelings this way:

> Inservice education today bears a close resemblance
> to the concepts that shaped it historically. It is
> usually required of teachers. Content and approach are
> prescribed by universities and school districts. Course
> credits are mandated by state department regulations and
> school district policies. Although intentions are good,
> too often programs are low level, piecemeal and
> patchwork. Teachers achieve advanced degrees, credits
> for salary increments, and higher levels of
> certification, but the effort yields too little in the
> improvement of teaching or school program. In fact,
> inservice education does not often deal directly with
> helping teachers improve their skills in instruction or
> become more adept at planning and organizing curriculum.
> In school district programs, the focus is on introducing
> new curriculum, beefing up existing programs, or
> following new fads and trends, typically at the
> supervisors discretion. In formal graduate work, study
> is largely divorced from the specifics of the teacher's
> job. Inservice education takes place on the teachers
> own time and frequently at her or his expense. It is
> seldom based on teacher needs and is often conducted in
> a manner that negates the principles of good teaching
> and learning (p. 14).

Although the picture presented is a somewhat gloomy

one, the situation is far from hopeless. Odden (1984) takes

the position that research has identified important elements

of school improvement quite well. There is in existence a

sizeable body of information regarding such issues as

effective teaching practices and characteristics of

effective schools. A considerable body of knowledge exists

regarding strategies for assisting schools in working to

solve their own problems (p. 312).

Further, Gage (1984) states that, "Research has

shown repeatedly that it is possible to change teaching

practices enough to make an educationally important

difference" (p.89). And later on he says, "We are beginning

to have evidence that changing teaching practices causes desirable changes in student achievement, attitude and conduct" (1984, p.91). McMahon (1980) concurs with that in stating that "the research of Aspy and Roebuck (1976) has scientifically identified a positive correlation between student achievement and professional development" (p. 1).

Additional information regarding the issues of research and inservice education can be found in the literature, including the following: Bennett (1987), Edwards and Barnes (1985), Griffin (1983), Gross (1986), Guskey and Gates (1986), Klein (1985), Lanier (1981), MacKenzie (1983), Maloy and Jones (1987), Parkay (1986), Smith (1985), Sparks (1986 & 1983).

The issue is an urgent one; programs must be designed to meet the continuing needs of teachers. Well planned inservice education appears to be one way to meet that need.

Statement of Purpose

The researcher had two major purposes in conducting this study: (1) to seek to identify a set of criteria, including those associated with adult learning theory, deemed crucial to effective inservice education of teachers; and (2) to relate the criteria to a specific teacher inservice education program.

Inservice Education

There is an extensive core of current literature available which speaks to the issue of criteria for continuing education of teachers. An attempt has been made to survey a reasonable selection of the most current and authoritative individuals available: Auton (1982), Burrello and Orbaugh (1982), Butler (1980), Byrne (1983), Edelfelt (1974, 1975, 1977, 1981, 1983), Goodlad (1983, 1984, 1987), Griffin (1983), Guskey (1985), Hutson (1981), Kersh (1978), Korinek, Schmid and McAdams (1985), Lawrence (1974), Loucks-Horsley and Hergert (1985), Mazzarella (1980), McMahon (1980), Odden and Anderson (1986), Orlich (1983), Parkay (1986), Popham (1981), Schmid and McAdams (1985), Sparks (1983, 1986), Ward & Tikunoff (1981), K. Ward (1986), Warnat (1983), Willen and Kindsvatter (1978), and Wood, Thompson and Russell (1981) are illustrative of that fact. A representation of their positions will be used as the criteria for effective inservice education.

Kent Interinstitutional Workshop for Improving School Programs

Desiring to relate the criteria for effective inservice education to a specific teacher inservice education program, the researcher chose, following interaction with Blackman (1984) and several other educators he respected, to use the Kent Interinstitutional Workshop for Improving School Programs (KIIW).

The Kent Interinstitutional Workshop for Improving

School Programs (KIIW) was implemented in Kent County, Michigan in the fall of 1969, having been adapted from a model originally developed in Wayne County, Michigan in 1967. The KIIW continued to provide for the inservice education needs of teachers through the school year 1983. The primary purpose of the Workshop was to provide inservice education for teachers in the Kent Intermediate School District (KISD). The KISD is an agency of the state of Michigan established to provide coordination of educational services to the local school districts within the county.

Kent County is the fourth most populated county in the state of Michigan, and the largest in the region identified as Western Michigan. The largest city in Kent County, Grand Rapids, is the second largest city in the state.

Twenty public school districts and six non-public school organizations are encompassed within Kent County. One third of the children in the county attend non-public schools, the largest number of non-public school children in the state of Michigan. Excellent relationships have existed between the public and non-public school constituencies.

Groups from each of the twenty public school districts as well as elements of the non-public school organizations have participated at times in the KIIW. School districts and schools from five relatively adjacent counties also requested the opportunity to participate in the Workshop and were permitted when conditions were appropriate.

The KIIW consisted of teams of eight to twelve participants from schools and school districts within the District. During the course of a time frame spread over approximately five months, and including sixteen once-a-week four hour sessions, each team worked on a problem it had identified prior to enrolling in the Workshop. Ten of the sessions, called local school sessions, were held in the team's home building wherein they had better opportunity to work on their special issue or problem and to involve other local staff as they deemed appropriate. The balance of the sessions, identified as common sessions and held at a common site, were designed to consider issues of interest to all participants and/or were considered critical concerns in education.

Methodology

This study will be a historical descriptive case study of a field project. Sax identifies descriptive research as "research involving the collection of data for the purpose of describing conditions as they exist" (1968, p.181). Field studies are considered by McDonald (1981) to be the best method to study inservice education programs. He says that it is practically impossible to use a classical research design to evaluate inservice education (p. 8).

The study will involve two procedures: (1) the reviewing of current literature regarding factors considered to be crucial to effective teacher inservice education; and (2) analysis of historical records of the Kent

Interinstitutional Workshop, and interviews of individuals who were participants in the Workshop.

Through the process of reviewing current literature regarding factors considered to be crucial to effective teacher inservice education, a number of criteria will be selected through which an inservice education program will be screened. In this way its historical record can be compared with what is presently believed to be important when considering inservice education for the future.

Delimitations of the Study

The research project will be delimited by the following constraints:

1. It is not the primary purpose of the study to defend the need for inservice education of teachers.

2. The primary purpose of the study is not to defend or evaluate a single inservice education program, but to demonstrate the applicability of criteria considered to be descriptive of effective inservice education programs to a specific teacher inservice education program.

3. The study will be concerned with two teams of individuals who were involved with the Kent Interinstitutional Workshop during the school years, 1981-1982, and 1982-1983. During those two years, the author participated with the Workshop as an observer, most directly involved with two school teams. Those two teams were chosen for the study.

Typically, school teams consisted of members of the

same school faculty. Occasionally, and for specific purposes, faculty members from more than one school joined together to work on a district-related project. The two teams involved in this study were a combination of these two approaches. Seventy-five percent of the participants were from one school. The balance of the team members were from other locations in the district.

Limitations of the Study

1. Everyone involved in the program was not interviewed. Two teams were selected and it is assumed that the respondents from these two teams are similar to those of the other teams. Entire teams were interviewed in an effort to establish the presence or absence of unanimity of team members regarding their experience in the KIIW.

2. The ability and willingness of respondents to analyze, interpret and make a sound decision when answering questions varied.

3. The fact that the responses of the respondents will be opinions and perceptions drawn from a time span of 4 to 6 years may affect accuracy of data.

4. The findings of this study will be generalizable only to those inservice education programs wherein the elements described in this study are present.

5. The writer participated as an observer during the two year period of the KIIW. The issue of possible bias should be considered at this point. The researcher acknowledges this and weighs it against the advantages of

the methodology to be explained in chapter three.

Participation as an observer is a potential source of bias. This must be recognized and considered in relationship to the author's access to people and information that comes from previous contact.

Involvement as an observer could create relationships with the participants that might cause them to desire to tell the researcher only positive things, what they felt he wanted to hear. The counter point would be that since the interviewees did know the researcher, a rapport existed which created a positive climate and enabled the respondents to express their opinions freely, whether positive or negative.

The established criteria, selected from research of the literature, should provide an objective basis for studying the Workshop. The researcher sought to compare the responses of the interviews with the information contained in the historical data. A record has also been included of all the participant's responses.

Definition of Terms

The following terms are defined in the context in which they are used in this study to facilitate understanding.

Common Sessions: Six meetings designed for registration, evaluation, sight-raising, presentations and demonstations on critical issues in education.

Continuing Education: Any systematic course of study or set of experiences intended to achieve increased awareness of and appreciation for those aspects of culture (including technical culture) and environment (including work environment) about which a participant is interested or concerned (Griffin, 1983, p. 63).

Inservice education: Those professional improvement activities in which pre-school through grade 12 personnel are involved, designed to increase their knowledge, skills and/or ability to fulfill their assigned roles. Organizational development, professional development, and faculty/staff development are included in this definition, except where indicated.

Intermediate School District: An educational agency established by the state to assist the state in coordinating educational services to local districts (Mackenzie. 1982, p.9).

Kent Interinstitutional Workshop for Improving School Programs (KIIW): An inservice workshop for teams of educators in the Kent County area of Western Michigan held generally from early in October to the middle of February, staffed by faculty representatives from such institutions of teacher education as Michigan State University, Western Michigan University, University of Michigan, Central Michigan University, and Grand Valley State Colleges, and coordinated by a representative of the Kent Intermediate School District.

Local School District: A school district controlled by a local school board and responsive to its citizens.

Local school sessions: Ten meetings designed to utilize the resources of the building including total staff, students, parents, community members and materials.

Participants: Persons involved in the KIIW, including school teams and staff.

Principal: Administrator of a local school.

School teams: A minimum of eight (8) members from the same school or school district working together as a group.

School Improvement: Loucks-Horsley and Hergert (1985) use the term quite broadly to include the pursuit of any goal that benefits students and has as its focus the classroom and school building. Many of these efforts will focus on instruction and curriculum; others will be directed toward such areas as school climate and discipline.

Team leader: A team member, not an administrator, who acts as coordinator for the team and serves as liaison between the team and the Workshop staff.

Workshop: A group of people participating in structured activities during a specified period of time to accomplish predetermined goals and tasks which lead to new understanding and changes in professional behaviors (Wood, 1981).

Workshop Staff: Includes personnel from the Kent Intermediate School District and the universities involved,

particularly the coordinator and the consultants.

Summary and Overview

It is the purpose of this study to identify (1) a set of criteria related to effective inservice education, and (2) to relate the criteria to a specific inservice education program for teachers.

Chapter I contained the following: background of the study; statement of purpose; description of the methodology; delimitations of the study; limitations of the study; and definition of terms used. Included in Chapter II is a review of related literature regarding issues of inservice education. The research design and procedures are presented in Chapter III. Chapter IV contains a presentation of the information gathered through the research of literature regarding criteria considered important for designing effective inservice education, and concerning the support that exists for those criteria. It also includes a description of the KIIW. Chapter V contains a presentation of the information gathered through the research of historical records and interviews and its relationship to the criteria developed during the research of the literature. Summary, conclusions, recommendations, and suggestions for further study will be found in Chapter VI.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The literature on inservice education is very extensive, so much so that it is difficult to give it a numerical value. Korinek highlights this fact when she says, "thousands of documents have been written about it, truckloads of materials have been developed to support it" (1985, p.33). When it is recognized that an ERIC computer search conducted in May 1980 revealed a total of 9,183 items concerned with inservice education or related topics, the magnitude of the problem is clear (Orlich, 1983). Out of the multitude of issues encompassed under the rubric, "inservice education", this review will focus on the following concerns: (1) Overview of Inservice Education, including Purposes of Inservice Education, Types of Inservice Education, and Problems of Inservice education; and (2) Adult Learning Theory.

Overview of Inservice Education

Purposes of Inservice Education

The question is a valid one – What purposes does inservice education serve? Why would Burrello and Orbaugh (1981) state so emphatically, "inservice education is an

absolute necessity if schools are to develop their most important resource, their people" (p.385)?

And why would the Secretary of Education Terrel H. Bell (1981) propose so strongly, "There has never been a time in the history of American education when inservice training was more necessary than it is right now" (p. 2)?

Historically, the key word that has been used to describe inservice education in the United States has been "remedial." The primary purpose has been to help teachers "catch up," to overcome their "inadequacies." Recognizing that many of the teachers had not had adequate teacher training, this is not surprising.

Tyler (1971) expands this issue in a brief look at history. He believes that inservice education efforts have primarily involved the "hows" of teaching (primarily remedial), new ways of teaching the old content or skills, presentation of new content or skills, fulfilling certification or degree requirements and since 1930, implementation of new educational programs and curricula.

The problems of education have been greater than just "teacher inadequacy" however. Johnson (1980) has compiled a list of twelve major factors that have impacted American public education in recent years.

1. The movement among minorities, women and the handicapped for equal educational opportunity, bringing significant changes in the student population and necessitating attendant changes in curriculum, instruction, facilities and extracurricular activities;
2. Public distrust of government, generating cries for more efficient management of education and "greater

productivity" from schools;

3. An economic slowdown, causing retrenchment in school spending;

4. The spread of social ills (drug abuse and polution), prompting new school services and courses;

5. Violence in America, spawning violence in schools;

6. The explosion of knowledge, putting severe stress on educators to keep up with their fields;

7. Instructional technology, promising more individual attention to students but demanding changes in the roles and functions of educators;

8. Television, often influencing children negatively and competing (unnecessarily) with schools for children's time and attention;

9. Declining enrollments and a teacher surplus, contributing to more educated, more experienced and more costly faculties with fewer external incentives for self-improvement;

10. The growth of teacher power, bringing assertions of the need for more involvement of teachers in matters affecting them;

11. Research and experience pointing to the importance of the teacher in curricular reform and instructional improvements; and

12. The realization that four years of undergraduate preparation make only a beginning teacher (p. ix).

Hite (1977) offers a possible solution to some of the problems of education and creates a link between the past and the present at the same time when he states, "The professional development of practicing teachers is more important to educational agencies now than ever before" (p. 3).

One of the important earlier studies of inservice education was the one conducted by the Rand Corporation (1974, cited in Bennett 1987). Its conclusions can be summarized under the following headings:

1. Teacher commitment should be considered a very important aspect of faculty development planning. Such commitment does not preclude, however, the involvement of the district administration;

appropriate collaboration on as broad a scale as possible, was considered valuable. Paramount, though, was the teacher's belief that the inservice activity held meaning for them and would enable them to influence their students.

2. The success of the inservice program was in direct proportion to the teachers perception of the worth of the activities. They respond most directly to intrinsic professional rewards.

3. Creating an environment wherein teachers work together is almost indispensable for successful staff development. The resulting interaction provides resources that can bring about growth and development.

4. The broader the scope of the training, the greater the impact. Continuing support was also an important issue; in its absence, reversion was almost assured.

5. The active support of the building principal was considered critical to successful inservice education. The support of district administrators was also considered important.

Few people today would question the value of inservice education. And this isn't true only of educators. Johnson (1980) reminds us that "all professions recognize the necessity for keeping practioners abreast of new developments in their field" (p. vii).

Inservice education today has been likened to a coat of many colors. It can involve activities that are a matter of individual choice; it can include activities mandated by a school district or the state. It can be a one-time affair with little or no follow-up, or it can involve a program which continues over an extended period of time. It can also include all of these.

Looking at purpose from the perspective of school district rationale for inservice education, Swenson (1981) expresses concern regarding the importance of "student-teacher relationship" and the factors related to it as the fundamental issue. Teachers who are learning and growing are more likely to be able to meet the needs of their students and to maintain good relationships. Beyond this foundational concern, he sees three additional reasons that are commonly cited:

1. Declining enrollments and stable staffs. Declining enrollments in K-12 schools have stabilized school staffs. It is often no longer possible to hire new staff, with special preparation, to deal with new needs. Instead existing staff must be prepared through inservice education and staff development programs to handle those needs.
2. New expectations for the schools. Changing values and societal conditions have continued to alter the expectations for what schools can do. Recent examples include the education of the handicapped, bilingual education and multicultural education. Whether the new expectations have come from the courts, legislatures, local communities or school personnel themselves, they have all contributed to a need for staff development if they are to be implemented effectively.
3. Insights into the change process. School personnel, with help from researchers, have come to realize that change is a process, not an event, and that before schools can change, the individuals within them must change (Hall & Loucks, 1978). Through

staff development programs the concerns of individuals can be appropriately addressed to allow effective implementation of change to occur (pp. 2-3).

The range of perceptions that are held today about inservice education is reflected in the variety of descriptions about it one finds in the literature. Whether discussing purpose or some related issue such as definition, they are many and varied.

Granted the multiplicity of elements in inservice education, there appears to be agreement that there are ways in which these elements group themselves given a little organization. Speaking to this issue, Joyce (1981) sees the primary task of staff development to be creating a professional growth-oriented ecology in all schools. In so doing he feels we will:

1. Enrich the lives of teachers and school administrators so that they continuously expand their general education, their emotional range and their understanding of children;
2. Generate continuous efforts to improve schools. School faculties, administrators and community members need to work together to make their schools better and acquire the knowledge and skills necessary to bring those improvements into existence; and
3. Create conditions which enable professional skill development to be continuous. Every teacher and administrator needs to be a student of learning and teaching and to engage in a continuous process of experimentation with their behavior and that of their students. Each education professional needs to study alternative approaches to schooling and teaching, to select ones which will expand their capabilities and to acquire the understanding and skills necessary to make fresh alternatives a part of their ongoing repertoire of professional competence (p. 118).

Fox (1981) also sees three reasons for involvement

in inservice education. He believes one should support such activities because they can: (1) Stimulate personal professional growth. Educators cannot stay current and effective in their respective fields without the stimulation of activities which encourage increased personal and professional development; (2) Improve particular aspects of school practice. There is a perceived inadequacy in the educational system and an inservice education experience can help to rectify that problem and bring about "school improvement;" and 3) Bring about change in the social environment. This could include activities related to such issues as climate in the classroom or broader issues of society such as the impact of desegregation in the school.

Hite (1977) believes the key issue is on a different level. He believes the purpose of inservice education is linked with the answers to the key questions, "Who provides the rewards?" and "Who provides the motivation?" Does the local district thru salary increments, the nearby university or college thru credential requirements, the teachers' association thru political power or the local school thru personal or professional concern (p. 30)?

A number of educators have discussed inservice education in terms of its definition. Illustrative of these would be Ferver's (1981) concern for "programs of education and/or training for pre-school to Grade 12 professional personnel for the purpose of enhancing their skills, knowledge or ability to perform the role and functions to

which they are currently assigned" (p. 22). Typically the
literature also includes reference to the fact that
inservice education pertains to that portion of a teacher's
education that takes place after completion of the
university-or-college-based teacher training program, upon
receiving initial certification and following employment as
a professional.

It is important to emphasize again the growth
enhancing aspects of inservice. Dillon-Peterson (1981)
brings this factor back into focus with the reminder that
staff development is "a process designed to foster personal
and professional growth for individuals within a respectful,
supportive, positive organizational climate having as its
ultimate aim better learning for students and continuous
responsible self-renewal for educators and schools" (p. 3).
Especially noteworthy here would be the concern for personal
and professional growth in a positive climate that will
influence students in the context of the school (Holly,
1977).

The purposes of inservice education are many and
varied, but generally all relate to the need for continuing
teacher education. If teachers are going to maintain their
skills in instruction and related issues, it appears
imperative that inservice education in some format be
provided for teachers.

Determining whether the concern of inservice
education is personal, professional, school-based or related

to broader concerns of society should help clarify the development of clear objectives and goals and thus the activities that relate to them. The particular need should influence the type of inservice education program to be developed.

Types of Inservice Education

Typically speaking, a staff development effort has a number of parts, according to Griffin (1983). Some of them are potentially interactive: the personal and professional characteristics of the individuals involved; the setting and the conditions that are a part of it; those elements that are included in the design of the program (decisions regarding purpose, planning, implementation); the role of the support services and materials involved; the behaviors of those individuals participating; the participants perceptions of benefits or deficits; and the concern for evaluation. Consideration for those elements which are of unique importance in a specific situation will help determine the type of inservice education required.

In a frequently referred to article, Yarger (1977) identified the following five types of inservice education programs:

1. Job-embedded inservice education is programming that occurs within the context of a teacher's fulfilling his/her assigned responsibilities. It is directly related to the provision of skills that can be translated into working with children, developing classroom materials, and/or planning curriculum.
2. Job-related inservice education is programming that is either directly or indirectly related to the provision of skills for the performance of a

teacher's primary responsibility of instructing children. It may result in the acquisition of directly applicable skills, or it may provide content that, while not directly applicable, is clearly related. Job-related inservice training does not occur within the context of the instruction of children.

3. Professionally-related inservice education focuses on those aspects of a teacher's role which are clearly required, but are not directly related to the instruction of children. In every sense, however, they relate to "professional" attributes which generally differentiate teachers from others who work in schools. Such training might focus on parent conferences, community-based education programs, legally mandated record keeping and a long list of professionally related responsibility.

4. Mobility-related inservice education is primarily designed to prepare the teacher to assume a new position and/or obtain a new credential. Although usually related to "upward" mobility, it need not be. Programs that facilitate the transition from provisional to permanent certification and from teacher to administrator, and from teacher to specialist are common examples of this kind of inservice education.

5. Personally-related inservice education is characterized by its emphasis on helping the participant become a more effective person rather than a more effective professional. Implicit in this type of inservice is that the more secure and well-adjusted a person is, the better teacher that person will be. Typically, this type of inservice programming will be self-selected and on occasion even self-directed (pp. 21-22).

As a part of a study designed to identify and describe the kinds of inservice education teachers most frequently use, Korinek (1985) found that three inservice education types emerged as most often described or implied in the literature examined. Although some overlap can exist, the three models are listed as:

1. Type I Inservice: Information Transmission. The sole purpose of this type of inservice is to increase the knowledge of a specific group. Information is presented through lecture, demonstration or panel discussion with minimal participation from the audience in planning content

or reacting to material presented during the sessions. Presentations usually last less than three hours and are held in local schools or at professional conferences. While most Type I topics correspond to perceived problems, they are sometimes selected to match the availability of a consultant. This model of inservice appeared to be the most common and unpopular with teachers. Since increasing knowledge will not, by itself, change teacher behavior, behavior change goals are inappropriate for Type I inservice.

2. Type II Inservice: Skill Acquisition. The purpose of Type II inservice is to strengthen existing skills or to impart new ones. The activities and demonstrations are rarely individualized and in most instances, participants have little input into the planning or choice of activities used. Type II presentations are usually longer than those of Type I and may be scheduled over several days to accomodate the complexity of the skills to be acquired. Sessions may be independent but are more often presented in a series, and demand active rather than passive involvement from participants. Skill acquisition presentations consist of clear demonstrations coupled with practice of the desired skills. The acquisition of a skill, however, does not mandate that routine teaching behavior will change, especially if there is no incentive for changes in the classroom.

3. Type III Inservice: Behavior Change. Type III inservice should be viewed as a "system" of many separate elements including those of Type I and Type II. "Time" in this inservice model is whatever it takes to develop the desired behaviors; it is assumed that the teaching environment will be manipulated whenever possible. Most Type III inservice is conducted in the participants school. The individual sessions are united by the common goal of changing behavior, and each part of the program is built on careful assessment, clear objectives, observation and record keeping. Active involvement and "participant ownership"--a willingness to take responsibility for changing their own behaviors--is crucial. Of all the types, Type III inservice is the most costly, time consuming and requires the greatest commitment from all concerned.. Not surprisingly, it is the inservice type least used, yet the only one which provides a reasonable chance of changing teacher practice (pp. 34-36).

Granted Type I inservice education has been found to be the most common, it is questionable, as Korinek et al.

indicate, just how successful it really is. Joyce and Showers (1985) posit that inservice education activities of a Type I nature, will stimulate only about 10% of the audience to return to their schools and seriously seek to implement the subject matter of the program.

In an article entitled, Inservice Education: Moving from Professional Development to School Improvement, Edelfelt (1983) visualizes inservice education in four related contexts. The first three pertain specifically to the in-school aspects of growth and development and are of concern to this study.

1. Professional Development. The focus of professional development is on the continuing development of the individual practitioner, usually the teacher. The conviction is that if the teacher improves, the school program for students will improve, and as a consequence, learning will improve.
2. Staff Development. The focus in staff development is the development of a highly competent and effective faculty whose members are individually and collectively skilled as teachers and administrators and understand their respective contributions at various grade levels and in various subjects to the total education of the student.
3. School Improvement. The focus in school improvement is the quality of the school program. The assumption is that the quality of the school program is determined by all the experiences a student has under the auspices of the school. Such school experiences include the influence of all the teachers and other personnel whom the student encounters; the psychological climate of the school; the social and intellectual atmosphere; the uses of time; the activities which are engaged in; the influence of peers; the quality and extent of leadership exercised by the principal, supervisors and other school personnel; the resources available; personnel practices; and the nature and quality of relationships with parents and community. The school is seen as an ecology, a social system. It improves when all the factors that are part of it are attended to positively and constructively (p.101).

Edelfelt then continues in the article to discuss the importance of moving the focus of inservice education in the direction of concern for those experiences that will improve the total school program, a position that is shared by Edelfelt (1983), Goodlad (1984), Guthrie (1986), Hopkins and Wedeen (1984), Loucks-Horsley and Hergert (1985), Maloy and Jones (1987), Odden and Anderson (1986), O'Rourke (1987), and Warnat (1983).

The most recent literature regarding inservice education appears to highlight those types of programs which take place over time, are conducted in the participants school, are concerned about goals, objectives and evaluation, encourage participant involvement and ownership, and focus on experiences that will enhance the entire program of the school. A further look at the literature, however, suggests that problems do exist.

Problems of Inservice Education

A review of the literature reveals that the problems of inservice education are many and varied. The descriptions have not always been very flattering. Three illustrations will highlight the point. Dodd (1986) recounts a conversation she overheard from a group of teachers who had just finished an inservice education session: "Just what we needed - another expert from the university to come and tell us how we can teach better. I'll bet that guy hasn't been in a classroom with 15-year-olds for 20 years. What a wasted day!" Robert

Cole's (1984) description of such an activity hit the issue squarely for some people when he described it as "one of the more frustrating aspects of the entire education enterprise...(too often) a token effort--a day set aside here, a speaker or two brought in there--with all the decisions made by the higher-ups"(Cited in Lee, p. 28).

Sharma (1982) likens inservice education to the treatment Flossie, her granddad's old Jersey heifer, received when it was time to be bred. Rather than bring around a live bull for the servicing, Zeke, the inseminator, brought a tube, which he inserted in her and promptly squeezed. Flossie didn't get to join in the act and she certainly didn't have any fun. It just happened to her. Sharma then goes on to say:

> My last inservicing went pretty much like Flossie's. The only difference was that no one had the same clear proof that it took. The teaching staff was herded into a meeting , penned by contract language that said the principal could hold a monthly inservice meeting and teachers must attend. A visiting expert appeared, producing a projector and transparencies from the trunk of his car. He checked to see if we were ready by stating, "Everyone wants to know about Developing Functional Objects in Conjunction with the Warner Basal Series, Group Yellow, don't they." Then he proceeded to insert an hour and a half of details into us. And in the end, like poor old Flossie, we didn't get to join in the act and we didn't have much fun. It just happened (p. 403).

All too often, Sharma concludes, those individuals in charge of an inservice education experience make decisions for the teachers very similar to the ones that Granddad and Zeke made for dear old Flossie. They decide where and when to bring the faculty together. They make the

assumption that whatever information they inject will be of

benefit to all teachers, regardless of the individual needs.

They likewise assume that teachers' opinions are really not

very valid. And in conclusion, they believe that the result

of the inservicing will be both direct and measurable.

Historically, the picture has not been a positive

one for many inservice education specialists. Speaking from

his perspective in 1974, Edelfelt described the situation as

follows

> Inservice education has been the neglected stepchild
> of teacher education. Most resources and effort in
> teacher education have gone to preservice preparation.
> For the last four decades, this concentration of
> resources and effort was defensible in order to assure
> that teachers were adequately prepared prior to
> service.... Meanwhile, inservice education for teachers
> remains a wasteland of evening, Saturday and summer
> courses or workshops mandated by school districts and
> state departments of education. Inservice education
> takes place almost entirely on the teacher's time and in
> advanced collegiate study at the teacher's expense. It
> is required for a standard teaching certificate or for
> advancement on a local district's salary schedule. It
> is planned and executed by educators other than
> teachers. Too often it is taught in a manner that
> violates almost every principle of good teaching.
> Perhaps most important, too little of its emphasis has
> been on improving teacher performance.
>
> Point one, then, is that inservice education has
> been inadequate. It has not met teacher needs. It has
> been pursued as an adjunct to a full-time job. It has
> been required by super-ordinates largely without
> consultation with teachers (p. 250).

There appears to be little in that description that would

cause one to think positively about the next inservice

education experience they would be scheduled for.

A short while later, Edelfelt and Lawrence (1975),

as part of an historical analysis of inservice education,

highlighted 12 key principles they believe have limited its development. They are:

1. The primary role of the school is the giving and receiving of information.
2. Learning is the receiving of information to be stored and used later.
3. Curriculum and teaching are relatively fixed elements in the school.
4. The main business of teacher education is the quest for mastery of some relatively stable subject matter and methods of teaching.
5. Inservice education is training that is designed, planned and conducted for the teacher by persons in authority.
6. The central purpose of inservice education is the remediation of teachers' defiencies in subject matter.
7. Leadership is "direction from above," and motivation is "direction from outside."
8. Supervision is diagnosis, prescription, modeling inspection and rating.
9. Teacher education in teacher preparation institutions and teacher education in schools are separate and discontinuous processes.
10. Intellectual leadership in goal setting and planning for inservice education appropriately comes from outside the school.
11. The teacher is a solo practitioner (rather than a group member involved in cooperative planning of common goals and related actions).
12. Prescriptive legislation is an appropriate vehicle for improving the quality of teaching standards (p. 9).

Unfortunately, the situation hasn't changed as much as one would like. According to Weimer (1982), the legacy of those dozen principles remains very much with us. She sees such vestiges as: 1) teachers are considered too busy to plan their own inservice education experiences, 2) teachers are therefore dependent on outside "experts," and 3) teachers have become passive in their response to the typical lecture presentation during the inservice education activity. And the word "activity" is certainly a misnomer.

In examining why inservice education is in its present condition, Howey and Vaughan (1983) have gathered together some frequently cited criticisms in the statements below:

1. Classroom-relevant content and easily adaptable instructional strategies are too infrequently presented. Instructional content and practices are often espoused that do not adequately take into account the specific student, school or classroom context of the participants.

2. Little continuity and coordination exists between or among staff development offerings and it is difficult if not impossible for participants to see how apparently unrelated inservice activities will in any basic way allow them to do a more effective job of helping their students to learn.

3. Inservice activities are infrequently related to measures of changed teacher behaviors or student learning outcomes and so teachers rarely receive feedback or are aware of whether or not the inservice education program made any difference in those crucial outcome measures.

4. Staff development is often presented and perceived as a way to correct a deficit rather than as a normal growth experience.

5. Too many times the inservice activity focuses solely on the teacher as the responsible party for improving instruction without sufficient attention to other organizational, social and political factors in the school and school community (pp. 98-99).

Using the expression, "inservice education is often pablum," Bennett (1987) suggests from his experience he has found that, typically, the subject matter of faculty development activities is content teachers already know. There isn't much there to challenge one. Actually, he doesn't think there is supposed to be. In a statement cited from Haisley, Baker and Perez (1983), he suggests:

Our hunch is that inservice education, however it is originally conceived, becomes bent to the prevailing patterns of school system functions. Inservice education appears largely designed to be unintrusive and

undemanding of teachers. It reinforces prevailing curriculum and instruction, and is not intended to alter them in a fundamental way. The focus of inservice instruction on the instructional process, rather than instructional outcomes, is a major indicator that it is not intended to challenge the prevailing system.

Later on, although his focus was on problems frequently encountered in school effectiveness projects, Bennett(1987) identified several areas that are also appropriate to this issue, and remind us of the humanness of teachers. First, the faculty may consider the subject to be just another fad and figure they will just wait it out. The teachers need to understand that the concern is an important one, larger than their school or school district. A second problem, one of implementation, would be the sense of discouragement teachers can develop when they do not see immediate improvement in the area being addressed. Worthy goals are worthy of effort. Unfortunately, teachers can get the idea that they are not doing their job right, and thus the need for the project. Third, it is important to develop a "we-ness" regarding the efforts to improve the quality of the educational program. A recognition that not only teachers and principal, but central office personnel and board members, as well as the community are working to bring growth and development.

From his perspective as consultant to the Kent Intermediate School District, with specific involvement in inservice education experiences, Mc Mahon (1980) has looked at the need to institutionalize professional staff development. He notes that although many educators support

the institutionalization of inservice education wherein it would be considered an established element of the educational system, in many school districts, that is not so. Their focus is on education for the young, with little thought given to the responsibility for teacher growth and development.

Mc Mahon then goes on to identify six problem areas he believes illustrate the kinds of difficulties individuals will face who are serious about establishing professional, continuing staff development programs that are effective and pertinent.

1. Inadequate time available within the school day and calendar to provide professional growth inservice.
2. Inadequate "reward system" for professional growth alternatives to the academic credit.
3. Master contract language which is restrictive in the amount of time commitment for inservice, meetings, and staff development.
4. Although funds exist to pay for substitute teachers and enable "release time" for regular teachers, there is an inadequate supply of substitute teachers.
5. An inadequate amount of contracted time is available for the active involvement of teachers in the planning and policy making necessary for the development of effective long range planning.
6. There is inadequate recognition on the part of many educational decision makers in regard to the potential impact of professional staff development on teacher and manager effectiveness and student attitudes and achievement (p. 3).

Wood (1980), summarizes her study of staff development and presents several reasons for the problems we presently face. Recognizing that these problems do not exist in every situation, she believes there is considerable evidence that they do reflect the condition in those districts where inservice education has not been effective.

Firstly, she identifies the negative attitudes about
inservice education held by many educators. The most common
faults mentioned are such issues as inadequate assessment of
the needs of the participants, insufficient planning and
organization, unclear objectives, lack of involvement in the
planning and implementation of the inservice education
program, and involvement in activities that individuals feel
are not relevant to their worklife. Yet in the midst of
their negative feelings, Wood reminds us of the fact that
most teachers and administrators believe that inservice
education is crucial if school programs and practices are
going to be improved. Secondly, many educators have become
victims of their expectations that teachers dislike
inservice education, that they be either forced or rewarded
to get them to participate, and that they do not desire to
have any responsibility for their inservice education
experiences. These thoughts become self-fulfilling
prophesies. Thirdly, all too frequently inservice education
is of a district-wide nature, rather than being focused on
the specific needs of teachers and administrators in their
own schools. Fourthly, the emphasis is primarily on
information -- typically ideas and principles, occasionally
skills,-- for use on the job back home. After a short time
the participants return home hoping they can put what they
learned into practice. Little thought is given to what is
known about how adults best learn. Fifthly, inservice
education of teachers has not modeled the way teachers

should teach -- with clear objectives, related to the learner's needs and interests, individualized, providing a choice in learning activities, and designed to encourage feelings of responsibility, trust and concern on the part of the participants.

Wood's description of many inservice education programs serves as a disturbing summary of what the experience frequently proves to be. Given the kinds of problems educators face who desire to design effective inservice education programs, it would appear that consideration of the way adults learn has important implications for inservice education. Teachers, as mature adults, desire to be treated as they would treat their students, were they teaching adults. Inservice education programs should model adult education principles.

Adult Learning Theory

Following a discussion of the major problems limiting the expansion of staff development, Wood (1980) proposes that a first step to a solution would be for staff development specialists to take a serious look at the nature of adult learning which he believes they have largely ignored. He then identifies a number of key facts he believes we should be conscious of, regarding adult learning, when seeking to plan effective inservice education of teachers. Included are the following:

1. Adults will commit to learning something when the goals and objectives of the inservice are considered realistic and important to the learner, that is, job

related and perceived as being immediately useful.

2. Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.

3. Adult learners need to see the results of their efforts and have accurate feedback about progress toward goals.

4. Adult learning is ego-involved. Learning a new skill, technique, or concept may promote a positive or negative view of self. There is always fear of external judgment that we adults are less than adequate, which produces anxiety during new learning situations such as those presented in inservice training programs.

5. Adults come to any learning experience (inservice) with a wide range of previous experiences, knowledge, skills, self-direction, interest, and competence. Individualization, therefore, is appropriate for adults as well as children.

6. Adults want to be the origins of their own learning; that is, involved in selection of objectives, content, activities, and assessment in inservice education.

7. Adults will resist learning situations which they believe are an attack on their competence, thus the resistance to imposed inservice topics and activities.

8. Closely related, adults reject prescriptions by others for their learning, especially when what is prescribed is viewed as an attack on what they are presently doing. Doesn't that sound like current inservice practice? We typically use inservice training to eliminate weakness we see in our personnel.

9. Adult learning is enhanced by behaviors and inservice that demonstrate respect, trust, and concern for the learner (p. 376).

In an effort to formulate a theory of adult learning that takes into account what is known both from experience and research about the unique characteristics of adult learners, Knowles (1980), uses the term "andragogy," the art and science of helping adults learn, to express his philosophy. Andragogical theory is based on at least four main assumptions regarding the mature adult. 1) A change takes place in an individual's self-concept as s/he matures,

moving from the position of dependence to one of increasing self-direction. Thus, when the adult finds her/himself in a situation where s/he is not permitted to be self-directing, s/he experiences tension between that situation and her/his self-concept. The reaction is generally tainted with resentment and resistance. Conversely, adults learn best when they are permitted to be independent and self-directing to as great a degree as possible. Knowles expresses it this way. Adults --

> see themselves as being able to make their own decisions and face the consequences, to manage their own lives. In fact, the psychological definition of adulthood is the point at which individuals perceive themselves to be essentially self-directing. And at this point people also develop a deep psychogogical need to be seen by others as self-directing (pp. 45&46).

Related to this is the importance of the learning climate. Adults learn best in an environment that is physically and psychologically comfortable, from a teacher/leader who is empathic in his relationships with the learners. Attitude is such an important element of a learning experience; the facilitating relationship(s) that the teacher builds is of paramount importance. The educational activity will either contribute to a positive self-image or, sad-but-true, to a negative one.

Cross (1981) ties this thought in with the humanistic theory of learning. She posits that the humanist believes that learning is a natural experience for adults, and that it will flourish if an encouraging and nourishing environment is provided. Such an environment would include

multiple options of people, resources, and materials;
assisting learners thinking through what they want to learn
and how they propose to learn it; and limiting the value
judgements one makes about the nature or quality of the
learning experience.

Long (1983) has looked at the need of adults for
social interaction as an element of their learning
experience. Research findings report near unanimity on the
importance of adult interaction. "The studies identified
and reviewed, all indicate that adult learners prefer group
learning techniques and formats (p. 238)." Responding to
the obvious question, "Why?", Long cites research by Brieger
(1980) as indicating that the use of group processes
encourages:

1. enhanced learning motivation;

2. improved skills of problem-solving nature;

3. development of positive attitudes regarding the
   later use of course materials;

4. increased feeling of self-esteem;

5. increased concern to accept and help others;

6. increased concern and ability to communicate
   verbally and non-verbally with others; and

7. increased feelings of independence from the
   instructor.

2) As an individual matures, s/he also accumulates
an expanding reservoir of experiences that enable her/him to
become an increasingly rich resource for learning and at the

same time provides her/him with a broadening base to which s/he can relate new knowledge and experience. Adults come to an educational activity with unique and differing backgrounds and need/must have some way to personalize the learning experience. The importance of this issue is highlighted by Knowles when he says --

> adults derive their self-identity from their experience. They define who they are in terms of the accumulation of their unique sets of experience. Because adults define themselves largely by their experience, they have a deep investment in its value. And so when they find themselves in situations in which their experience is not being used, or its worth is being minimized, it is not just their experience that is being rejected--they feel rejected as persons (p.50).

3) Whereas typically children are ready to learn those things they "ought" to learn, the maturing adult's readiness to learn is less the product of her/his biological development and academic pressure and is increasingly the product of the developmental tasks required for the performance of her/his evolving social roles. Havighurst (1979) speaks of a developmental task as --

> a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks (p. 2).

Adults learn best when what they are considering in the educational experience bears relationship to what they already know, and what they sense they need to know. They learn best the closer they come to direct experience; the more they are involved, the more growth and development takes place. Wood (1980), commenting on study by McKinnan

(1976), supports this position by stating that research indicates a higher percentage of adults may be operating at the concrete operational stage of intellectual development than previously thought. This would suggest that the adult learner needs more direct and concrete experiences where application is an activity of the learning process.

4) Whereas children have been conditioned to have a subject-centered orientation to most learning, adults tend to have a problem-centered orientation to learning. These problems are related to life situations. They also have a concern to be able to apply tomorrow what is learned today to help solve their problems and face the issues of life. Adults learn best what is related to their needs. They are not prone to learn something because someone tells them it is good for them unless they can see the importance of it, the difference it will make and/or its relevance to meeting their needs. According to Knowles, "To adults, education is a process of improving their ability to cope with life problems they face now (p. 53)." And we've come full circle, because the greater degree adults can cope with life's problems, the greater their self-concept and the better their outlook on life.

Should not these concepts just discussed pertain to teachers? They are adults. Wood (1980) believes so as he again points out, "the major flaw in staff development appears to be that we have ignored what is known about the adult learner and adult learning, just as we have accused

teachers of ignoring the individual child and how he or she learns" (p. 375).   Cook, (cited in Schaefer, 1986), supports this position by reminding us --

>   We have learned the importance of treating children and young people as individual learners.   It is high time that we treat teachers with the same kind of care and respect as people who learn at different rates and in different ways; whose "maturity" depends on a wide range of interrelated variables, and who bring to the learning task a tremendous variation in prior knowledge, interest and investment (p. 11).

In conclusion, educators concerned about inservice education suggest there exists considerable relationship between teacher inservice education and adult learning theory.   Literature appears to support a position wherein teachers, as adults, learn best when their learning experience:

1.   focuses on personal needs;

2.   encourages their independence and self-direction;

3.   occurs in an environment that is psychologically and physically comfortable;

4.   recognizes the value of their background of experience and information;

5.   involves them directly in the activities; and

6.   provides them with reinforcement and reward that positively supports their self-esteem.

Summary

The review of related literature reveals extensive interest in faculty development: concerning types of programs, the key issues include those which are on-going,

take place in the participant's school and involve the participant, and include developing goals and objectives that enhance the school's program; concerning problems, a recognition that inservice education is frequently, 1) planned and carried out by someone other than teachers, 2) is of a one-time nature, 3) is primarily content-oriented, and 4) is of a district-wide nature, rather than related to the needs at the participant's situation.

Inservice education programs should build on what is known about adult learning. When this is done inservice education can be a very beneficial and enjoyable experience. There are ways to make it so.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Introduction

Chapter III includes the purpose of the study, sources of data, procedures for data collection, data-analysis method, researcher's perspective, and a summary.

Purpose of the Study

The purposes of this study are two-fold: (1) to seek to identify a set of criteria, including those associated with adult learning theory, considered crucial to effective teacher inservice education; and (2) to relate the criteria to an innovative inservice education program for teachers. To the extent that the criteria identify guidelines considered important by knowledgeable educators of teacher inservice education to be important to inservice education of teachers, to that degree is would appear the set of criteria should be considered a viable means for measuring the effectiveness of contemporary inservice eduation. To the degree that the teacher inservice education program chosen for the study fulfills the recommended criteria, to that extent it would appear it should be considered a viable program for contemporary inservice education.

Sources of Data

The information gathered in this study came from a variety of sources:

1. Literature research of criteria considered crucial to effective teacher inservice education was conducted to ascertain principles to be considered when seeking guidelines to developing teacher inservice education. These authors report extensive contact with such elements as teachers, local schools, school districts, teacher organizations, colleges and universities, educational laboratories, parents and lay leaders, and governmental agencies.

The procedure followed in this review was to search the literature of those educators who have written in this area and to draw from their writings what may be considered principles of effective inservice education. The writer then sought to organize them and found they could be grouped into six primary categories.

2. Research of the literature was carried out to verify the presence or absence of broad support for the selected criteria.

3. Historical records, papers and reports of the Kent Interinstitutional Worshop (KIIW) written by individuals and teams were studied.

4. Activities and interactions of school improvement teams observed while the author participated in the program were reviewed.

5. Interviews conducted with two groups of participants were examined. Team #1 participated in the KIIW in school year 1981-82 while team #2 participated in the Workshop in school year 1982-83.

Procedures for Data Collection

The methods of inquiry chosen for this project were research of literature, analysis of historical records, and personal interviews. These methods were particularly appropriate since the purpose of the study was to identify a set of criteria for effective inservice education, and then to interrelate the chosen criteria and a contemporary teacher inservice education program. The analysis of historical records and the use of personal interviews provided the data necessary to determine whether the program fulfilled the criteria.

Related to Literature

An extensive research of the literature was conducted, designed to identify specific criteria of effective inservice education. Writers were chosen who had highlighted principles they considered to be important when planning inservice education experiences for teachers. Each of the writers gave evidence of representing broad contact with varied elements of the educational community, such as local schools, school districts, intermediate school districts, teacher organizations, universities and colleges, and governmental agencies.

These principles were subsequently grouped together into six categories of criteria. A combination of procedures was used in seeking to determine the composition of the criteria. To be considered a major concept, a principle must have been identified by a minimum of seventy-percent of the writers. Several guidelines were mentioned so frequently in the literature, their importance was established. Lastly, the question was asked whether support could be found in the educational literature for each of the criteria.

Concern was raised regarding the validity of the criteria. A comprehensive research of the literature was carried out, seeking to establish the presence, or absence, of broad support for the chosen criteria.

Attention was turned in the literature to the Kent Interinstitutional Workshop (KIIW). It was the desire of the researcher to relate the six criteria to an innovative inservice education program for teachers. After discussion about the KIIW with Blackman (1984) and several other educators having extensive experience with inservice education for teachers, the researcher decided to use it as the program of study.

Related to Records

Historical records, official and unofficial, of the Kent Interinstitutional Workshop, available at the Kent Intermediate School District Staff Development Center and Michigan State University, were investigated. The author's

collection of printed materials and personal notes were also included. These sources were carefully examined and information of concern to the study was noted.

Related to Interviews

Interviews were conducted with two teams of participants of the Workshop. Complete teams were desired in order to ascertain the degree of unanimity among the team members regarding the presence or absence of the six criteria of effective inservice education of teachers, developed from the literature research. An interview guide was developed by the investigator (See Appendix A) based on the six criteria. It was designed to determine the participant's view of the presence or absence of these principles while they were participating in the KIIW. Each interviewee was asked to respond whether their involvement in the Workshop included the type of experience stated in each of the criteria. Participants were asked to indicate whether their experience "did not reflect," "did reflect," or "very definitely reflected" the concept of the criteria.

A semi-structured form of interview was followed. Each prepared question was presented, in turn, to the interviewee; a follow-up question was used if necessary to discover additional information regarding the issue. Interviewee's responses are presented in the Appendix C.

Appropriate permission was obtained for the interviews from Michigan State University, Grandville, Michigan Public Schools, and the individual participants. A

tape recording was made of each interview which was subsequently transcribed. The interviews were conducted at the interviewee's choice of location. In an effort to ensure a successful interview, suggestions for effective communication were drawn from Evans et al. (1979), and from Gordon (1980).

Data-Analysis Method

Resulting from the research of the literature, six criteria considered crucial to effective inservice education of teachers were identified. The criteria were then used as a screening device, enabling the author to analyze information gathered from the data collection. Each item of data was examined to determine its relationship to one of the criteria.

Equal weight was given to the information gathered from the variety of sources, both human and material. No records are available which will identify individuals other than those specifically named.

Researcher's Perspective

The author enjoyed an advantage having been in the position of both an insider and an outsider in relationship to the study. For two years the researcher participated in the program as an observer working with the representative of Michigan State University assigned to the program. The limitations related to this position were introduced in Chapter One under "Limitations of the Study." As an

insider, the author had access to the historical records and established contact with the participants in the Workshop. Thus the researcher was able to look through several eyes.

A period of four to six years has elapsed since the researcher was involved in the program. This time span has permitted the author to look at the KIIW somewhat more objectively than while active as a participant. Through examination of historical records and through interviews with participants, the researcher was better able to relate the many perceptions and understandings. The author has therefore been able to take advantage of three perspectives in this study. By observation, "This is what I saw;" through study of historical records, "This is what I found;" and as a result of the interviews, "This is what the participants experienced."

Summary

Chapter Three has presented the basic research design. This has included the purpose of the study, sources of data in the study, procedures for data collection, data-analysis method, and researcher's perspective.

In Chapter Four an extensive research of the literature is presented. The criteria considered crucial for establishing effective teacher inservice education are developed in the first section. Validation of the presence of broad support for the criteria is reported in part two. In section three an overview of the Kent Interinstitutional Workshop for Improving School is given.

CHAPTER IV

LITERATURE RESEARCH

Introduction

The research of the literature in this chapter includes:

1. The identification of a set of criteria considered important to effective inservice education of teachers;

2. The examination of the presence or absence of a broad base of support for each criterion; and

3. A description of the Kent Interinstitutional Workshop for Improving School Programs.

Criteria of Effective Inservice Education

It is the purpose of this section to consider the criteria that reflects what knowledgeable educators in the field of inservice education believe should be true of inservice education that would be effective.

The question is frequently heard, "What criteria should guide us as we seek to develop an inservice education program?" Teachers, administrators, school board members, intermediate school district personnel, university professors, members of state education organizations, as well as state legislators all evidence concern for this issue.

Criteria can be very helpful to educators who want to design their own inservice education programs. They suggest characteristics and standards; they do not dictate prescriptions. They also propose principles useful for decision making regarding planning and implementation.

In the fall of 1974, Edelfelt predicted that "the inservice education of teachers will be the major focus in teacher education for the next decade" (p. 250). Whether everyone would agree that has happened or not, a search of the literature reveals a considerable treatment of the issue. This is no less true when one searches for specific criteria of effective inservice education. As indicated earlier, the list is an extensive one.

In the same year, Lawrence et al. (1974), (cited in Collins, 1981), pointed out, amongst other conclusions, that inservice education programs tend to be more effective if:

1. They are school-based.
2. They are individualized and differentiated.
3. They emphasize demonstrations with supervised trials and feedback.
4. They are linked to the general goals of the school.
5. They have an on-going character, as opposed to being one-time, single-shot activities.
6. They are self-initiated and self-directed.
7. Teachers participate as planners and deliverers of inservice.

Several key issues stand out in this summary listing of key principles of effective inservice education programs that are in contrast with principles that were identified earlier as being part of inservice education's history. These include the importance of inservice education experiences that are school-based, include the teachers in

the planning and the development of the program, involve the
teachers as active participants in the activities of the
program and are tied into the general goals of the school
(p. 16).

Possibly the most frequently referred to effort to
ridentify criteria for inservice education programs was
created by Edelfelt in 1977. Following an extensive process
of development -- including in its creation stage,
evaluation by "teachers, administrators, college and state
department personnel, and staff and leaders in teacher
organizations throughout the nation," and in its testing
stage, "teachers, administrators, teacher organization
representatives, college and state department personnel, and
Teacher Corps site personnel from 15 states (p. 9)," -- 29
criteria were identified. Subsequently, they were organized
into five groupings as follows:

Decision-Making

   1. Decision-making processes are based on cooperation
       between all major interest groups, that is school
       district, college/university, and teacher
       organization.
   2. Decisions are made by the people who are affected,
       and the decisions are made as close as possible to
       the situation where they will be operative.
   3. The cooperation of major interest groups is based on
       a concept of parity for each group.
   4. Explicit procedures exist to assure fairness in
       decision-making.
   5. There are policies (e.g., in a collective-bargaining
       agreement) relating to inservice education.
   6. Inservice education programs are institutionalized.

Relationship to the Program of the School

   7. Inservice education is directly related to
       curriculum development.
   8. Inservice education is directly related to

instructional improvement.

9. Inservice education is based on the needs of students.
10. Inservice education is based on the needs of teachers.
11. Inservice education is based on the needs of the school program.
12. Inservice education is a part of a teacher's regular teaching load.
13. The techniques and methods used in inservice education are consistent with fundamental principles of good teaching and learning.
14. Research/evaluation is an integral part of inservice education.
15. All those who participate in inservice education are engaged in both learning and teaching.

Resources

16. Time is available during regular instructional hours for inservice education.
17. Adequate personnel are available from the school district and college/university for inservice education.
18. Adequate materials are available.
19. Inservice education makes use of community resources.
20. Funds for inservice education are provided by the local school district.
21. Inservice education is paid for by state funds provided for that purpose.

Commitment to Teacher Education

22. Professional growth is seen as a continuum from preservice preparation through career-long professional development.
23. The inservice education program reflects the many different ways that professionals grow.
24. The inservice education program addresses the many different roles and responsibilities that a teacher must assume.
25. Inservice education is related to research and development.
26. The respective strengths of the school district, the college/university, the teacher organization, and the community are used in the inservice education program.
27. Internship and student teaching experiences are used for analysis and study in the inservice education program.
28. Inservice education is available to all professional and nonprofessional personnel.

Rewards

29. There is a reward system for teachers,
administrators, and college/university personnel who
engage in inservice education programs (pp. 13-25).

Wilen and Kindsvatter (1978) reported research they
did on five studies they selected after surveying and
analyzing a wide variety of inservice education programs and
practices drawn from the national as well as the local
school district scene. Educators of several hundred schools
were involved in their research. Guidelines were
synthesized from the five studies reflective of significant
ways that inservice education programs can be improved:

1. School districts must allocate specific funds for
in-service education sufficient to maintain
comprehensive and continuous programs.
2. The needs of teachers must directly influence the
nature and design of in-service education programs.
3. Teachers need to be directly involved in planning
the goals, content, and instructional approach of
in-service programs.
4. Objectives of in-service programs must be written
and specified in clear, meaningful terms.
5. Area colleges and universities should serve as a
major source for program directors and consultants.
6. In-service education programs should be held during
the regular school day when possible and when not,
teachers should be financially compensated for their
participation.
7. In-service education program evaluation must be
assessed immediately upon completion based on
objectives and again later to determine the extent
to which objectives have been translated into
teacher behaviors in the classroom (pp. 393-395).

More recently there has been a marked increase in
interest in inservice education. The increase is due in
part to the growing recognition of the importance of the
concept of continuing education. Few teachers today would
take the position that their preservice education provided

them with all the preparation they needed to accomplish
their task effectively (Gage, 1984; Odden, 1984). Therefore
there has developed a growing research literature that is
available to guide the design of inservice education
programs. While it is not possible to summarize all this
research, several examples from the literature will serve as
illustration.

In 1981, Edelfelt attempted to look at the
developments that had taken place in inservice education six
years into the 1974-84 decade referred to earlier. At that
time he made the following observations:

1. There has been much greater interest and much more
    activity in inservice education than there was from
    1968 to 1974.
2. A number of enterprising people have come forth to
    initiate and direct efforts in inservice education.
3. Many more people are writing about what is happening
    in inservice education and what ought to happen.
4. Many, many more conferences, workshops, work parties
    and other meetings are serving as places to examine,
    share, challenge, and plan ideas for inservice
    education.
5. State plans for (preservice and) inservice teacher
    education have been developed in every state and
    territory as required by Public Law 95-561, Titles
    IV and V.
6. State departments of education have exerted more
    effort in inservice education.
7. States are beginning to appropriate money for
    inservice education.
8. There is almost no significant research and
    evaluation going on in connection with inservice
    education programs.
9. Most programs are short-term.
10. Most programs are designed to assist the individual
    practitioner.
11. Major changes in the governance of inservice are
    under way. This is probably the most striking
    change. Increasingly teachers are more involved in
    decisions about inservice education as a result of
    teacher demands . . . and in response to research
    showing the advantages of involving them.
12. The emphasis on college credits and degrees has been

greatly reduced although credit toward salary increments and other extrinsic rewards are still major incentives in inservice training.

13. In time and place, inservice education remains largely separate from professional practice. It still takes place largely in locations away from school, and at times off school hours. It is more often about education and teaching than of teaching. Inservice education does not take place close to the scene of teaching.

14. Schools of education are beginning to seek and find new, often site-specific roles in inservice education.

15. Much inservice education has become voluntary, yet decrees for what must be taken are numerous. Increasingly, school-district-sponsored inservice education involves teachers in the councils that plan and conduct staff development. On the other hand, there are mandated inservice programs in almost every district.

16. Increasingly, teacher organizations are actively providing inservice education to their members (pp. 113-118).

Granted the picture looks better than it has, Edelfelt cautions against over optimism. He indicates that before marked change will take place, increased movement must take place in some key issues. Progress will depend on the extent to which: (1) a situation develops where educators recognize continuing development of practioners as an integral and necessary element of professional practice; (2) the focus of inservice education and school improvement can be brought to bear on building-level/school-based improvement and faculty development rather than giving attention only to the individual teacher's growth; (3) those organizations with a vested interest in inservice education -- schools, colleges and universities, teacher organizations and governmental agencies -- combine their efforts regarding items 1 and 2

above; (4) recognition is given to the importance of a number of additional factors -- school structure and organization, the climate and environment within the school, and the involvement of parents and lay groups; (5) schools of education evidence increased commitment to improving public education by recognizing the opportunity to assume greater responsibility for working with and for the teaching profession; (6) staff development/continuing education programs have the money and time they need to accomplish the purposes by virtue of increasingly adequate and stable financial support at both the state and federal level; (7) a new governance structure, participatory involvement in inservice education, and increasing involvement of teachers will be given considerable attention and support; and (8) individuals who choose to teach and/or administer will recognize the challenges and rewards of a senior profession (pp. 118-119).

Edelfelt completes his article by indicating he is somewhat pessimistic that progress will be made on all eight factors in the near future. But he does hope that identifying these critical factors will help to stimulate the decisions and efforts necessary to make progress in ensuring effective inservice education to be the rightful legacy of all teachers.

Following a discussion of the problems he sees in the frequent institutional response to staff development, Mc Mahon (1980), presents a list of six recommendations he

would make to educational and professional leaders for their

consideration in seeking to resolve the issues that he

believes to be barriers to improving inservice education.

1. School calendars should be developed to provide
   mutually agreed upon adequate clock and calendar
   time for professional staff development.
2. Innovative staffing procedures should be developed
   to provide "in-house" substitute teacher personnel
   which would allow adequate release time for
   professional growth experiences.
3. Teachers should not always be expected to
   participate beyond their contracted work day in
   inservice programs designed to improve the
   instructional program of the school system.
4. Reward systems for professional growth and
   improvements should be developed beyond the
   "credit-step" system.
5. Consideration should be given for released time for
   those teachers involved in staff development
   planning or implementation in much the same way that
   athletic directors are frequently given released
   time or increased payments.
6. Local school district Boards of Education,
   professional associations and all individuals
   involved in the schooling process must become better
   informed of the manner in which improving
   instructional skills will benefit everyone and most
   importantly the learning experience of school
   children. This will require a spirit of
   cooperation (p. 4).

Ward and Tikunoff (1981) have been involved in

inservice education experiences with the Far West Laboratory

for the past ten years. During that period of time they

have developed three requirements that they believe are

important if one desires to design effective staff

development at the school level. The first is that such a

goal requires the collaboration of the entire school. The

power necessary to bring about change is multiplied when

those who will be most influenced by the change have been

involved in planning those changes and the effects they will

have on the school. The involvement of everyone, faculty, principal as well as support personnel will be important to the success of the project. The second requirement concerns an attitude of inquiry. It is important that teachers have a questioning mind. Inquiry refers to the necessity of seeking to implant within the minds of teachers causal models so they will understand and ask questions. Number three involves the desire to approach teachers as adult learners. Four principles are included in this issue: (1) There should be a balance between action and reflection. Teachers need time both to do and to assess; (2) There needs to be some form of challenge, some issue of cognitive dissonance; (3) There needs to be the provision of support for the teachers as they move in the direction of change; and (4) The teachers need the opportunity to participate in the experiences related to the change process, role taking if you please (p. 7).

Concerned also about the importance of a teacher's attitude of inquiry, and of the necessity that schools become centers of inquiry, Parkay (1986) became involved in a program designed to foster inquiry-oriented staff development. Before initiating the program, four basic assumptions were established regarding the change process they envisioned:

1. Change must begin with an open, honest inquiry into how the teaching/learning process is currently conducted within a school.
2. Meaningful change must be seen as a process of gradual growth, the final form of which cannot be determined beforehand.

3. Change should begin and end with the professionally autonomous teacher; worthwhile change involves new relationships between teachers and students.
4. The likelihood of worthwhile change is greatest in a setting which fosters two-way, face-to-face communication (p. 386).

The design of the program included a cluster of four to six teachers actively involved in a project with the principal also actively involved. The focus was on encouraging the teachers to become more effective at problem solving and decision making, on identifying goals and seeking to achieve them. The teachers reported very positive feelings about being treated as professionals, in many cases for the first time.

Believing that those responsible for staff growth and development frequently ignore available learning theory and research when they begin to design and implement training programs for teachers and administrators, yet recognizing the necesssity of their having an understanding of inservice education that enables them to design and conduct effective inservice programs, Wood, Thompson and Russell (1981) have gathered together a set of basic assumptions that are foundational to their approach to inservice education.

1. All personnel in schools, to stay current and effective, need and should be involved in inservice throughout their careers.
2. Significant improvement in educational practice takes considerable time and is the result of systematic, long-range staff development.
3. Inservice education should have an impact on the quality of the school program and focus on helping staff improve their abilities to perform their professional responsibilities.
4. Adult learners are motivated to risk learning new

behaviors when they believe they have control over the learning situation and are free from threat of failure.

5. Educators vary widely in their professional competencies, readiness, and approaches to learning.

6. Professional growth requires personal and group commitment to new performance norms.

7. Organizational health including factors such as social climate, trust, open communication, and peer support for change in practice influence the success of professional development programs.

8. The school is the primary unit of change; not the district or the individual.

9. School districts have the primary responsibility for providing the resources and training necessary for a school staff to implement new programs and improve instruction.

10. The school principal is the gatekeeper for adoption and continued use of new practices and programs in a school.

11. Effective inservice programs must be based upon research, theory, and the best education practice (pp. 61-63).

Burrello and Orbaugh (1982) have made an extensive study of inservice projects and have in turn sought to use the principles they discovered while working with more than 90 local school districts. Kells and Jamison subsequently expanded the information previously gathered from their contacts with more than 300 teachers, parents, state and local developers, and teacher center directors from the 54 states and territories. This combined approach produced six major observations regarding effective inservice education.

1. Inservice education should be designed so that programs are integrated into and supported by the organization within which they function.
-Inservice education should be an integral part of the total school program.
-Programs of inservice education should be explicitly supported at the outset by district and building administrators.
-The incentives for participating in inservice education programs should be centered on intrinsic professional rewards.

2. Inservice education programs should be designed to result in collaborative programs. Including the participants, students and the community when and where appropriate can increase motivation and strengthen support.

3. Inservice education programs should be grounded in the needs of the participants.
   -Inservice programs should respond to assessed needs, including the interests and strengths of participants.
   -The development of problem-solving skills should be made part of inservice training

4. Inservice education programs should be responsive to changing needs.
   -The design of inservice programs should be complex and ambitious.
   -Each person is often his or her own most competent trainer.
   -Inservice education should model good teaching.
   -Trainees should make use of peer-teaching strategies.
   -The content should be directed toward changing teaching, not changing student behavior.
   -The implementation strategy should include continual professional growth activities and local development of collaborative materials.
   -Outside agencies or consultants may be helpful in supportive roles, especially as catalysts during start-up or as process helpers during times of crisis or stalemates.

5. Inservice education programs should be accessible.
   -The school site should be the focus of inservice education activities.
   -Inconvenient times or locations, or other factors that would discourage participation, should be avoided.
   -Activities should be conducted primarily during the participants' normal working hours.
   -On-site demonstrations with students should be included when appropriate to the experience.
   -The program should provide participants with constructive criticism of their progress and with continuing consultation. This consultation must be kept separate from normal evaluation procedures.

6. Inservice education activities should be evaluated over time and be compatible with the underlying philosophy and approach of the district.
   -The evaluation of inservice education should be a collaborative venture whose primary purpose is to assist with planning and implementing programs.
   -Decisions concerning the inservice education program should be based on the findings from continuing program evaluation by program participants and others affected by the program.

-The evaluation design should address planning, implementation and dissemination (pp. 385-386).

Believing that some of the criticism of inservice education and disenchantment with it is related to a misunderstanding of the nature of it, Korinek, Schmid and McAdams (1985) conducted a survey designed to identify and describe (1) the kinds of inservice education used most frequently with teachers and (2) those stated guidelines most commonly used in producing effective inservice education. They believe that because most teaching is habit, staff development trainers typically conclude that information provided in staff development programs should automatically produce behavioral change. Yet, they see much of inservice activity as not designed to change behavior, and therefore many trainers are disappointed when the participants do not exhibit new teaching strategies related to their inservice experience.

An extensive literature review of reports on inservice education, conducted by Korinek, et al. (1985), produced over 100+ reports they considered representative of contemporary inservice education. Subsequently, after further and intensive review, 17 were selected as representative for the identification of common inservice education practices. Their selection was based on the judgement of the investigators regarding, "(a) completeness in description of procedures used to arrive at conclusions, recommendations, or inferences; (b) inclusion of discussion of applicability of recommendations across settings and

populations; and (c) where appropriate, completeness of description of sample, training procedures, return rates, analysis or results and controls use."

Ultimately, fourteen "best practice" statements, identified by notating the number of times a particular practice was referred to in the reports were chosen. If a specific practice was mentioned six or more times in the reports, it was included as a "best practice." Their statements of best practice are as follows:

1. Effective inservice education is usually school-based rather than college-based.
2. Administrators should be involved with the training and fully support it.
3. Inservice activity should be offered at convenient times for participants.
4. Inservice should be voluntary rather than mandatory.
5. Rewards and reinforcement should be an integral part of the inservice program.
6. Inservice should be planned in response to assessed needs.
7. Activities which are a general effort of the school are more effective than "single-shot" presentations.
8. Participants should help plan the goals and activities of the inservice training.
9. Goals should be clear and specific.
10. Inservice activity should be directed at changing teacher behavior rather than student behavior.
11. Individualized programs are usually more effective than using the same activities for the entire group.
12. Participants should be able to relate the inservice content to their "back home" situations.
13. Demonstrations, supervised practice, and specific feedback are more effective than having teachers store ideas for future use.
14. Evaluation should be built into inservice activity. (pp. 36-38).

Gary Griffin (1983), by his own admission, acknowledges that his personal biases regarding staff development are reflected in his paper, for which he makes no apology, and that he has used a relatively small number

of studies in his research on staff development, due to the fact there are so few "conceptually sound and methodologically rigorous research studies related to staff development" (p. 415). Yet his experience at the Research and Development Center at the University of Texas at Austin recommends consideration of his concerns. As a result of his study, he has identified a set of eight factors that he believes are supported by research findings and are related to the issues and problems of staff development. Realizing there can be conceptual and scientific risks to such an undertaking, he never-the-less believes it is reasonable in an uncertain world to search for "indicators" that one can use as foundation for staff development. It is Griffin's position that effective staff development will:

1. Be designed as a consequence of systematic problem identification by those most directly related to the problem.
2. Be interactive.
3. Mitigate to some degree status differences between teachers and administrators.
4. Depend less on consultants and more on teachers and administrators for substantive and procedural guidance.
5. Be formulated and monitored largely according to perceptions of the participants.
6. Be formulated, in part, in terms of a careful analysis of the organization and the people for whom it is intended.
7. Be flexible and responsive to the changes in participants and the changes in the setting.
8. Be, within reasonable limits, situation-specific (p. 424).

The essence of the Staff Development for School Improvement program as originated and developed by Eastern Michigan University is the concern for shared decision making at the school-building level which will lead to

constructive change in the school. A six-step process has

been designed providing the format by which change is to

occur. The focus is school improvement; the on-going

process is staff development. The endorsement and support of

the program by both the principal and the faculty is

essential. The program is based on a set of five

foundational assumptions which, according to Warnat (1983),

serve as criteria for their school improvement efforts:

1. The school building is the key unit to effect
   constructive change.
2. The school staff must be actively involved in
   determining how change (improvement) will occur.
3. Ownership of and commitment to the change process by
   the school staff are essential. They are natural
   by-products of shared planning and decision making.
4. Such change contributes to an improved learning
   climate--improvement of the instructional
   performance of teachers and the academic performance
   of students.
5. Staff development using the six-step process
   contributes to school improvement. The six-step
   process includes Awareness, Readiness, and
   Commitment; Interactive Needs Assessment; The Plan
   and Its Approval; Implementation; Reporting and
   Evaluation; and Adoption (p. 3).

Recognizing that the general literature is in nearly

unanimous agreement that there is very little hard research

about inservice education, that the current status of its

practice is deplorable, that conceptualizations of a

broad-based nature are lacking, and that even the words

"inservice education" may be a misnomer, but mindful of the

fact that there does exist some agreement about what are

considered to be "best practices" of inservice education,

Hutson (1981) determined to research the field for the

purpose of attempting to build a composite model of

exemplary inservice education. He used a method identified
by Glass (1976) as "meta-analysis," to draw inferences and
reach his generalizations. In the process, he conducted an
analysis of analyses in order to integrate his findings. As
criteria for determining "best practice" statements, Hutson
used empirical support, cogency of argument, and repitition
in the literature. The resultant is his best thinking about
the best practices, fifteen statements related to inservice
education:

1. Decision-making should proceed as an authentic
   collaboration of inservice clients, providers and
   relevant constituencies.
2. The incentives for participating in inservice
   programs should emphasize intrinsic rewards.
3. Inservice programs should be explicitly supported at
   the outset by district and building administrators.
4. Outside agencies/consultants may be helpful in
   supportive roles.
5. The implementation strategy should include continual
   professional growth activities and the local
   development of materials, within a framework of
   collaborative planning by participants.
6. The design of inservice programs should be complex
   and ambitious; inservice goals should be clear and
   specific.
7. Inservice programs should be planned in response to
   assessed needs.
8. Inservice trainers should be competent.
9. The school site should be the focus of inservice
   activities.
10. The evaluation of inservice should be a
    collaborative venture whose primary purpose is to
    assist with planning and implementing programs.
11. The content of inservice should be derived from
    assessed needs.
12. Inservice content should be directed toward changing
    teaching, not student behavior.
13. The process of inservice education should model
    good teaching.
14. Inservice education should follow a developmental,
    not a deficit model.
15. Inservice should be an integral part of the total
    school program. (pp. 3-8).

In his opening remarks, in an article in which he presents some issues he considers important for effective in-service education, Orlich (1983) reminds one of the thousands of published and unpublished papers, studies and articles which have been written about this issue. He then goes on to discuss the information he has gathered from a number of these researchers. Orlich next proceeds to summarize his results by presenting nine key conclusions that he proposes could be considered a set of criteria for developing an effective teacher in-service teacher education program. His list includes:

1. Teachers will benefit from those in-service programs in which they have some voice in selecting the goals and activities.
2. Teachers in the field tend to be most influenced by school-oriented in-service programs rather than by college-or university-based courses.
3. The objectives of any in-service program should be clearly and specifically stated.
4. Individualized small group training experiences may produce more positive and lasting results than will programs which feature common activities for all participants.
5. If in-service training is to improve system operations significantly, then the teachers' personal goals and needs must coincide with those of the school district.
6. In-service training is more likely to be effective if adequate time is provided within the teacher's current work schedule.
7. Incentives must be identified for participants.
8. Involvement of the building principal in the in-service program is critical for success.
9. Evaluation of any aspect of the in-service is important, for it provides feedback so that necessary adjustments can be made while the program is in operation (p. 201).

Like Orlich, Mazzarella (1980) sought to synthesize available research on staff development, in her case for the ERIC Clearinghouse on Educational Management. Her

conclusions are presented as a part of the Research

Information Service.   Included in her summarization are

several statements worthy of note.

Effective staff development programs:
1. are concrete and aimed at specific skills.
2. emphasize demonstrations and opportunities for staff to practice the new skills and receive feedback.
3. are individualized to address the requirements of each participant and to relate to on-the-job needs.
4. are on-going, stretching throughout the school year.
5. are held at school rather than elsewhere.
6. include opportunities to observe other teachers who have mastered and are practicing the skills being taught.

Principals should participate in staff development programs and show their knowledge and support, but teachers should help choose program content and act as helpers and planners.

Local resource personnel make better trainers than do outside consultants, but many teachers would rather not be trained by local administrators. That may mean that staff members other than administrators should be the trainers and that the functions of evaluation and training have to be separated (p.184).

As a part of his goal to describe his study of an

effective school, Purkey (1983) identified several variables

of organization-structure that are pertinent to this

research. Included are the following:

1. School-site management:...the leadership and staff of a school need considerable autonomy...
2. Instructional leadership: The principal is uniquely positioned to fill this role, and certainly his or her support is essential very early on.
3. Staff stability:...keeping the staff together seems to maintain, and promote, further success.
4. Schoolwide staff development:...should be based on the expressed needs of teachers revealed as part of the process of collaborative planning and collegial relationships.
5. Parental involvement and support:...it is reasonable to assume that parents need to be informed of school goals and student responsibilities...
6. District support: Few, if any, of the variables

found to be significant are likely to be realized without district support.

Keith Ward (1986), staff development consultant for the Los Angeles County Schools, is involved in inservice education activities with more than 100 school districts. His experience leads him to believe that there are six key elements to effective inservice education. The program should: 1) Be school-based, site-focused. The action must typically take place at home; 2) Involve the teachers in a very direct way. They must recognize their involvement throughout the process is crucial to success; 3) Include the involvement of a person(s) from outside the school. Colaboration is an important element; 4) Develop from assessment that looks at the relationship between mission and needs. Clear goals are a necessity for successful inservice; 5) Include the commitment of district leadership and the active involvement of building administration. Teachers need to sense their concern; and 6) Focus on planning and problem-solving skills. It is his experience that those programs most effective in achieving their goals were process-oriented in nature; product-oriented inservice frequently experiences difficulty because of transfer problems.

A growing literature is available to guide the design of inservice education programs. While it is not possible to summarize all this research, a number of examples from the literature have been identified. The commonality and similarity of findings among the studies

would appear to increase their credibility. Consideration should now be given to seeking to notate those criteria most frequently identified in the literature.

Identification of Specific Criteria

In order to ascertain the principles that educators involved in inservice education consider to be important to effective teacher inservice education, an intensive search was made of the literature. A sizeable number of writers have noted principles they believe to be important. Typically these writers represent considerable experience with inservice education programs.

This study of the literature identified 150 principles of effective inservice education. These factors were subsequently found to group into six categories.

A combination of procedures was used in establishing the six criteria, for this study. Each of them was identified by a minimum of twelve of the seventeen researchers referred to in the criteria section. See Table 4.1 Several were identified so frequently in the literature, they stood out in importance. In addition, it was also felt that these would be workable criteria, ones for which considerable support could be found in the general literature.

Effective Inservice Education

The six criteria of effective inservice education are identified below:

Table 4.1.--Sources of effective inservice education.

Continuing Education	Collaboration	Goals & Activities	School – Based	Teacher Involvement	Principal Participation	
✓		✓	✓	✓		Collins
✓	✓	✓	✓			Edelfelt – A
✓	✓	✓		✓		Willen & Kindsvatter
✓	✓		✓	✓		Edelfelt – B
✓	✓			✓		McMahon
	✓	✓	✓	✓	✓	Ware & Tikunoff
✓		✓		✓	✓	Parkay
✓	✓	✓	✓	✓	✓	Wood, Thompson, Russel
✓	✓	✓	✓	✓	✓	Burrello & Orbaugh
✓		✓	✓	✓	✓	Korinek, Schmid, McAdams
✓		✓	✓	✓	✓	Griffin
		✓	✓	✓	✓	SDSI/Warnat
✓	✓	✓	✓	✓	✓	Hutson
✓	✓	✓	✓	✓	✓	Orlich
✓	✓	✓	✓	✓	✓	Mazzarella
✓	✓	✓	✓	✓	✓	Purkey
✓	✓		✓	✓	✓	K. Ward

1. THE CONTINUING INSERVICE EDUCATION OF TEACHERS IS CONSIDERED TO BE AN IMPORTANT AND INTEGRAL FACTOR IN THE PROFESSIONAL GROWTH OF TEACHERS AND WILL BE TIED INTO THE ON-GOING DEVELOPMENTAL PROGRAM OF THE SCHOOL, RATHER THAN BE AN ISOLATED, INDIVIDUAL ACTIVITY.

2. THOSE INSTITUTIONS WITH A VESTED INTEREST IN THE EDUCATION OF SOCIETY'S CHILDREN -- INCLUDING SUCH ELEMENTS AS SCHOOLS, SCHOOL DISTRICTS, INTERMEDIATE SCHOOL DISTRICTS, TEACHER ORGANIZATIONS, SCHOOLS OF TEACHER EDUCATION IN UNIVERSITIES AND COLLEGES, RELATED COMMUNITY CONSTITUTENCIES, AND GOVERNNMENTAL AGENCIES -- WILL BE ABLE TO COLLABORATE EFFECTIVELY IN TEACHER INSERVICE EDUCATION.

3. CLEAR AND SPECIFIC GOALS AND ACTIVITIES INCORPORATING CURRENT EDUCATIONAL RESEARCH REGARDING THEORY AND PRACTICE WILL BE UTILIZED AND IMPLEMENTED.

4. THE FOCUS OF THE INSERVICE EDUCATION OF TEACHERS WILL BE DIRECTED TOWARD BUILDING-LEVEL/SCHOOL-BASED IMPROVEMENT AND FACULTY DEVELOPMENT.

5. TEACHERS WILL BE INVOLVED VERY DIRECTLY IN ALL PHASES OF THEIR INSERVICE EDUCATION EXPERIENCES FROM INITIAL PLANNING THROUGH IMPLEMENTATION, AND INCLUDING EVALUATION WHERE APPROPRIATE. (ACTIVITIES WILL BE SUPPORTED BY ADULT LEARNING THEORY AND WILL INCLUDE THOSE: RELATED TO NEEDS; PERMITTING INDEPENDENCE AND SELF-DIRECTION; CONDUCTED IN A PHYSICALLY AND PSYCHOLOGICALLY COMFORTABLE ENVIRONMENT; PROVIDING OPPORTUNITY TO RELATE WHAT IS ALREADY KNOWN; APPROACHING DIRECT EXPERIENCE; AND OFFERING PROVISION FOR

REWARD AND REINFORCEMENT.)

6. THE ADMINISTRATOR OF EACH LOCAL SCHOOL WILL BE INVOLVED AS AN ACTIVE PARTICIPANT IN FACULTY IMPROVEMENT ACTIVITIES.

With the establishment of these criteria, it now becomes possible to confirm them as such. Appropriate quotations and references are provided for each criterion.

Criterion	Reference
1. THE CONTINUING INSERVICE EDUCATION OF TEACHERS IS CONSIDERED TO BE AN IMPORTANT AND INTEGRAL FACTOR IN THE PROFESSIONAL GROWTH OF TEACHERS AND SHOULD BE TIED INTO THE ON-GOING DEVELOPMENTAL PROGRAM OF THE SCHOOL, RATHER THAN BE AN ISOLATED, INDIVIDUAL ACTIVITY.	Collins, p. 16:...inservice education programs tend to be more effective if "they are linked to the general goals of the school." Edelfelt-A, p. 20: "Professional growth is seen as a continuum from preservice preparation through career-long professional development." (p. 25): "Inservice education is available to all professional and nonprofessional personnel." Wilen and Kindsvatter, p. 393: "School districts must allocate specific funds for in-service education sufficient to maintain comprehensive and continuous programs." Edelfelt-B, pp. 113-114: "There has been much greater interest and much more activity in inservice education than there was from 1968 to 1974. A number of enterprising people have come forth to initiate and direct efforts in inservice education. Many more people are writing about what is happening in inservice education and what ought to happen. Many, many more conferences, workshops, work

parties and other meetings are serving as places to examine, share, challenge, and plan ideas for inservice education. (p. 116): The emphasis on college credits and degrees has been greatly reduced although credit toward salary increments and other extrinsic rewards are still major incentives in inservice training."
"Progress in faculty development will depend on the extent to which a situation develops where educators recognize continuing development of practioners as an integral and necessary element of professional practice.
McMahon, p. 4: "Reward systems for professional growth and improvement should be developed beyond the 'credit-step' system."
Parkay, p. 386: "Meaningful change must be seen as a process of gradual growth, the final form of which cannot be determined beforehand."
Wood et al, p. 61: "All personnel in schools need and should be involved in inservice throughout their careers. Significant improvement in educational practice takes considerable time and is the result of systematic, long-range staff development. Educators vary widely in their professional competencies, readiness, and approaches to learning. Professional growth requires personal and group commitment to new performance norms."
Burrello and Orbaugh, p. 385: "Inservice education should be designed so that programs are integrated into and supported by the organization within which they function.

Inservice education should be an integral part of the total school program. The incentives for participating in inservice education programs should be centered on intrinsic professional rewards. The implementation strategy should include continual professional growth activities and local development of collaborative materials. Decisions concerning the inservice education program should be based on the findings from continuing program evaluation by program participants and others affected by the program." Korinek, et al, p. 36: "Rewards and reinforcement should be an integral part of the inservice program." Activities which are a general effort of the school are more effective than "single-shot" presentations." Griffin, p. 415: "Be flexible and responsive to the changes in participants and the changes in the setting." Hutson, p. 4: "The incentives for participating in inservice programs should emphasize intrinsic rewards. The implementation strategy should include continual professional growth activities and the local development of materials, within a framework of collaborative planning by participants. Inservice education should follow a developmental, not a deficit model."
Orlich, p. 201: "Evaluation of any aspect of the in-service is important, for it provides feedback so that necessary adjustments can be made while the program is in operation."

Mazzarella, p. 184: "Effective staff development programs are ongoing--stretching throughout the school year." Purkey, p. 443: "Staff stability:...keeping the staff together seems to maintain, and promote, further success." K. Ward, interview: The program should "include the commitment of district leadership and the active involvement of building administration."

2. THOSE INSTITUTIONS WITH A VESTED INTEREST IN THE EDUCATION OF SOCIETY'S CHILDREN - INCLUDING SUCH ELEMENTS AS SCHOOLS, SCHOOL DISTRICTS, INTERMEDIATE SCHOOL DISTRICTS, TEACHER ORGANIZATIONS, SCHOOLS OF TEACHER EDUCATION IN UNIVERSITIES AND COLLEGES, RELATED COMMUNITY CONSTITUENCIES, AND GOVERNMENTAL AGENCIES - ARE ABLE TO COLLABORATE EFFECTIVELY IN TEACHER INSERVICE EDUCATION.

Edelfelt-A, p.13: "Decision-making processes are based on cooperation between all major interest groups, that is school district, college/university, and teacher organizations. Decisions are made by the people affected, and the decisions are made as close as possible to the situation where they will be operative." (p.14): "The cooperation of major interest groups is based on a concept of parity for each group. Explicit procedures exist to assure fairness in decision-making." (p. 19): "Adequate personnel are available from the school district and college/university for inservice education." (p.20): "Inservice education makes use of community resources. Funds for inservice education are provided by the local school district." (p.21): "Inservice education is paid for by state funds provided for that purpose." (p. 23): "The respective strengths of the school district, the college/university, the teacher organization, and the

community are used in the inservice education program." (p. 25): "There is a reward system for teachers, administrators, and college/university personnel who engage in inservice education programs."

Wilen and Kindsvatter, p. 393-394: "School districts must allocate specific funds for in-service education sufficient to maintain comprehensive and continuous programs. Area colleges and universities should serve as a major source for program directors and consultants."

Edelfelt-B, p. 114: "State plans for (preservice and) inservice teacher education have been developed in every state and territory as required by Public Law 95-561, Titles IV and v." (p.115): "State departments of education have exerted more effort in inservice education. States are beginning to appropriate money for inservice education." (p. 118): Progress will depend on the extent to which those organizations with a vested interest in inservice education - schools, colleges and universities, teacher organizations and governmental agencies - combine their efforts.

McMahon, p. 4: "Local school district Boards of Education, professional associations and all individuals involved in the schooling process must become better informed of the manner in which improving instructional skills will benefit everyone and most importantly the learning experience of school children. This will require a spirit of cooperation."

Ward and Tikunoff, p. 7:
"There needs to be the
provision of support for the
teacher as they move in the
direction of change."
Wood et al, p. 61: "School
districts have the primary
responsibility for providing
the resources and training
necessary for a school staff
to implement new programs and
improve instruction."
Burrello and Orbaugh, p. 385:
"Programs of inservice
education should be
explicitly supported at the
outset by district and
building administrators.
Inservice education programs
should be designed to result
in collaborative programs.
Including the participants,
students and the community
when and where appropriate
can increase motivation and
strengthen support." (p.
386) "Outside agencies or
consultants may be helpful in
supportive roles, especially
as catalysts during start-up
or as process helpers during
times of crisis or
stalemates. Inconvenient
times or locations, or other
factors that would discourage
participation, should be
avoided. The evaluation of
inservice education should be
a collaborative venture whose
primary purpose is to assist
with planning and
implementing programs."
Griffin, p. 424: Effective
staff development will
"mitigate to some degree
status differences between
teachers and administrators."
Hutson, p. 3-4:
"Decision-making should
proceed as an authentic
collaboration of inservice
clients, providers and
relevant constituencies.
Inservice programs should be

explicitly supported by
district and building
administrators. Outside
agencies/consultants may be
helpful in supportive roles."
(p. 6): "The evaluation of
inservice should be a
collaborative venture whose
primary purpose is to assist
with planning and
implementing programs."
Orlich, p. 201: "If
in-service training is to
improve system operations
significantly, then the
teachers' personal goals and
needs must coincide with
those of the school
district."
Mazzarella, p. 184: "Local
resource personnel make
better trainers than do
outside consultants, but many
teachers would rather not be
trained by local
administrators. That may
mean that staff members other
than administrators should be
the trainers and that the
functions of evaluation and
training have to be
separated."
Purkey, p. 444: "Parental
involvement and support:...it
is reasonable to assume that
parents need to be informed
of school goals and student
responsibilities... District
support: Few, if any, of the
variables found to be
significant are likely to be
realized without district
support."
K. Ward, interview: An
inservice education program
should include the
involvement of a person(s)
from outside the school.
Collaboration is an important
element. It should also
include the commitment of
district leadership and the
active involvement of
building administration.

3. CLEAR AND SPECIFIC GOALS AND ACTIVITIES INCORPORATING CURRENT EDUCATIONAL RESEARCH REGARDING THEORY AND PRACTICE WILL BE DEVELOPED AND IMPLEMENTED.

Collins, p. 16:...inservice education programs tend to be more effective if "they are individualized and differentiated, and if they are self-initiated and self-directed." Edelfelt-A, p. 18: "The techniques and methods used in inservice education are consistent with fundamental principles of good teaching and learning. Research/evaluation is an integral part of inservice education. All those who participate in inservice education are engaged in both learning and teaching." (p. 20): "Adequate materials are available." (p. 20): "The inservice education program reflects the many different ways that professionals grow. The inservice education program addresses the many different roles and responsibilities that a teacher must assume." (p. 23): "Inservice education is related to research and development." (p. 24): "Internship and student teaching experiences are used for analysis and study in the inservice education program." Wilen and Kindsvatter, p. 394: "Teachers need to be directly involved in planning the goals, content, and instructional approach of in-service programs. Objectives of in-service programs must be written and specified in clear, meaningful terms." (p. 395): "In-service education program evaluation must be assessed immediately upon completion based on objectives and again later to determine the extent to which objectives have been translated into teacher behaviors in the classroom."

Edelfelt-B, p. 113: "There is
almost no significant
research and evaluation going
on in connection with
inservice education
programs." Inservice
education is still " more
often about education and
teaching than of teaching."
Ward and Tikunoff, p. 7:
"Teachers need the
opportunity to participate in
the experiences related to
the change process, role
taking if you please."
Parkay, p. 386: "Change must
begin with an open, honest
inquiry into how the
teaching/learning process is
currently conducted within a
school."
Wood, et al, p. 61:
"Educators vary widely in
their professional
competencies, readiness, and
approaches to learning." (p.
62): "Professional growth
requires personal and group
commitment to new performance
norms." "Effective inservice
programs must be based upon
research, theory, and the
best education practice."
Burrello and Orbaugh, p. 385:
"The development of
problem-solving skills should
be made part of inservice
training. Inservice
education programs should be
responsive to changing needs.
The design of inservice
programs should be complex
and ambitious." (p. 386):
"Inservice education should
model good teaching. The
program should provide
participants with
constructive criticism of
their progress and with
continuing consultations.
This consultation must be
kept separate from normal
evaluation procedures.
Inservice education

activities should be
evaluated over time and be
compatible with the
underlying philosophy and
approach of the district.
The evaluation of inservice
education should be a
collaborative venture whose
primary purpose is to assist
with planning and
implementing programs. The
evaluation design should
address planning,
implementation, and
dissemination."
Korinek, et al, p. 36:
"Rewards and reinforcement
should be an integral part of
the inservice program." (p.
37): "Participants should
help plan the goals and
activities of the inservice
training. Goals and
objectives should be clear
and specific. Inservice
activity should be directed
at changing teacher rather
than student behavior.
Individualized programs are
usually more effective than
using the same activity for
the entire group. Evaluation
should be built into
inservice activity."
Griffin, p. 424: Effective
staff development will "be
formulated, in part, in terms
of a careful analysis of the
organization and the people
for whom it is intended."
Warnat, p. 3: "Staff
development using the
six-step process contributes
to school improvement. The
six-step process includes
Awareness, Readiness, and
Commitment; Interactive Needs
Assessment; The Plan and Its
Approval; Implementation;
Reporting and Evaluation; and
Adoption."
Hutson, p. 5: "The design of
inservice programs should be
complex and ambitious;

inservice goals should be clear and specific." (p. 7): "The content of inservice should be derived from assessed needs."
Orlich, p. 201: "Teachers will benefit from those in-service programs in which they have some voice in selecting the goals and activities. The objectives of any in-service program should be clearly and specifically stated. Individualized small group training experiences may produce more positive and lasting results than will programs which feature common activities for all participants."
Mazzarella, p.184: "Effective staff development programs are concrete and aimed at specific skills and emphasize demonstrations and opportunities for staff to practice the new skills and receive feedback."
K. Ward, interview: Inservice education should develop from assessment that looks at the relationship between mission and needs. Clear goals are a necessity for successful inservice. The focus should be on planning and problem-solving skills.

4. THE FOCUS OF THE INSERVICE EDUCATION OF TEACHERS WILL BE DIRECTED TOWARD BUILDING-LEVEL/SCHOOL-BASED IMPROVEMENT AND FACULTY DEVELOPMENT.

Collins, p. 16:...inservice education programs tend to be more effective if: they are school-based.
Edelfelt-A, p. 13: "Decisions are made by the people who are affected, and the decisions are made as close as possible to the situation where they will be operative." (p. 16): "Inservice education is directly related to curriculum development and instructional improve°ment."

(pp. 16-17) "Inservice
education is based on the
needs of students, teachers,
and the school program."
Edelfelt-B, p. 113: "Schools
of education are beginning to
seek and find new, often
site-specific roles in
inservice education."
Ward and Tikunoff, p. 7:
"Effective staff development
requires the collaboration of
the entire school."
Wood, et al, p. 61:
"Inservice education should
have an impact on the quality
of the school program and
focus on helping staff
improve their abilities to
perform their professional
responsibilities." (p. 62):
"The school is the primary
unit of change; not the
district or the individual."
Burrello and Orbaugh, p. 385:
"Inservice education should
be designed so that programs
are integrated into and
supported by the organization
within which they function.
Inservice education should be
an integral part of the total
school program." (p. 386):
"Inservice education programs
should be accessible. The
school site should be the
focus of inservice education
activities. On-site
demonstrations should be
included when appropriate to
the experience."
Korinek, et al, p. 36:
"Effective inservice is
usually school-based rather
than college-based."
Griffin, p. 424: Effective
staff development will "be,
within reasonable limits,
situation-specific."
Warnat, p. 3: "The school
building is the key unit to
effect constructive change."
Hutson, p. 5: "The school
site should be the locus of

inservice activities." (p. 8): "Inservice should be an integral part of the total school program."
Orlich, p. 201: "Teachers in the field tend to be more influenced by school-oriented in-service programs rather than by college- or university-based courses."
Mazarella, p. 184: "Effective staff development programs are held at school rather than elsewhere."
Purkey, p. 16: "School-site management:...the leadership and staff of a school need considerable autonomy..."
K. Ward, interview: Effective inservice education should be school-based, site-focused. The action must typically take place at home.

5. TEACHERS WILL BE INVOLVED VERY DIRECTLY IN ALL PHASES OF THEIR INSERVICE EDUCATION EXPERIENCES FROM INITIAL PLANNING THROUGH IMPLEMENTATION, AND INCLUDING EVALUATION WHERE APPROPRIATE. (ACTIVITIES WILL BE SUPPORTED BY ADULT LEARNING THEORY AND WILL INCLUDE THOSE: RELATED TO NEEDS; PERMITTING INDEPENDENCE AND

Collins, p. 16:...inservice education programs tend to be more effective if: "teachers participate as planners and deliverers of inservice."
Edelfelt-A, p. 13: "Decisions are made by the people who are affected, and the decisions are made as close as possible to the situation where they will be operative." (p. 17): "Inservice education is based on the needs of teachers."
Wilen and Kindsvatter, p. 394: "The needs of teachers must directly influence the nature and design of in-service education programs. Teachers need to be directly involved in planning the goals, content, and instructional approach of in-service programs."
Edelfelt-B, p. 113: "Major changes in the governance of inservice are under way. This is possibly the most striking change. Increasingly teachers are

SELF-DIRECTION;

CONDUCTED IN A

PHYSICALLY AND

PSYCHOLOGICALLY

COMFORTABLE ENVIRONMENT;

PROVIDING OPPORTUNITY TO

RELATE WHAT IS ALREADY

KNOWN; APPROACHING

DIRECT EXPERIENCE; AND

OFFERING PROVISION FOR

REWARD AND

REINFORCEMENT.)

more involved in decisions about inservice education as a result of teacher demands ... and in response to research showing the advantages of involving them." (p. 117):
"Increasingly, school district sponsored inservice education involves teachers in the councils that plan and conduct staff development."
McMahon, p. 4: "Innovative staffing procedures should be developed to provide "in-house" substitute teacher personnel which would allow adequate release time for professional growth experiences. Teachers should not always be expected to participate beyond their contracted work day in inservice programs designed to improve the instructional program of the school system. Consideration should be given for released time for those teachers involved in staff development planning or implementation in much the same way that athletic directors are frequently given released time or increased payments."
Ward and Tikunoff, p. 7: "Teachers need some form of challenge, some issue of cognitive dissonance. They need the opportunity to participate in the experiences related to the change process, role taking if you please.
Parkay. p. 386: "Change should begin and end with the professionally autonomous teacher; worthwhile change involves new relationships between teachers and students. The likelihood of worthwhile change is the greatest in a setting which

fosters two-way, face-to-face communication."
Wood, et al, p. 62: "Adult learners are motivated to risk learning new behaviors when they believe they have control over the learning situation and are free from threat of failure."
Burrello and Orbaugh, p. 385: "Inservice education programs should be grounded in the needs of participants. Inservice programs should respond to assessed needs, including the interests and strengths of participants." (p. 386): "Each person is his or her own most competent trainer. Decisions concerning the inservice education program should be based on the findings from continuing program evaluation by program participants and others affected by the program."
Korinek, et al, p. 36: "Inservice should be planned in response to assessed needs." (p. 37): "Participants should help plan the goals and activities of the inservice training. Demonstrations, supervised practice, and specific feedback are more effective than having teachers store ideas for future use."
Griffin, p. 424: Effective staff development will " be designed as consequence of systematic problem identification by those most directly related to the problem and will depend less on consultants and more on teachers and administrators for substantive and procedural guidance."
Warnat, p. 3: "The school staff must be actively involved in determining how change (improvement) will

occur. Ownership of and
commitment to the change
process by the school staff
are essential. They are
natural by-products of shared
planning and decision
making."
Hutson, p. 5: "The
implementation strategy
should include continual
professional growth
activities and the local
development of materials,
within a framework of
collaborative planning by
participants." (p. 7): "The
content of inservice should
be derived from assessed
needs. Inservice content
should be directed toward
changing teaching, not
student behavior."
Orlich, p. 201: "Teachers
will benefit from those
in-service programs in which
they have some voice in
selecting the goals and
activities. In-service
training is more likely to be
effective if adequate time is
provided within the teacher's
current work schedule."
Mazzarella, p. 184: "...
teachers should help choose
program content and act as
helpers and planners.
Effective staff development
programs are individualized
to address the requirements
of each participant and to
relate to on-the-job needs,
and include opportunities to
observe other teachers who
have mastered and are
practicing the skills being
taught."
Purkey, p. 444: "Schoolwide
staff development:...should
be based on the expressed
needs of teachers revealed as
part of the process of
collaborative planning and
collegial relationships."
K. Ward, interview: Effective

staff development should
involve the teachers in a
very direct way. They must
recognize their involvement
throughout the process is
crucial to success.

6. THE ADMINISTRATOR OF

EACH LOCAL SCHOOL WILL

BE INVOLVED AS AN ACTIVE

PARTICIPANT IN FACULTY

IMPROVEMENT ACTIVITIES.

Ward and Tikunoff, p. 7: "The
involvement of the entire
school, faculty, principal,
as well as support personnel
will be important to the
success of the inservice
project."
Wood, et al, p. 63: "The
school principal is the
gatekeeper for adoption and
continued use of new programs
and practices in a school."
Burrello and Orbaugh, p. 385:
"Programs of inservice
education should be
explicitly supported at the
outset by district and
building administrators."
Korinek, et al, p. 36:
"Administrators should be
involved with the training
and fully support it.
Inservice activity should be
offered at convenient times
for participants."
Griffin, p. 424: Effective
staff development will
"depend less on consultants
and more on teachers and
administrators for
substantive and procedural
guidance."
Hutson, p. 4: "Inservice
programs should be explicitly
supported at the outset by
district and building
administrators."
Orlich, p. 201: "Involvement
of the building principal in
the in-service program is
critical for success."
Mazzarella, p. 184:
"Principals should
participate in staff
development programs and show
their knowledge and support
but teachers should help

choose program content and
act as helpers and planners."
K. Ward, interview: Effective
inservice education will
include the commitment of
district leadership and the
active involvement of
building administration.

Support for Criteria

Research of the literature confirms the presence of
an extensive literature base regarding inservice teacher
education; specifically criteria for effective school-based
and faculty development activities. Reported here is the
support found in the literature for the six chosen criteria.

Continuing Education

The increasing interest in the continuing education
of professional school personnel is considered by some to be
simply a reflection of the response many observers are
making to the problems they see in the current education
scene. Such issues as the seeming inadequacy of preservice
teacher preparation programs, continuing falling test scores
among some populations, continued stabilization of teaching
faculties, individual teacher autonomy, additions to the
curricular program, changes brought about by desegregation
measures, legislated school programs such as special
education and bilingual education, as well as the growing
concern for quality and accountability regarding the entire
education enterprise, all add to the feeling of unrest and
concern for additional preparation for those involved in
education. A situation is created wherein the message is

clear -- continuing education and increased inservice education are essential (Goodlad, 1984).

Logically, continuing professional teacher education should not be divorced from preservice professional teacher preparation; rather the one should be considered an extension of the other. Frequently however, teachers report:

> that some, if not most, of the professional knowledge they acquired as undergraduates fails to illuminate their daily lives as classroom teachers. Thus they are reluctant to accept the notion that they need more of the same kind of professional education. What they seem to want instead are information and skills that they can put to use immediately in order to increase their professional success and thus their personal satisfaction (Cruickshank, 1985, p. 704).

Cruickshank (1985) subsequently discusses the kinds of things that staff specialists do to make inservice education as different as possible from traditional teacher education in both content and approach. Attention to such issues as interpersonal relationships with peers, classroom and time management, parent conferencing, student achievement and classroom climate are of interest to most teachers. These inservice educators are also guided by what they know about adult learning; that adults like to use and build on their experiences to solve problems that are "at hand".

There appears to be considerable agreement that some professionals begin to lose the effectiveness of their preservice preparation after five to seven years (Rubin, 1978). Mac Kenzie (1983) believes that five years is a key

time, feeling that the first five years of teaching experience is a very important block of time to develop the instructional skills necessary for the job. How important then to begin a program of continuing/inservice education to increase one's capabilities.

Interestingly, the problem is one of education, not limited to teacher education. According to Tyler (1985), studies of the professions of medicine and engineering indicate that about two-thirds of these professions reach their peak of efficiency by their eighth year and from there the majority begin to experience a slow decline, leading to "ruts" and boredom.

As Dodd (1986) and Sharma (1982) have so emphatically stated, continuing education makes sense when one looks at it as consisting of educational experiences that are of a continuing nature, rather than limited to brief exposures. Such experiences need to be part and parcel of the on-going developmental program of the school.

Developmental in Nature. Discussing her experience with inservice education, Holly (1982) indicates the activities were generally district-wide inservice days offered once a year. Cole's evaluation comes to mind; "too often a token effort -- a day set aside here, a speaker or two brought in there -- (1984, p. 8)." Griffin (1983) concurs in reiterating, "the most typical staff development activity is a workshop, usually a one-time attempt to alter the behavior, beliefs and/or thoughts, of participants (pp. 421-4)." One

can certainly question whether such goals are realistic.

Parkay (1986) does. He believes that change and development must be seen in the context of gradual growth. He states that recent research has confirmed his hunch that "one-time" inservice education workshops, presenting research findings, are not effective in changing teacher behavior. Thus he determined that his program would focus, on ongoing professional learning and growth, rather than on one-time innoculations related to imagined teacher deficiences.

Yet Edwards (1985) is not so sure. She acknowledges that inservice education programs are increasingly shifting away from single-session workshops and large-group sessions by visiting gurus; she also recognizes that whether the one-shot workshop is successful depends on who gets shot, with what, and/or the nature and degree of expertise of the visiting guru. However she does see these methods as cost-efficient and time-saving given the right conditions. Yet she also can see considerable value in the newer approaches. The success of these newer methods involving locally based and directed, long-term change efforts depends to an important degree on the change facilitator in the local setting, which causes her some concern. The most positive factor in these current approaches seems to be the increasing knowledge base about teaching and schooling which has come from recent educational research.

The Staff Development for School Improvement program

is founded on the change-over-time principle. The process of staff development does not occur rapidly, says Hibner (1983).

> If it is expected to cause real change, it will not be a one-shot program presented to the staff by an "expert" who leaves town immediately afterward (p.23).

> She believes that a good program --

> will occur over a span of time great enough for changes to take place, whether those changes be curricular or personal in nature. Real and long-lasting changes cannot be hurried or dictated. They must be allowed to evolve, and they must be rehearsed by the persons involved (p. 23).

It is so easy to want to stimulate instantaneous growth. But professional growth takes time (Holly, 1982). And more time than one would think. Research indicates, according to Odden (1984), that school improvement takes place over a two to three year period. Ferver (1981) sets a time period of two to five years -- time to work through a problem solving process and time to live with the effects. Change is a process, not an event, and therefore for real innovation or change to occur, a process approach is required. For the translation of research into practical application, Griffin (1983), proposes a span of six to twelve years. That is not surprising to him when he considers all the interactive parts that are potentially involved in the change process -- the people and their personal and professional characteristics, to name just two.

Some writers aren't so precise in their estimations, although they agree in principle. Educators specializing in continuing professional development of teachers, according

to the Commission on Reading (1986), believe that little change in classroom practice results from brief workshops introducing new ideas regarding teaching. Greater change takes place when a change agent works with teachers on a series of occasions and over an extended period of time. An innovation's long-term success certainly requires more than a one-time introduction of a good idea (Davis, 1986).

In a set of recommendations to administrators, McCarthy (1985) suggests that they should plan long-range inservice education just as they expect teachers to plan their instruction, with as much attention given to it as teachers give to the student curriculum. Educators must give increased attention to discerning professional growth needs and interests, recognizing learning as a developmental lifelong process, rather than a single, periodic event (Mac Kenzie, 1982).

The need for continuing education is a challenge to all educators. One proposal worthy of attention involves the benefits that come from "collaboration".

Collaboration

Tyler (1985) believes that new enthusiasm can be built into the continuing education dilemma as educators get a new perspective on the relationship between collaboration and continuing education. When teachers begin to view professional education as continuing throughout their careers, collaborative arrangements of inservice education provided by both school and college personnel can be both

stimulating and challenging and result in new enthusiasm for their work.

And it is happening, and has been for sometime. Rubin (1978) identifies a number of collaborative programs between schools and colleges/universities that were underway in the early and middle 1970's -- in Illinois, California, Texas, New York, and Michigan. Although these programs were related primarily to preservice teacher education, the established relationships can and have been in many cases used to build inservice education type experiences, as is noted below.

The collaboration frequently includes groups besides the schools and colleges. Three additional elements are typically considered to be involved in the collaborative process. Included also would be parents and residents of a community, organizations of educational personnel, and State Departments of Education. State agencies are becoming involved in a more direct way. Whereas formerly these agencies performed regulatory type functions only, today many of them are providing technical assistance that has as its goal, the concern to help teachers and schools develop a capacity for improvement (Odden, 1984). Projects designed to increase the capacity of individual schools to provide educational excellence have been begun in such states as Alaska, Colorado, Connecticut, Illinois, Massachusetts, Michigan, Minnesota, Missouri, New York, Pennsylvania, Ohio, South Carolina, and Wisconsin. These improvement

projects are school based; their goal is to help each school identify its strengths and weaknesses and thereby establish a set of priorities for improvement. They frequently involve personnel from state and local education agencies, and from nearby colleges/universities and they are generally long-range projects continuing from six months to as long as three years (Odden, 1984).

The University of Massachusetts at Amherst has participated in partnerships with the Boston Secondary Schools Project and with the Roosevelt/University of Massachusetts Staff Development Project, both designed to generate school improvement. These partnerships "stimulated a belief on the part of teachers that because there were additional resources and outside ideas, change was possible (Maloy and Jones, 1987, p. 23)." Once they recognized that change was possible, teachers began to focus in on the possibility of improving their school; once this change took place, they began to envision the changes they could make collectively.

Although its budget for public education has been reduced significantly, the federal government has participated in this area. Much of the research that is foundational to present school improvement programs was supported by the federal government, funded primarily through the National Institute of Education. Odden (1984) takes the position that a very important collaboration element will be available to state and local school

districts if the NIE budget would be increased by

$50,000,000.

The Education Commission of the States headquartered

in Denver has made an extensive study of the influence a

state can have on education at the local level. Their

report entitled, "State Strategies to Support Local School

Improvement" focused particularly on two major questions:

What are effective school strategies at the state level? and

Under what conditions do state-level strategies work

effectively in local schools (Anderson, 1986, p. 578)?

Important to this discussion was the identification

of five factors which were found to be crucial in the

success of the state department of education's efforts to

influence school improvement.

1. Political support within the department. The chief
   education officer or an individual supported by that
   person had to be an active advocate.
2. A collegial relationship with local school people.
   The state agency must recognize the importance of
   its relationships with local school districts and
   make its staff members available to assist districts
   and schools.
3. Adequate resources. The strength of state programs
   were related to the availability of funds and
   personnel.
4. Structure and organization of the state department.
   An organizational structure that ensured the
   on-going support of the program enhanced the success
   of the program.
5. An effort to develop local capacity through
   technical assistance. The successful programs all
   evidenced a commitment by the state to assist the
   local unit to work on their own problems (Anderson,
   1986, pp. 580-581).

Element #5 may well be the most important issue in

the listing above. The ability of the state to support and

bring about school improvement at the local level hinges on

its concern to help the "locals" help themselves.
Increasing procedures and regulations can lead to
bureaucratization, dissapating the energy typically
available. However there are guidelines available to help a
state work effectively in school improvement at the local
level (Fuhrman, 1986).

There is yet another factor that needs to be
considered -- the importance of school - college
collaboration. Ernest Boyer (1985), President of the
Carnegie Foundation for the Advancement of Teaching,
considers this to be a crucial issue.

> Today with all the talk about educational
> excellence, schools and colleges still live in two
> separate worlds. Presidents and deans rarely talk to
> principals and district superintendents. College
> faculty do not meet with their counterparts in public
> schools, and curriculum reforms at every level are
> planned in isolation.
> It's such a simple point -- the need for close
> collaboration -- and yet it is a priority that has been
> consistently ignored. Universities pretend they can
> have quality without working with the schools, which
> are, in fact, the foundation of everything universities
> do.

Boyer then goes on to express his concern that
collaboration is also needed to address issues related to
the improvement of the quality of teaching; he identifies
specifically the need to address the working conditions of
many teachers that leave them tired and discouraged at the
end of the day. Certainly that is an issue that the
colleges and schools working together should be able to
solve.

The issue of collaboration is particularly important

to Bennett (1987) because he believes that teacher preparation institutions have not been as open as they might have been to developments in cooperative partnerships. It is his experience that educators have gone directly to practitioners to learn about such issues as cooperative team learning, mastery learning etc. He in turn makes a plea for schools of education and local school districts to build structures of relationships that facilitate growth and development at both levels. He likewise suggests that the private sector and foundations would do well to consider making a contribution to inservice education.

There appear to be benefits two ways to collaboration. On the one hand, the local schools benefit from the expertise of those groups with whom they are involved. But there is also a benefit that accrues to the higher education institution. Blackman (1979) addresses this issue. It is his concern that those involved at that level must look past their involvement in inservice teacher education as an investment in their own continuing education, to see that their involvement stimulates increased competence and also increasing credibility.

Is it reasonable to expect colleges/universities and schools to work together? If so, it will require, according to Binko (1984), that the traditional hierarchial relationships between classroom teachers and university professors must be eliminated. He goes on to state that we have had indications since the middle 1950's that change

will most frequently take place in an atmosphere that is collaborative (cited in Coffey and Golden, 1957). Updating the time, Binko also draws support from an address Eubanks gave at the 1984 National Conference of the American Association for Higher Education, wherein he stated that "unless you enter a relationship believing you're working with persons who are equal to you, a project has no probability of success" (cited in Watkins, 1984, P. 12).

The concern seems to be for "empathy" and reminds one of the ancient Indian enjoinder, "don't criticize me until you have walked in my moccasins for 24 hours." True collaboration requires empathic understanding.

Is it reasonable to expect schools and colleges/universities to work together? Yes, and quite necessary. Given the focus today on school improvement -- "the recognition that the school is the essential unit of change in the educational system" (Hopkins, 1984, p. 1).

Recognizing the importance of that statement, it is unlikely that the talent necessary to provide the knowledge, understandings, attitudes and behaviors required to operationalize such a statement resides alone within the school and its personnel. The complexity of the tasks and skills necessary to fulfill the responsibilities of the local school are so complex, that consideration must be given to bringing in individuals from beyond the school.

Wideen (1984) would certainly agree with that statement and would add the caution, "it is crucial that

whatever outside support is introduced, the teachers must
initiate, examine and engage openly with the consulting
personnel" (p. 198).

Specifically related to teacher education, there are
some good suggestions as to the kind of individual this
consulting collaborator should be. Bodie Sorenson expressed
her concern for this issue at the American Association of
Colleges for Teacher Education Staff Development Workshop in
San Francisco in January 1978 (cited in Kersch, 1978, pp.
16-17), and identified the following considerations:

1. First of all, we need a person who can sense the
   school climate when he or she walks in--what makes
   this building tick, what makes this staff work
   together. Having made that assessment, the college
   facilitator needs the skills to establish trust and
   support, to create an atmosphere of sharing with the
   staff so that the staff members will share with each
   other. All of this is the necessary backdrop to the
   well-organized expertise the facilitator brings to
   the class.
2. This college person needs to be able to involve the
   principal and teachers in the class (seminar,
   workshop) as equals, without offending anyone. That
   is a real skill.
3. He/She needs to train us to be better
   decision-makers; I can't emphasize that thought
   enough. We need that training. We need persons who
   are skilled at doing that. In the school we are
   often too involved, too fragmented as a staff, too
   busy even to sit down together to assess where we
   are and where we want to go.
4. We need a college facilitator skilled at needs
   assessment, and more importantly, skilled at leading
   a staff through such an exercise in a fairly
   painless and efficient manner.
5. We need a college facilitator who knows, practices,
   and can teach effective communication training.
   There is nothing more thrilling than to be involved
   in a class where a facilitator knows how to use
   communication skills and can get a staff to discuss
   subjects they have been skirting for a long
   time--because no one dares bring them up for fear of
   offending or of getting involved in yet another
   committee. In these classes you hear opinions

expressed that never get mentioned in faculty meetings.

6. We need a facilitator who can pick up on what the staff is already doing well and then help us to do it even better. We need help in building on our strengths and convincing us of our potential for growth.

7. We need help in developing in-house leadership. We need someone who can assist in developing a nucleus for change within our building that will work long after he or she has left.

8. We need a college facilitator who can create an optimal degree of tension--not so much that we grow defensive or get turned off, but enough to get us excited. Enough to make us think, "What if we really could do that, wouldn't that be exciting!"

9. We need a college person who can build on the program we already have. We've tried so many new programs and so many have gone down the tube. We need to concentrate for longer periods on existing programs and make them even better.

10. We need a college person who will focus on the situation in our school, the specifics of our problems. We need fewer generalities and fictitious situations. We need practical help that is a bridge to the basic research the college person is in touch with.

11. We need a college facilitator who can bring some immediate successes, rewards, and hands-on activities that can be tried with minimum preparation in the classroom the next day.

12. We need a college person who demonstrates alternative teaching styles, who extends our thoughts, and who builds credibility by delivering, both in words and action.

13. We need a college facilitator who is aware that we in the class often come to the classroom feeling isolated, unsupported, and terribly drained.

14. And finally, we need a college person who, from the first, makes it clear that the activities of the inservice class have absolutely nothing to do with our formal evaluation. The goal is better teaching.

Dated September 1979, faculty members of Eastern Michigan University, Michigan State University, University of Michigan and Wayne State University involved in the Wayne Interinstitutional Workshop published a paper entitled, "Role of the Coordinators." Subsequently, this paper was used by the Kent Interinstitutional Workshop as a guideline

for it's consultants. The following are identified as some

of the responsibilities of all the consultants:

1. Assist the team in the identification of a genuine
   local problem.
2. Assist the team in defining the problem as
   specifically and realistically as possible.
3. Assist the team in setting up appropriate goals,
   objectives and evaluation criteria for the problem.
4. Assist the team in following the philosophy and
   principles involved in a workshop way of
   learning consensus, cooperation, individuality,
   communication, etc.
5. Provide a liaison with key administrators, often
   teachers, etc. to facilitate the operation.
6. Provide references, materials, personnel, and self
   expertise as needed.
7. Maintain weekly communication with the team and the
   team leader via personal contact and/or telephone
   and the weekly Team Progress Report.
8. Assist the team in developing "next steps" at the
   end of the workshop.
9. Provide a letter grade for each member upon
   completion of the workshop term.
10. Provide assistance as needed (Olson Notes).

Marilyn Lake (1983), an associate professor of

special education at Eastern Michigan College of Education,

has served as a university facilitator for the Staff

Development for School Improvement program. Collaboration is

a very important characteristic of this program.

Cooperation involving school staff, local and intermediate

school district personnel, Eastern Michigan University

personnel, serving uniquely as facilitators rather than

content specialists, and staff from the Michigan Department

of Education, all participate in the program. In a

discussion of her experiences in that program, she shares

her perception of the roles and the responsibilities of the

facilitator. Included are the following:

Roles
*A process consultant
*An ambassador for the university
*A resource for program implementation
*A link to the resources of the university and other
agencies.

Responsibilities
*Stay current on research and practice in staff
development and school improvement.
*Establish rapport with the principal and the
teachers of the assigned schools.
*Conduct building-committee training sessions.
*Visit the assigned schools about once a week.
*Write regularly about the progress in assigned
schools.
*Make a final evaluation report on each assigned
school.

Can we find such people as Sorenson and Lake

envision? "Yes", say Warnat, Jennings, Helbig, Voorhees,

Thomas and Edelfelt, all of whom were involved in the Staff

Development for School Improvement program (1983).

The local school district and other local schools

can also collaborate in school improvement. Local school

districts, according to Fuhrman (1986), can play an

important role by establishing clear goals for school

improvement efforts, by creating conditions that encourage

local school faculty members to participate in such efforts,

by requiring the participation of building level

administrators, and by establishing reasonable time frames

for these projects.

There are beginning to appear fresh stirrings for

educational improvement in the local schools. "The nearly

defunct coalition of school boards, parent groups,

legislators, school administrators and others once fostering

the development of our educational system appears to need

only a convincing agenda in order to coalesce once again"
(Goodlad, 1983, pg. 5).

The continuing education of professional teachers
warrants that kind of collaboration; inservice processes
"focused on the development of self-renewing capability in
schools" deserves the attention (Goodlad, 1983, p. 6).
Concern for well developed and articulated goals and
activities is an important step in the process.

Goals and Activities

Educational institutions have frequently been
described as having rather vague and often conflicting
goals. Not that the school system is without a set of
goals, but that too frequently the goals do not in fact
influence either policy or practice (Griffin, 1983). This
situation mitigates against effective inservice education.
The resultant of such a situation can be the scattering of
efforts, motivated by perceived problems of the moment,
rather than a well-designed program that seeks to accomplish
specific goals.

Recognizing the truth that schools are frequently
called upon to address such a wide variety of tasks that
their efforts to improve are often fragmented and
ineffective, Dodd (1986) made her number one requirement for
staff development the necessity to establish simple and
clear goals that all the faculty can understand, agree with,
and to which they can, and will, commit themselves. The
description of her program clearly indicates that this

requirement was in evidence throughout the program.

Whereas Dodd (1986) made her first requirement for developing an inservice education program the necessity of establishing clear and specific goals before beginning the program, Hibner (1983) recommends a different tack. Inherent in the Staff Development for School Improvement program is the belief that if operated properly, good school-based inservice education programs will help the faculty and the principal establish goals and objectives. She believes that the goals and objectives will grow out of the interaction of teachers who are involved in identifying the problems they face and helping to determine those solutions that will most likely lead to improvement of the situation.

Concerned about how to relate characteristics of effective schools to successful staff development programs, Ward (1981) has identified four criteria that show up in many research projects. Criterion number one calls for a statement of goals agreed upon by those involved in the inservice issue; this set can include teachers, principal parents and students. Gaining consensus in such a process is another matter, Ward admits, but suggests that school advisory councils can frequently fill this need. The fourth criterion is also of interest here. Ward states that, "any inservice education that is participated in by any of the people who are involved is oriented toward achieving the goals that have been agreed upon (p. 8)." She goes on to

point out that such a program tends to be school- based because you can hardly have truly common goals when twenty or thirty schools are involved, even though they may be in a particular area.

Interested in research regarding effective schools, Purkey (1982) took a careful look at six case studies which involved a total of 43 schools. Although he evidenced some discomfort using such a small sample as a base for a discussion of school improvement, he felt the commonality of the findings and their similarity to the conclusions of other studies caused him to feel better about their credibility. Two of the five elements he identified seem to have implications for this study. The linkage between factors number three, a clear set of goals for the school, and number four, a school-wide effective staff training program, is an important one and supports Dodd's (1986) hypothesis.

The Commission on Reading (1986) has recently taken a careful look at the continuing professional development needs of teachers, particularly in the area of reading. Subsuming several conclusions under the heading, The Ethos of Effective Schools, the report indicates that in those schools unusually effective in teaching reading, teachers spend special time planning together. "This means that there is more likely to be agreement on goals and more likely to be understanding of and commitment to policies for achieving these goals (p. 28)." The teachers are much more

active in their own professional development.

K. Ward (1986), in his position as a staff development consultant to the Los Angeles County Schools, also highlights this issue. Several times during an interview by Olson, he commented on an important key to successful inservice education -- the necessity that a school district, its schools and their faculties, have a clear sense of mission, of direction, so that a school faculty can develop clear goals and plans for improving it's effectiveness.

Describing four state-sponsored schoolwide improvement programs, Farrar (1986) takes a similar position. The key to making reform work lies in the clarity of purpose of the inservice education effort. Whether in California, Ohio, Colorado, or Connecticut, the point was still made: in California -- departments write an overall set of goals, following which the teachers write specific proposals...; in Ohio -- a sense of the school's mission shared by all; in Colorado -- a volunteer group of teachers who meet to suggest school-level goals and plans; and in Connecticut, a similar story. Yes, "clarity of purpose was the key to making it work" (p. 589).

Olivarez (1981) carries the issue of planning one step further. Using the Teacher Corps as his illustration, he emphasizes that when one is establishing goals, and planning and implementing inservice education activities, it is important to incorporate elements that are reflective of

the concerns, priorities, and strategies of the contemporary educational scene, and also those identified by knowledgeable educators as important to effective inservice education and school improvement.

Because of his interest in inquiry-oriented staff development, Parkay (1986) also has an interest in research in relation to planning. He states that in the program he helped develop, he wanted teachers to not only learn about research on teacher effectiveness, but also come to understand how and when educational research findings should by applied in a specific situation. The focus in this program was on the process of change -- identifying goals and then the use of inquiry to achieve those goals. In a listing of seven activities of a program-related nature teachers identified as enhancing their feelings of professionalism, "clarifying instructional goals and objectives," (p. 389) received its due recognition.

A key factor in this discussion is the turnaround that has occured recently in the understanding of educational reform. According to Odden (1984), educators have an extensive research base to use in planning effective staff development strategies.

A considerable body of knowledge already exists on effective teaching practices and on the characteristics of effective schools (Cited from Cohen, 1983). Reformers have at their disposal a variety of strategies for developing the capacity of schools to solve their own problems and to make

their own improvements (Cited from Crandall and Associates, 1983).

Seemingly, the most pointed statement of all comes from Hufker (1980). Although her remarks are directed toward college faculty, they have implications for this study. She makes her position very clear as she states emphatically, "The first great need in faculty development is a clear sense of shared mission" (p. 16). She then highlights the importance of this issue.

If an institution has not seriously decided to implement its mission--or if the mission is too global or unclear--faculty development can have no clear sense of direction. What ensues is chaos, with individual faculty doing his or her thing, or engaging in power politics, with people jockeying for control over what is of worth to them. Inevitably, some will feel neglected and exploited. Nothing corrodes professional and personal self-esteem faster than a bitter sense of alienation. Such a state of affairs is deadly, not only to individual educators, but to whole institutions.

Those involved in staff development need to be reminded again of the importance of developing activities that enhance understanding of mission and feelings of professionalism rather than those procedures that rob teachers of such understandings and attitudes. Looking at inservice education as a developmental process, rather than a series of single innoculations will encourage teacher

effectiveness. Working together as a school team will enhance the process.

School-Based Improvement

In his book entitled, A Place Called School--Prospects For The Future, Goodlad (1984) titles his first chapter, Can We Have Effective Schools? After discussing the condition of education as he found it in elementary, junior high, and senior high schools with whom his research staff worked, he seeks to summarize his concerns by identifying two themes which he believes will play a most important role in answering the question of the chapter.

His second theme ties this discussion back to the earlier section on collaboration. Goodlad believes, that the schools will only get better and continue to have good health, as other significant elements in our society, as well as parents, care about and are concerned for our schools. The collaboration spoken of above must include the positive interest and contribution of the varied elements of our communities. Goodlad's first theme focuses our attention even more clearly on the answer to the question of the chapter.

> The first is the concept of the school as the unit for improvement. There is little point in concluding that our schools are in trouble and then focusing for improvement only on teachers, or principals, or the curriculum. All of these and more are involved. Consequently, efforts at improvement must encompass the school as a system of interacting parts, each affecting the others.

But there is more to this comprehensive approach
than dealing with the school as a unit. Schools will
improve slowly, if at all, if reforms are thrust upon
them. Rather, the approach having most promise, in my
judgment, is one that will seek to cultivate the
capacity of schools to deal with their own problems, to
become largely self-renewing. Schools will have great
difficulty, however, in becoming self-renewing without
support from their states and local districts and
especially from their surrounding constituencies.

And again the issue of collaboration and
school-based improvement are linked together.

Goodlad considers his first theme so important that
he returns to it regularly in his book. Again he writes,
"The unit of improvement is the individual school" (p. 256).
He has also discussed his concern for this and related
issues in Goodlad (1975, 1979, and 1983).

Not only researchers, but practitioners with
responsibility for ongoing staff development at the district
level, recognize the importance of school-based inservice
education. As superintendent of a large metropolitan school
district, Bennett (1987) believes that faculty development
must be approached on a school basis. He has committed his
district to a policy of school-based staff development,
wherein schools should be the center of the action if one is
serious about improving education. He is further concerned
that a way be found that growth and development be
coordinated throughout the district's system of schools,
wherever appropriate. In his district, it is the school
staff which makes the primary determination of the focus and
direction of inservice education.

The guiding principle that Goodlad is emphasizing,

and Bennett would seem to support, is that the school must become largely self-directing, the principal and the teachers working together to create the capacity for effecting renewal and developing the mechanisms to accomplish it. The importance of a trust relationship between the principal and the teachers can hardly be overstated at this point.

In some cases, involvement in school-based improvement is a voluntary decision made by a school faculty; in other cases it may be because of strategies used by some states to encourage school improvement. A number of states have adopted such programs including Colorado, Pennsylvania, Ohio, Connecticut, and California (Odden, 1986).

Farrar (1986) identifies a number of features that are important to such efforts for improvement. She indicates that regardless whether the program is voluntary or mandatory, the strategies outlined as important for school renewal do seem to work -- that is they do appear to give schools the guidance they need in order to begin a process of renewal. Secondly, schools are in fact given the latitude to identify their own problems and are permitted to establish their own plan for overcoming them. Thirdly, she states that this approach is applicable for and can be used to provide the structure for the resolution of almost any school related problem. Foundational to this whole approach, according to Farrar, is a philosophy that "holds

that people work better and harder when they share a common
understanding of a problem and a vision of what solutions
are possible " (p. 586-587).

The school-based improvement process at its core
is aimed at developing this shared understanding of present
conditions and of the need for change. Edmonds (1982) makes
a definite statement on this point when he writes, "Clearly,
change must be schoolwide and include both principals and
teachers" (p. 9). Acknowledging that local school designs
for change may be limited some times because of central
office or board policies, he never-the-less believes the
local plan should continue. "No local school design should
depend on changes over which the local school does not have
control" (p. 9).

The work of Odden and Odden (1984) lead them to a
very similar conclusion.

> Research of effective schools has made it clear that
> the individual school is the proper unit for educational
> renewal. Centralized standards and requirements may be
> necessary, but so is decentralized implementation. The
> simultaneously tight and loose approach is crucial to
> the success of any reform strategy. Each effective
> school is bound together by a belief structure, a value
> system, and a consensual--not a hierarchial--governance
> system. Policies that demand uniformity from school to
> school are likely to destroy these important elements
> (p. 312).

Edelfelt also considers school improvement to be of
primary importance and has spoken of his concern on a number
of occasions. Recently he has been involved as a consultant
in a program sponsored by Eastern Michigan University
called, Staff Development for School Improvement. As

described by Warnat (1983), in the book Edelfelt edited, the

focus of this program is on school-building staff

development, not inservice education for individual

profession growth.

> The program is designed to provide school staffs
> with the skills and the procedures they need to identify
> and address their most pressing problems. It is based
> on the premise that classroom teachers can best address
> their needs, identify their priorities, and plan a
> program to meet their needs and priorities at the
> building level.
> The program has flourished primarily because the
> school staffs have had the responsibility for planning,
> implementing, and evaluating their own staff
> development. Local ownership of the staff development
> program is key, and the endorsement of the program by
> the administrators and teachers is essential (p.1).

In the introduction to her book, Loucks-Horsley

(1985) states that during the past ten years she has been

involved with hundreds of schools in school improvement

efforts. By school improvement, she includes any activity

designed to benefit students, classrooms, and the school

itself. Some of these efforts were concerned particularly

with curriculum and instruction, whereas others focused on

such areas as instructional leadership, school climate, or

discipline. "Solving persistent problems and increasing the

capacity to attack future ones is what school improvement is

all about" (pp. vii - viii).

Dodd (1986), has developed a model she calls the

"learning community model." It is her experience that two

concepts are foundational to her approach to inservice:

small groups of 5-8 faculty members work together as a

learning team, and the experience may well be more important

than the product, because as teachers discover they can learn effectively in small groups, they will more likely try the same methods in their own classes. Included in this approach is the participation of administrators as colleagues, wherein they and the teachers interact in a collegial setting. Dodd believes that learning communities could influence society in a very positive way by stimulating generations of lifelong learners.

Interest in school-based improvement is not limited to the United States. Hopkins and Wideen (1984), have edited an insightful look at the issue of school renewal, entitled, Alternative Perspectives on School Improvement. The reference is to alternative perspectives because the book addresses an alternative to the centralized, prescriptive mode of inservice education prevalent in most Australian school communities and which failed to fulfill its promises in the sixties annd seventies. From their perspective in Australia, Eltis et. al. (1984) highlight the problems of such an approach, stating,

> Usually the renewal of schools as effective learning institutions has been attempted through the provision of traditional inservice courses run on a short-term basis, wherein individual teachers are introduced to new ideas, or methods. Such an approach fails to consider the complexity of schools as organizations, and the educational return of the total school, of individual teachers attending such courses, has been marginal to say the least (p. 119).

Eltis then identifies a number of reasons for the comparative failure of these approaches to inservice education. Included would be a recognition that the

organizational complexity of schools requires whole school
responses to the issues; insufficient time and resources are
usually involved and negative attitudes on the part of
teachers and administrators.

In the summary of his first chapter, which he
titles, "What is School Improvement?", Hopkins (1984)
answers that question very directly.

> The main features of the landscape of school
> improvement are now well defined: the school is widely
> regarded as the prime unit of change, its autonomy (and
> that of its constituent members) has become a major
> goal, and internal and external support systems have
> been created to achieve this end. Change strategies are
> increasingly being based on a multi-dimensional concept
> of implementation tied to the organizational features of
> the school, and individual school improvement efforts,
> for example staff development, or school based
> curriculum development are typically conceived of in a
> wider context. It is interesting to reflect on how
> quickly the concept has been assimilated into the
> culture and vernacular of educational change, and how
> secure the boundaries of its territory have become (p.
> 19).

Schmuck and Runkel (1984) have been working with a
cadre of perhaps a hundred collaborators for more than 10
years seeking to conceptualize an image they have of what
they call the "Autonomous School", for which the primary
criteria would be the school's capacity to solve its own
problems. They envision such a school's ability to be
reflected in four meta-skills:

1. Systematic diagnosis - is the staff's ability to
   assess the current functioning of the school. This
   would involve collecting data to ascertain current
   states of affairs and collecting data to evaluate
   change efforts, new problems and the like.
2. Searching for information and resources - the
   staff's ability to initiate and execute searches
   inside or outside the school for information and

resources that are relevant to the diagnosed problems.

3. Mobilizing collaborative action - the staff's ability to form quickly into ad hoc groups or the staff as a whole, to carry out problem solving, or to actualize the information that has been brought into the school to solve the assessed problem. This third skill also involves what psychologists refer to as "synergy" - achieving through a group more than what could be achieved by the members working separately or in parallel.

4. Monitoring - the staff's ability to evaluate how effectively the first three meta-skills are being carried out and to put into play remedial actions that will repair weaknesses.

In an evaluation of Goodlad's, A Study of Schooling, Tyler (1983) reminds us that for many years, educational research told us very little about what made schools and teachers effective. Only during the last 30 years or less has empirical research begun to confirm for us that a school has a quality about it that strongly influences the achievement of its pupils and the attitudes of its teachers and parents. In effective schools, the morale of the teachers was clearly higher than in the less effective schools. Jennings (1984) writes that their experience "showed dramatically how a school-based staff development project helped to improve school climate" (p. 34).

The issue in school-based improvement involves the teachers and the principal working together to effect change and renewal. Teacher involvement appears to be a very important element in effective inservice education.

Teacher Involvement

The importance of local ownership and staff collaboration in the success of school improvement are

firmly embedded in the literature. Eisner (1983) stated it well, "We need schools that will give teachers opportunities to sit together to discuss what shall be taught, how what is to be taught can be related to each other and the world outside of the school... The school must be a place for growth and recognition of the teacher, if it is to be a place for the growth and recognition of the student" (p. 55). And again from Loucks-Horsley(1985): "Providing opportunities for teachers to get together in which the agenda is theirs rarely occurs in schools. Making that happen and trusting the professionalism of teachers to bring good results is especially appropriate at this point in the process" (p. 63).

Related to this position is a belief that people work together harder and better when they share a common understanding of problems they face and of the potential solutions for those problems (Farrar, 1986). Holly (1982) focuses this issue quite clearly as she emphatically states that personal relevance is a primary concern to teachers.

> Teachers accord the highest value to those activities in which they play a significant planning role, where choices exist, where resources are credible, and where teachers have the power to moderate their learning through discussion, questioning, and pacing (p. 6).

Historically, and all too frequently, teachers have had very little to say about the design of inservice education. Futrell (1987), president of the National Education Association, reporting on the results of a NEA survey, reported that teachers stated their opinions were

never solicited, and were ignored if shared. Fifty percent of those responding to the survey indicated that their administration would never speak to them. Berman's (1985) comment that teachers "are isolated from one another, have little to say about school decisions, and are not treated as true professionals" (p. 188), is also illustrative of the point. It is encouraging to note, however, there has been a reaction against the idea that improvement is more likely to take place when the change process is instituted from the outside (Goodlad, 1984). A change process from top-down which ignores the user does not work (Hopkins, 1984). There has been increasing recognition that teachers must want to change, rather than others wanting to cause them to change. It is the teacher who is the focus; only the teacher can change the teacher. You can reorganize the schools, yet teachers can remain as they were before the reorganization. You can pull down the walls and make an open school, but open teaching is an expression of the teacher's art, a reflection of the teacher's attitude (Stenhouse, 1984).

The contrast with an authoritarian approach can be impressive. Witness some testimonies from some individuals involved in Eastern Michigan University's Staff Development for School Improvement program:

> From a building principal, -- I can't believe how much work my staff members are accomplishing beyond what they need to do (Skone, 1984, p. 25).
> From a district staff development consultant -- When building staff members are given the opportunity to commit themselves to solve a problem and are given the freedom to implement a plan, a tremendous amount of energy and enthusiasm results. Participating teachers

become committed to a goal. They work together as a team and have a sense of belonging that results in positive feeling toward self, other staff members, the students, and the building as a total organization. The consultant does add one caution; the program must be voluntary. It must involve shared decision making, not coercion or a mandate (Skone, 1984, p. 25).

From another building principal -- Where staff tended to isolate themselves from administrators and other staff, and suppress problems rather than air them and share them, now they bring them out into the open. They have learned to talk with one another about their successes and discuss their common concerns. Through the "teacher-owned" staff development program, the teachers in Spencer have learned they can influence their own destiny. This is what is making them more open with one another, and has given them a whole new outlook toward each other and their work. That's where the difference comes (Helbig, 1984, p. 35).

It is interesting to note that both of the major teacher organizations, the National Education Association and the American Federation of Teachers have gone on record stating that teacher-controlled inservice education is to be considered preferable to college/university controlled experiences.

The American Federation of Teachers' position is:

Most graduate courses and many district inservice efforts do not deal with the improvement of teaching. they often do not focus on the specifics of a teacher's job, nor do they concentrate on the application of what is learned to the real experiences of the teachers. Teacher needs too often go unassessed and teachers are seldom involved in deciding what they will study (1977, p. 143).

The National Education Association Staff states that:

Many, if not most, institutions of higher education still function without giving adequate attention to the continued upgrading of the professionals they prepare. Graduate degree programs of the "master teacher" type do too little to improve the skills of experienced teachers. Continuing professional programs and extension centers conducted by these institutions do not

fill the void in the repertoire of the classroom teacher's training skill (Bhaderman, 1977, p. 138).

Mary Louise Holly (1982) has evidenced considerable interest in issues related to teacher attitudes. In a recent phenomenological study of the classroom teacher, a group of seven teachers, selected from seven school districts within a thirty-mile radius of Kent State University, representing classroom levels from kindergarten through grade three, in urban, suburban, and rural settings, spent a year of interaction together reflecting upon, writing about, and discussing their lives in their classroom.

Included in the results from the study was the identification of three underlying themes which seemed to permeate the lives of these teachers. (1) Isolation -- Teachers were isolated in a number of ways, physically, psychologically, socially, and even personally, as they reported litle time to reflect on what they themselves believe and value. (2) Communication -- Due in part certainly to their isolation, teachers perceived themselves as having very little time to talk about professional matters with other educators, teachers or principals. Discussion of issues related to teaching and professional growth and development were nonexistent in most cases. What discussion did take place was typically limited to problems of an immediate nature, or consisted of "just bitching in the lounge." (3) Self-Esteem -- Teachers expressed considerable frustration about the image the public holds

regarding teachers and schooling. Included was the perception of a total lack of concern for the teacher's point of view on the part of administrators and support staff who tell teachers what to do, and on the part of professors who propose to tell teachers what theoretically should work, with little regard for the fact teachers work with living children in dynamic settings.

Isolation, communication and self-esteem are issues to which education must respond. Holly (1982) goes on in her article to discuss ways that they can be addressed including such procedures as opening informal channels of professional dialogue, structuring staff development opportunities, team teaching, parental and administration involvement in the classroom, and encouraging writing to record events and feelings. "Professional dialogue helps teachers see their concerns from many perspectives" (p. 9). All of these procedures may help teachers overcome their feelings of frustration.

Failure to do anything can lead to problems of burnout. "Burnout comes from being alone with children; it is the feeling of not being supported, of having nowhere to turn, of being overworked, and underappreciated, and of being alone, under stress and needing help. Burnouts seem to be caused by an inferred demand to be superhuman." Cunningham (1982) paints a rather dismal picture but indicates that peer support, a quality work place and an ideal leader can aleviate many of these problems.

Contrast that picture with the following descriptions of teachers involved in a coordinated effort to involve faculty members in addressing problems of a school-wide nature. Again let's look at the Staff Development for School Improvement program through the eyes of a participant.

> From a teacher -- We met for three hours to do a needs assesssment. Small groups of four or five members brainstormed project ideas. The room buzzed with interaction, the sharing of ideas and information. The three hour high-energy session was an important beginning. Unlike many school meetings, this one required that people talk with one another, listen, and participate in the search for consensus on a goal. People communicated their ideas, discussed their feelings about the school's needs, and defined a common goal for the group. Following the brainstorming, discussion continued in the hallways and the lounge, over coffee in the morning and at lunch at noon. The building became alive with energy. People asked questions and exchanged notions of how the program might affect their classroom, student progress, and available resources.
> Nearly all the staff volunteered for responsibilities, and the halls echoed with enthusiasm. People ignored the 8:20 a.m. school starting time; the parking lot was full at 7:30 a.m. Committees met to share ideas on a given topic. Teachers discussed how the project could improve their teaching, the success of their students, and their working relationships with other teachers, students and parents. A new sense of comaraderie and professionalism developed through pursuit of a common goal. Teachers were interacting and communicating (Kleiman, 1984, p. 11-13).

Further confirmation here comes from Goodlad (1984) who found in his study that the degree of staff cohesiveness and the decision-making climate in its relationship to the nature of the problem-solving process were very important factors in causing teachers to feel satisfied with their working relationships and environment. McCarthy (1985) also considers the professionalism of the classroom teacher to be

a key concern. The teacher is the basic context of the learning experience and inservice education experiences need to reflect that concern.

Yet McCarthy recognizes another important element in the effective inservice education equation. He believes an important concern relates to the position and leadership of the informed concerned principal.

This point was stated even more emphatically by Olson (1964), almost twenty-three years ago.

> The teacher in the classroom has the direct day to day contact with the children. If the quality of the educational program is to be improved, the upgrading must begin with the teachers. Because the teacher is the very heart of the inservice program, it becomes the responsibility of the administration to work with the teachers in order to create a climate in which all can work together (p. 12).

Principal Participation

Teacher burnout has been in the news so frequently, in the recent past, that one could question whether it is a fad or reality. The experience of many educators and the evidence available, however, would confirm that it is a serious problem which must be faced and dealt with.

According to Cunningham (1982), research suggests a rather close tie between leader behavior and teacher burnout. He believes that principals who are concerned about their people, who support them and create settings and climate where they can set their own goals and seek to accomplish them, experience much less problem with burnout. His philosophy of leadership includes the belief that:

1. Shared participation in objective setting, decision making, and problem solving is basic to growth, development, and commitment;
2. Informed choice is the soundest basis for organizational interaction;
3. Mutual trust, understanding, and respect undergird effective human relationships in all organizations;
4. Open communication and participation support mutual understanding and trust; and
5. Activities carried out within a framework of mutually understood goals and objectives integrate personal goals with organizational ones (p. 22).

Cunningham makes a rather impassioned plea that school systems will encourage their administrators to develop an open and nondefensive style of leadership behavior which encourages the participation of teachers in the initiation and development of issues of mutual concern.

Bacharach (1986) takes the position that administrators of effective schools have been able to set aside the idea that coordination requires that the control process always proceed from top downward. Likewise, the teachers who teach in these schools have set aside the feeling that they are independent in their sphere. In this framework he sees the possibilities of a new approach to school leadership. Edelfelt (1983) has observed that the more enlightened principals are able to make a distinction between the collegial relationships involved in professional decisions and the authority and responsibility required in issues of administration.

In such a setting, teachers and administrators will agree on the goals and objectives that will guide their mutually related decisions. These goals and objectives will

serve as the benchmarks for measuring school programs and for planning inservice education.

As a result of the research he did on schools, Goodlad (1984) has considerable to say about the role of the principal in building positive teacher relationships. The support the principal can give through sensitive leadership, being available for help, and being involved in schoolwide decisions tends to create in teachers greater enthusiasm, professionalism and a sense of greater career fulfillment. Teachers evidence greater satisfaction in schools where the principal provides strong leadership. These principals felt themselves to be more in control of their time and their jobs and to have more influence in the affairs of the school. Yet, Goodlad says it would be a mistake to assume the principal's role to be the major factor in determining school climate or teacher satisfaction. Faculty cohesiveness and the problem-solving and decision-making processes were also highly rated as factors related to teacher satisfaction.

An important consideration here is whether or not the principal has developed, or lacks, requisite skills of group leadership. All too frequently, new principals are plucked out of the classroom the day school closes in June and are inundated in the responsibilities of the principalship a few days later. Little in their first responsibility as a teacher prepares them for the second situation. Few beginning principals know how to plan a

program of school improvement, or how to bring about "group consensus" when seeking the solution to schoolwide problems. Goodlad (1984) found that the principals of those schools in his study lacked the type of skills and abilities necessary for bringing about educational improvement.

> They did not know how to select problems likely to provide leverage for schoolwide improvement, how to build a long-term agenda, how to assure some continuity of business from faculty meeting to faculty meeting, and on and on. Most were insecure in their relations with faculty and rarely or never visited classrooms. Some were hopelessly mired in paper work, exagerating the magnitude of the tasks involved in part to avoid areas of work where they felt less secure (p. 306).

This description does not surprise Tye (1984). He doesn't believe that most school systems expect their building principals to provide instructional leadership. He sees principals rewarded, rather, for keeping the lid on, caring for the administrative tasks required by the central office, and for maintaining a posture of learning at the school. He goes on to say that the quality of the leadership of the principal seems to vary a great deal from school to school. Teachers frequently report they have very little contact with their principal regarding substantive issues, and that not very helpful. There appears to be little evidence that principals are providing instructional leadership; in fact, their behavior appears rather to be contributing to their teachers feelings of isolation. The survey taken by Futrell (1987) wherein 50% of those parti-cipating in the survey, reported that their administrators spoke to them very infrequently, confirms this.

Lest we feel this is a new or recent situation, Gersten (1982) points out that "research over the last decade has consistently shown that teachers do not perceive principals as instructional leaders, ... nor do principals usually function as such" (p. 48). (Mazzarella (1977), Morris and Others (1981), Wolcott (1981), and Howell (1981) are cited as reference.) Therefore he feels that it makes more sense to develop a team concept in which the situation determines who will provide the support necessary.

Rallis and Highsmith (1987) propose a way to bring this about. They see the responsibility of the principal to be typically two-fold; serving as manager, he/she seeks to keep the machinery humming properly, and serving as leader, he/she needs to keep everyone focused on the school's goals and their energies directed toward accomplishing them. They humorously state that only an individual with a 'split personality' could accomplish both of those tasks. They recommend that the principal, by virtue of his/her training in areas of management is not prepared to fulfill the responsibility of instructional leader.

They further believe that the instructional leadership necessary to bring about improvement in the teaching enterprise must come from the teacher core. They propose the identification and selection of the most experienced teachers in a school to serve as master teachers, responsible and accountable for developing meaningful professional development programs. They also

indicate that elements of such inservice education principles are part of a number of projects including the Toledo Intern-Intervention Program, the Charlotte-Mecklenburg Career Develpment Plan, the California Mentor Teacher Program and the Marin County Teacher Advisor Program.

Purkey (1982) also would see this possibility. As part of his five concluding statements resulting from research on effective schools,involving six case studies including 43 schools, Purkey identifies factor one to be, "strong leadership by the principal or another staff member" (p. 65). He recognizes the possibility that someone else on the faculty could provide the leadership.

It is very evident, however, from a look at current literature, that this is an issue that is fraught with controversy, both potential and real. Welsh (1987) seriously questions whether administrators are ready to share their powers of decision making with teachers. He describes an experiment in teacher involvement called the School Improvement Project (SIP) which was introduced at his high school designed to involve teachers in the decision making process. Initially the project received positive response from many of the varied elements of the educational enterprise. At the time the article was written, approximately eighteen months later, however, the administration at both the high school and the central office have thrown major road blocks into the way of the SIP

committee in its efforts to involve the faculty in issues it considers merit change. Discussing a current concern, Welsh concludes the article by indicating that the faculty is gearing up for a battle at the upcoming school board meeting.

Similarly, Rodman (1987) illustrates the problem as he discusses the situation in Rochester, N.Y. where administrators have filed a suit to block the granting of state funds for a program in which master teachers would coach and assist their colleagues. It is their contention that these mentor teachers are performing administrative and supervisory tasks without proper credentials, and do so in violation of state regulations. They are, furthermore, not needed because master teachers are already present in the persons of principal, vice-principal and department heads.

Rather than creating an issue of controversy, Ward (1981) makes a plea for a reasoned recognition that the instructional leader can be someone other than the principal.

> There is an instructional leader in the school, someone who is sort of the guideline decision maker. Interestingly this does not have to be the principal. We have seen schools where it is the teacher and the principal is the facilitator for his or her instructional decisions. You have to have principal support and he or she must be involved, but the talent, the skill, the knowledge and understanding for making some of the key instructional decisions about where you are going to go, what you are going to change, and how you are going to change, does not have to reside in the principal (p. 7).

One of the strongest statements regarding the importance of the support role that principals should fill

comes from Hibner (1983). She believes that the support of the principal is the key to success for staff development at the building-level. Her research of the literature confirms the conclusion that a program is doomed to failure that does not have the principal's support. She therefore calls on those principals wanting changes and improvements in their school program to get involved and actively support their staff to bring about the needed changes.

Orlich (1983) concurs with Hibner. Following a discussion of ten writers who addressed the role of the principal in issues related to staff development, he makes the emphatic statement:

> The evidence is overwhelming--the school principal's support is critical for effective school-based in-service programs (p. 201).

In some cases principals get locked into a stern and authoritarian mode of leadership because of the belief that it is the only way for them to fulfill their responsibility, the management of the school. Erickson and Campbell (1986) review the experience of such a principal. In this case the researcher was able to help the principal think through the needs she fulfilled which were unique to her role. Ultimately, the principal came to see herself as a leader concerned with and able to facilitate the development in her teachers of their instructional leadership.

The change in role to facilitator from arranger is the key to Lee (1984). Determining that one will relinquish

control and will permit the teachers to participate, puts one in the position of helper. She encourages attending the planning sessions, listening and commenting when called upon, and looking for ways to give support. Barth (1980) believes that sharing responsibility with faculty members is an excellent way to build relationships between principals and teachers of a collegial, supportive, and interdependent nature. A mutual sharing of responsibilities can help a school move from a "him versus us" position to one that believes, "we're all in this together."

Hufker (1980) proposes an interesting approach to this issue. The key is to think in terms of serving rather than of leading. She then cites Greenleaf (1973) who took the position that it is only those leaders who serve, whose work has a lasting effect. The servant-leader's work then is timely because he is helping the individuals find answers to real needs rather than seeking to sell them a package of solutions. However, the servant-leader needs to recognize that sooner or later their help will be forgotten as the individual(s) increasingly feel good about being able to solve their own problems.

The issues related to the involvement of the principal seem to be two fold -- support of the faculty, and communication with the faculty. To be effective, inservice education requires the active involvement of the building administrator.

Section three of this chapter presents the Kent

Interinstitutional Workshop, the teacher inservice education program chosen as the object of study. An overview of the Workshop follows.

The Kent Interinstitutional Workshop for Improving
School Programs

The Kent Interinstitutional Workshop (KIIW), according to Ward (1973), was an outgrowth of the Wayne Interinstitutional Workshop which began in Wayne County, Michigan in 1967. The IIW concept originally grew out of a concern expressed at the Consortium for Advanced Education Thinking, a Title III ESEA project in Wayne Intermediate School District in 1967. Teachers involvement in inservice education consisted primarily of taking university courses for which they received credit. Very infrequently did they become involved in an activity wherein they were concerned about the social environment of their school and the change process within it. Reflection on this issue raised two questions:

1. What would happen to the change process if they could bring the universities and their resources to the teachers and schools?
2. What would happen if they could break down the barriers, make education interinstitutional, open up the door for a community of educators to become a community of educators (Bird, 1974, p. 21).

Subsequently, a group was convened to begin to study the problem and out of this discussion emerged the Wayne Interinstitutional Workshop. Participants at that time included key staff members with specialization in curriculum from Michigan State University, the University of Michigan,

Wayne State University, and Eastern Michigan University; a representative of the State Department of Education; as well as staff members of the Wayne County Intermediate School District (Fox and Griffin, 1974).

The history of the Kent Interinstitutional Workshop can be traced back to school year 1970-71 when Charles A. Blackman, Michigan State University, Peggy Miller, Michigan Department of Education, and James House, Wayne Intermediate School District, all of whom were involved in the Wayne Interinstitutional Workshop, went to Grand Rapids, Michigan to explain the concept to the Directors of Extension from Michigan State University, Central Michigan University, Western Michigan University, University of Michigan, and staff from the Kent Intermediate School District. Officially, the Kent Interinstitutional Workshop for Improving School Programs was implemented in the fall of 1971, (Blackman, 1984).

Specifically, Bird (1974) reports, the KIIW was designed to:

1. provide effective inservice education in a realistic setting to improve the quality of education;
2. provide a means by which the educational needs of local schools and school districts can be continually assessed;
3. provide the means for the generation of new ideas for the improvement of inservice and preservice education; and
4. provide the linkage and liaison between local school districts, the Intermediate School Districts, institutions of higher learning, the State Department of Education, and other institutions and human resources to enhance the professional growth of educators (p. 22).

The Workshop was created to assist a team of educators from a local school building or system to utilize group effort in solving problems of a professional nature related to the educational needs of their school setting. It assumes that 1) every person is a resource person as well as a learner, 2) significant learning grows out of the opportunity for an individual to both identify and address current concerns, and 3) leadership which enables people to unlock their unique capabilities will be most productive to the development of effective problem solving skills and the development of the capabilities of the professional school staff member (Ward, 1973).

As a part of her responsibility as Kent Intermediate School District Coordinator for the KIIW, Bird (1974) has notated a number of factors that highlight its uniqueness as a model for teacher inservice education:

1. Participants are members of school teams that focus on a curriculum or instructional problem in their own school which they have selected.
2. Teams of eight to twelve people from a building provide support systems for one another in facilitating program implementation.
3. Each team selects a Team Leader, not an administrator, who assists in planning the workshop and developing leadership ability.
4. Administrators must be members of their school team. Therefore, to the extent that implementation rests with the building principal, he has an opportunity to examine this responsibility and plan action designs for assisting the team with implementing their goals.
5. Team members have a choice of four universities from which they can receive credit for their work.
6. The format of the workshop is flexible for the 16 sessions. All teams meet in a common place for six meetings to focus on team building, problem solving, and share resources of general interest. The remaining ten sessions are located in their

individual school. This enables them to involve
total staff, students , and community members in
their study, to report their progress, and seek
their suggestions in planning. The University
faculty serve essentially as resource persons.

7. The workshop extends over a five month period which
allows time for the participants to try out their
ideas, assess and refocus if necessary.

8. More effective use of resources are utilized to
improve education when the four universities, the
State Department of Education, the Intermediate
School Districts, and local schools join together as
a support base (p. 22-23).

Several advantages of the interinstitutional

workshop model appear to Professor Switzer (1977) to be

noteworthy. The first would be that this model brings the

schools and the universities together focused on the

solution of educational problems in a cooperative effort.

Improved communication, mutual understanding and respect for

the role of each are the frequent result. Second,

opportunity is given to the teachers and administrators of a

specific school or school district to work together toward

the solution of a problem they have selected. This process

may be more important to the educational program of their

school than the final product. Thirdly, while working on a

problem of their own choosing, and related to their own

setting, participants can earn credit toward permanent

certification and/or receive credit toward an advanced

degree. Teachers are not forced to go to the university

campus, nor required to take courses which they may consider

to be irrelevant, just to fulfill state requirements.

Fourth, this problem-solving approach to inservice

education has been found to be effective in bringing about

change in the programs of local schools. Major educational changes have been reported from the interaction of teachers and administrators over the extended time-frame of this approach, in contrast to the typical short inservice education activity focused primarily on "make and take" activities. Fifthly, the teachers in this workshop, rather than concentrating only on a concern of their own choosing, are part of a larger group seeking to improve the system of which they are a part. Thus as they are strengthened, the system is strengthened; as the system is strengthened, they are strengthened (pp. 10-11).

To identify advantages of the interinstitutional workshop format for continuing education of teachers is not to assume that such a model is without problems. From her experience from working with the KIIW, Bird (1974) notes the following concerns:

> The role of the participant and the role of the university consultant in implementing the workshop initially is not without its troubles. Team participants experience difficulties in assuming responsibilities for establishing their own goals, utilizing problem solving, and group process strategies to accomplish their goal. It also is a new experience for the university person to assume the role of facilitator of the process rather than using the usual lecture approach.
>
> The universities cannot send some randomly selected professor to teach in a program like this or the workshop is doomed to failure. The staff person must be committed to the concept and willing to devote the extra time it takes for planning, implementing, and evaluating the workshop. The staff person must also provide a support base to the total staff and share his skills whenever needed with an individual or total participants in the workshop (p. 23).

Yet, given the problems of the above nature, Bird (1974), from her observations at that time working with 72 school teams and over 650 participants, expresses very positive feelings about her experience:

> Participants in our workshop feel their efforts have been extremely beneficial to the students in their schools. There is also evidence of changes in attitudes between teachers, and administrators and an increased rapport between principals, superintendents, and board members. They have become an educational team rather than teacher vs. administrator.
>
> The action programs designed and implemented by school teams have been integrated into their curriculum and interest has spread in other buildings for involvement.
>
> The workshop concept has continued to attract school teams from the same buildings over a three year period. In fact, a few participants have continued their involvement for the total three years. Participants also provide the best disseminating process to encourage the formation of new teams for future workshops.
>
> Kent Intermediate School District has received numerous memos of appreciation from our local schools for coordinating this program for them (p. 23).

In a follow-up interview, Bird (1987) reiterated her very positive feelings about the IIW. She commented on the fact that the teachers may begin their projects during the Workshop, but it is her experience that the interaction goes on in many of the programs for the rest of the year, many leading to board approval for the work done. A good illustration of that would be the Grandville projects on the computer and the writing guide. Both of them were started as a part of the IIW. The computer program, initiated at South Elementary, resulted ultimately in a board approved project with 100+ machines in use in the district. The writing guide project likewise began primarily with teachers at South and resulted in a guide used by all the elementary

schools in the district. She indicates she has seen
tremendous growth in addition to the issue being worked on.

Summary

Considerable attention has been given to a research
effort designed to establish a set of criteria considered
valid as guidance for the planning and implementation of
inservice education activities. The presence of a broad
base of support for each criterion has been confirmed.
It remains to apply this knowledge base to a specific
inservice program. The Kent Interinstitutional Workshop for
Improving School Programs (KIIW) has been chosen.

Chapter Five includes review of the six criteria of
effective inservice education, description of the types of
data gathered regarding the relationship of the KIIW to the
six criteria, and presentation of the data provided as
supporting evidence for each criterion.

CHAPTER V

PRESENTATION OF DATA

Introduction

Chapter Five includes the following areas: (1)
review of the six criteria of effective inservice education
used in this study; (2) description of the types of data
gathered regarding the Kent Interinstitutional Workshop
(KIIW), the inservice education program chosen for this
study; and (3) presentation of the data gathered through
research and provided as supporting evidence for each
criterion.

Criteria of Effective Inservice Education

Six criteria have been noted as appearing most
commonly in the literature. These criteria will serve as
the conceptual framework for studying a specific teacher
inservice education program.

A set of procedures was used in the process of
establishing the criteria. A principle must have been noted
by a minimum of two-thirds of the writers surveyed to be
considered a major concept. The importance of several
guidelines was established because of frequent reference in
the literature. Attention was also given to whether support
could be found for each criterion in the literature.

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Strong support was found in the literature, for each of the six criteria, identified as follows:

1. THE CONTINUING INSERVICE EDUCATION OF TEACHERS IS CONSIDERED TO BE AN IMPORTANT AND INTEGRAL FACTOR IN THE PROFESSIONAL GROWTH OF TEACHERS AND WILL BE TIED INTO THE ON-GOING DEVELOPMENTAL PROGRAM OF THE SCHOOL, RATHER THAN BE AN ISOLATED, INDIVIDUAL ACTIVITY.

2. THOSE INSTITUTIONS WITH A VESTED INTEREST IN THE EDUCATION OF SOCIETY'S CHILDREN -- INCLUDING SUCH ELEMENTS AS SCHOOLS, SCHOOL DISTRICTS, INTERMEDIATE SCHOOL DISTRICTS, TEACHER ORGANIZATIONS, SCHOOLS OF TEACHER EDUCATION IN UNIVERSITIES AND COLLEGES, RELATED COMMUNITY CONSTITUTENCIES, AND GOVERNMENTAL AGENCIES -- WILL BE ABLE TO COLLABORATE EFFECTIVELY IN TEACHER INSERVICE EDUCATION.

3. CLEAR AND SPECIFIC GOALS AND ACTIVITIES INCORPORATING CURRENT EDUCATIONAL RESEARCH REGARDING THEORY AND PRACTICE WILL BE UTILIZED AND IMPLEMENTED.

4. THE FOCUS OF THE INSERVICE EDUCATION OF TEACHERS WILL BE DIRECTED TOWARD BUILDING-LEVEL/SCHOOL-BASED IMPROVEMENT AND FACULTY DEVELOPMENT.

5. TEACHERS WILL BE INVOLVED VERY DIRECTLY IN ALL PHASES OF THEIR INSERVICE EDUCATION EXPERIENCES FROM INITIAL PLANNING THROUGH IMPLEMENTATION, AND INCLUDING EVALUATION WHERE APPROPRIATE. (ACTIVITES WILL BE SUPPORTED BY ADULT LEARNING THEORY, AND WILL INCLUDE THOSE: RELATED TO NEEDS; PERMITTING INDEPENDENCE AND SELF-DIRECTION; CONDUCTED IN A PHYSICALLY AND PSYCHOLOGICALLY COMFORTABLE ENVIRONMENT;

PROVIDING OPPORTUNITY TO RELATE WHAT IS ALREADY KNOWN;

APPROACHING DIRECT EXPERIENCE; AND OFFERING PROVISION FOR

REWARD AND REINFORCEMENT.)

6. THE ADMINISTRATOR OF EACH LOCAL SCHOOL WILL BE

INVOLVED AS AN ACTIVE PARTICIPANT IN FACULTY IMPROVEMENT

ACTIVITIES.

Types of Data

Review of historical records and interviews with

participants of the Kent Interinstitutional Workshop were

used to gather data which were examined in the light of the

criteria.

Records

An analysis was made of official and unofficial

written records of the KIIW. The information was checked

for evidence related to each of the criteria. Related data

are included for each criterion.

Interviews

Information was also gathered through interviews

with participants in the Workshop. Representative responses

are included for each of the criteria. The complete

responses are presented in Appendix C.

As part of the interview process, interviewees were

asked to assign a rating which would reflect the extent to

which their experience in the KIIW related to the identified

criteria of effective inservice education. Each participant

was asked to respond to each criterion, indicating whether

their experience in the Workshop "did not reflect," "did

reflect," or "very definitely reflected" the principle of the criterion. Responding to a continuum of 1-5, the subjects were then asked to assign a numerical value to their response. Table 5.1 presents the participants rating of that relationship. Sub-tables identifying frequency and percentages for each of the six criteria are included in the summary section for each criterion, identified as Table 5.11-5.16.

Table 5.1.--Participants' rating of the KIIW and effective inservice education criteria.

Topic		Does Not Reflect 1-2	Does Reflect 3	Very Definitely Reflected 4-5
Criterion One		1	0	18
	Two	3	2	14
	Three	1	2	16
	Four	1	1	17
	Five	0	2	17
	Six	0	2	17

Supporting Evidence

CRITERION ONE: THE CONTINUING INSERVICE EDUCATION OF TEACHERS IS CONSIDERED TO BE AN IMPORTANT AND INTEGRAL FACTOR IN THE PROFESSIONAL GROWTH OF TEACHERS AND WILL BE TIED INTO THE ON-GOING DEVELOPMENTAL PROGRAM OF THE SCHOOL, RATHER THAN BE AN ISOLATED, INDIVIDUAL ACTIVITY.

Records

Commitment to the concept that inservice education

is an important element in the continuing growth of teachers
and should be developmental in nature, was evident in the
Kent Interinstitutional Workshop's earliest years. Two of
the basic objectives of the Workshop illustrate this point
(Ward, 1973).

>To provide a means by which the educational needs of
>the local schools and local school districts can be
>continually assessed.

>To meet these needs by conducting interdisciplinary
>inservice education which recognizes and accepts
>individual differences (p. 7).

The description of the Workshop illustrates the

concept:

>An IIW Workshop is a group effort to solve problems
>-- in this case professional problems related to the
>improvement of learning opportunities for students in
>school. Your school may form a team around a need
>identified by:
>1. Your building
>2. A department within your school
>3. The district
>4. The County as identified by the Professional Staff
>   Development Center's Needs Assessment Survey (Bird,
>   1982, pp. 1-2).

>An example of a team problem would be as follows:

>In view of the loss of our elementary art
>instructor, we would like to develop an art program K -
>5 for our building. This would include a scope and
>sequence of skills and vocabulary. The format would
>consist of individual lesson plans of specific projects
>at each grade level which would teach these skills and
>vocabulary. Our goal is to organize such lesson plans
>into a form easily identified by all staff members (Jan
>Baal, 1982).

>Additional illustrations of this concept include:

>The format of the workshop is flexible for the 16
>sessions. All teams meet in a common place to focus on
>team building, problem solving, and share resources of
>general interest. The remaining 10 sessions are located
>in their individual school. This enables them to
>involve total staff, students, and community members in

their study, to report their progress, and seek their suggestions in planning (Bird, 1974, p. 23).

The workshop was held over an extended period of time (approximately five months) which allowed teams to try out ideas and refine or change when necessary. In addition, they had time to keep the rest of their staff informed of their progress, which in many cases involved staff members not enrolled in the workshop in their planning (Ward, 1973, p. 8).

...the fact that four universities, a state department of education , an intermediate school district, and a local school district were able to join together to provide support and resources for teacher's continuing education is itself unique (Fox and Griffin, cited in Ward, 1973, p. 9).

Interviews

The relationship between inservice education and the developmental program of the school is an important one.

I feel it is very important for every teacher to be able to be involved in a continuing inservice education of material that has something to do with what they are teaching, as we did in the KIIW.

The reason I was involved in this was to work with my fellow teachers in developing a writing booklet that would be something to follow for our creative writing... It is something that I have used yearly since I took the course. The KIIW was an on-going thing.

Certainly you know that inservice education has to be an on-going thing with changes like in reading with some of the new strategies that are involved in it.

I believe ... teachers in the learning process can only take so much and need to have time to develop it, and then go back and review what they have learned and keep growing. I think in our own particular experience where we learned about computers, that teachers started working on it, and then practiced their skills and kept developing. Now we have it in every classroom and teachers are interested in it.

I think the KIIW really attempted to tie itself to long-range planning in the school districts so that the experience that the teachers and the building administrators had during the course of the 16 weeks addressed some local building or local district goals.

It has been an on-going developmental program, and not only during the period that KIIW was in process, but also afterwards, because some of the schools ... continued after we were through.

Inservice education is very definitely going to be an on-going program within all schools whether it be a K-12 program or adult education. It's not only considered to be important, but to be vital in today's society. There will be a series of inservice education programs each year, or maybe over a period of years for each school system. I believe the KIIW, or types of the KIIW, will be incorporated into on-going inservice education programs because it brings together cooperative effort.

The one-shot type of thing for 5 or 6 hours becomes a kind of thing where you get saturated after a little bit and you have a whole lot of stuff in your head and you have trouble making application.

... each October our school system joins in with other Kent County schools and we hear some very dynamic speakers; they get us extremely excited about new concepts and ideas and we take them back to school and we talk about them, and about 2 weeks later they wane and we're back to business as usual.

I like one-shot things -- to hear an expert, a really good expert, rather than people who are mediocre. You'd rather hear one good person; they can do a lot more in one hour sometimes than a lot of mediocre can do in 5 nights.

Summary of Supporting Evidence Relating to Criterion One.--THE CONTINUING INSERVICE EDUCATION OF TEACHERS WAS CONSIDERED TO BE AN IMPORTANT AND INTEGRAL FACTOR IN THE PROFESSIONAL GROWTH OF TEACHERS AND WAS TIED INTO THE ON-GOING DEVELOPMENTAL PROGRAM OF THE SCHOOL, RATHER THAN HAVE BEEN AN ISOLATED, INDIVIDUAL ACTIVITY.

The historical data indicate that from KIIW's earliest years, its program recognized the importance of inservice education that was of a continuing, developmental nature; continuing, in that a group of the faculty in a

building were required to involve themselves in an indepth,

five-month commitment; developmental, in that each school

team, after identifying a problem of a professional nature,

participated in a program that stimulated faculty

development as they addressed the problem together; and

individual growth as each one participated in the group.

The recent interviews suggest that these aspects of

the program have continued. The responses of the

interviewees appear to indicate indepth involvement, wherein

the problem was solved and they felt positive about their

own experience. Ninety-five percent of the former

participants who were interviewed recorded that they felt

the experience they had in the KIIW was of an on-going,

developmental nature, and very definitely reflected the

first criterion (See Table 5.11).

Positive support for criterion one was evidenced.

Table 5.11.--Participants' ranking of the KIIW and effective
              inservice education.

Criterion One

Rating scale		Frequency	Percentage
Does not reflect	1	0	0
	2	1	5
Does reflect	3	0	0
Very definitely reflected	4	7	37
	5	11	58

CRITERION TWO: THOSE INSTITUTIONS WITH A VESTED
INTEREST IN THE EDUCATION OF SOCIETY'S CHILDREN -- INCLUDING
SUCH ELEMENTS AS SCHOOLS, SCHOOL DISTRICTS, INTERMEDIATE
SCHOOL DISTRICTS, TEACHER ORGANIZATIONS, SCHOOLS OF TEACHER
EDUCATION IN UNIVERSITIES AND COLLEGES, RELATED COMMUNITY
CONSTITUENCIES AND GOVERNMENTAL AGENCIES -- ARE ABLE TO
COLLABORATE EFFECTIVELY IN TEACHER INSERVICE EDUCATION.

Records

Commitment to the concept that teacher inservice
education should include the contribution of a number of
institutions having an interest in the educational
enterprise was also evident in the earliest years of the
KIIW. Ward (1973) identifies a basic objective of the
Workshop.

> To provide the linkage and liaison between local
> school districts, the intermediate office, institutions
> of higher learning, the state department of education
> and other appropriate institutions and human resources
> to enhance the professional growth of educators (p. 7).

> Additional illustrations of this concept include:

> The Kent Interinstitutional Workshop for Improving
> School Programs -- A cooperative effort of Central
> Michigan University, Grand Valley State Colleges,
> Michigan State University, University of Michigan,
> Western Michigan University, Michigan Department of
> Education and Kent Intermediate School District to
> assist you in solving curriculum or instruction problems
> to improve your school's program (Bird, 1981, p. 2).

> ... the fact that four universities, a state
> department of education, an intermediate school
> district, and local school district were able to join
> together to provide support and resources for teachers'
> continuing education is in itself unique. This
> cooperation cut to a minimum the "red tape" involved in
> such an undertaking and provided for a more effective
> use of resources (Ward, 1973, p. 9).

Appropriate resource people will also be secured from other agencies, institutions and organizations if needed by teams (Bird, 1971, p. 5).

Included in a representative list of local session activities, illustrative also of a degree of collaboration, would be the following items (Ward, 1973): 2. meetings with parents, 4. meeting with superintendent of schools, 6. presentation on the open classroom by a Title III consultant, 8. meeting with consultant on learning disabilities (p. 80).

Interviews

Broadening the support base enhanced the faculty development experience.

Yes, in the KIIW you had the local school where the problem originated, you had the intermediate district that acted as coordinator, and the college to provide some resources...

...you do have to have a variety of interests including the school district, teacher's organizations, and all components of education because it all builds enthusiasm in one another. You need every type of support, especially if it's a brand new field, like computers. Everybody lacked knowledge about them so everybody needed to know that the other people were supporting them.

I think that whatever the issue is, whether it involves a school system, a building, or any of these, we ought to be able to bring the best from all of those elements together to help the people work through it. We really did. I can think of times when we needed somebody from a governmental agency or we needed somebody from a college; you asked them to come and we never paid those people. People were willing to give their time because they saw the need.

With my experience with the KIIW, I feel that as many areas as possible should be included in the input. The more areas that are included when we're learning about areas of education, it gives us a much more beneficial outlook on things. And with our computers,

it was just like it was a springboard from our class.
It just kept gaining and snowballed after the KIIW at
our school. It had all kinds of parent interest. They
became organized, planning money-making things so that
we could have our software and our computers in every
classroom. They encouraged teachers that weren't using
them to get involved using them and to make them part of
the classroom. It just was excellent as far as the
results in our school after KIIW.

I think that was a very clear intention of the
program to involve a variety of resource people and
groups in the development of the KIIW, and the procedure
of addressing the topic identified by the team. We
always had representation from the State Board of
Education, the Intermediate school district, and
generally there were a minimum of 4 different
universities involved in the program. Included also
were teacher representation and building administration.
That was a clear, very definite part of the program to
see that all these various groups were represented.
Very frequently if the issue being addressed was one
that the community would be sensitive to, although the
community members were not participating on a regular
basis as members of the class, they were from time to
time brought in as resource people and included in the
project.

The notion of collaboration marked the KIIW from the
beginning, both between and among schools,and between
school buildings and district offices, although in some
cases that was not too strongly built because of our
focus on the building as the unit of change. The link
with the Intermediate school district was a very strong
one. The teacher organization link varied district to
district; in some instances there was involvement of
teacher organization leadership and in others, I don't
think there was. The interinstitutional dimension of
the higher education level was present when we had
enough students to be able to justify the participation
of several universities. But, related to community
constituency and governmental agencies, this was not a
major focus, although it may have shown up in some
individual projects. Certainly there was nothing about
the model that would preclude the possibility of the
involvement of the community constituencies.

Summary of Supporting Evidence Relating to Criterion

Two.--THOSE INSTITUTIONS WITH A VESTED INTEREST IN THE

EDUCATION OF SOCIETY'S CHILDREN -- INCLUDING SUCH ELEMENTS

AS SCHOOLS, SCHOOL DISTRICTS, INTERMEDIATE SCHOOL DISTRICTS,

TEACHER ORGANIZATIONS, SCHOOLS OF TEACHER EDUCATION IN
UNIVERSITIES AND COLLEGES, RELATED COMMUNITY CONSTITUENCIES
AND GOVERNMENTAL AGENCIES -- WERE ABLE TO COLLABORATE
EFFECTIVELY IN TEACHER INSERVICE EDUCATION.

The historical data reveal that the initiators of
the KIIW recognized the importance of the contribution the
broad segment of the education-related community could make
to the issue of faculty development. Regularly,
representatives from local schools, school districts, the
intermediate school district, and institutions of higher
learning were involved. The state department of education
representatives were very active at key times. Support was
secured from parental and other resource groups when it was
deemed appropriate.

The pattern of interviews makes it clear that this
principle has continued to be followed. The participants
express appreciation for the contribution the variety of
educational elements have made to their professional growth
and development. Seventy-four percent of those interviewed
reported their experience in the KIIW very definitely
reflected the commitment of criterion two (See Table 5.12).

Positive support for criterion two was evidenced,
although the response was the least positive of the six
criteria.

Table 5.12.--Participants' rating of the KIIW and effective
inservice education.

Criterion Two

Rating scale		Frequency	Percentage
Does not reflect	1	0	0
	2	3	16
Does reflect	3	2	10
Very definitely reflected	4	7	37
	5	7	37

CRITERION THREE: CLEAR AND SPECIFIC GOALS AND

ACTIVITIES INCORPORATING CURRENT EDUCATIONAL RESEARCH

REGARDING THEORY AND PRACTICE WILL BE UTILIZED AND

IMPLEMENTED.

Records

Commitment to the concept that inservice experiences

should develop from a goal statement, and that related

activities should be based on contemporary research was

evident in the KIIW's earliest years. Ward (1973)

identifies a basic objective:

To meet these needs by conducting interdisciplinary
inservice education which recognizes and accepts
individual differences among educators.

Additional illustrations of this concept include:

The workshop staff members will serve as coordi-
nators and will identify pertinent research findings and
other sources of information as well as providing
expertise in group dynamics, problem identification,
problem solving techniques, and change process.

The workshop staff members will identify common
elements in the problems identified by the teams and
make presentations based upon the common elements
identified.

Appropriate resource people will also be secured
from other agencies, institutions and organizations if
needed by teams (Bird, 1971, p. 5).

The responsibilities of the university consultants

included the provision of pertinent research as well as both

human and material resources for the teams as needed. One

of the ways that was accomplished was through the provision

of individuals with special expertise to share in the common

sessions. Illustrative of this would be the visit of

Professor Ronald Edmonds, Michigan State University,

speaking on "Effective Schools Research," and the

presentation on "The Milwood Project, People Working

Together for Success," by Dr. Paul Friday of Western

Michigan University (Olson's Records, 1981 and 1982).

Additional support for commitment to the development

of a worthwhile and meaningful inservice experience is

indicated by the use of the Pre-registration Form for the

development of the goal of the team project, and the use of

the Team Progress Report which enabled the university

consultant to evaluate present progress and plan for future

contribution. (See Appendix B).

Interviews

The Kent Interinstitutional Workshop was a goal

oriented program.

We would have a certain problem in our building and
we would develop goals and objectives around the

problem. Then all of our strategies and activities would be on trying to solve the problem, trying to meet the goals and objectives again.

In the KIIW we certainly did set goals and objectives. We were very well organized and all of the things/activities we did were specifically pointing towards the goals we set up at the beginning of the sessions.

I think that the goals and objectives were very clearly stated and did reflect research and practice. By using information from the national diffusion network as a means of looking at the writing program, I found that to be very helpful. That particular network helped us to identify some of the things we wanted to put in our writing curriculum and we were able to do that.

The inservice we're talking about here originally started with the teachers sitting down and listing problems, possible objectives to solve those problems, what direction they wanted to head, how far back in research we wanted to go, and then, what our final objective was to be -- our final goal with the whole course. As we were moving along, occasionally we would take a moment to see how far we had progressed on those goals, and what direction we wanted to take after we had experienced our research or evaluating certain programs, or what we wanted to do with our information.

We did much research regarding theory and practice, and then we proceeded to develop our own thoughts and went from there. We even ended up with material that we could share with other people. It was all very goal oriented, but it built on where the research had started and we took that into consideration.

I think KIIW made a real attempt to incorporate educational research. Each group definitely had to have specific and clear goals. Activities were not done ahead of time. Most of the goals were set beforehand, before we began our KIIW usually. We always took a look at the goals, that's where we started. One of the first assignments was always to see what research said about a topic. I always think that's a little tougher for teachers because they don't know enough about that area. We see all the studies but we don't always know how to integrate that into a particular problem.

The clear and specific goals and activities regarding the research was clearly the responsibility of the university representative and the facilitators in the workshop. That was the university representative's responsibility to bring to the team's work the resources

of the university in the way of current library materials, bibliographies, and resource people. Now, that of course varied in terms of the individual faculty member's involvement; some were more diligent about providing those kind of resources than others. But as far as workshop goals, the plan identified that as the major responsibility of the facilitator.

We also made an effort to do this in our general sessions when we had a number of groups involved. I think we might have done more of that. I think there was a reflection of it, but I don't see it as being as strong as it might. There was, certainly, utilization of research in the basic model.

Summary of Supporting Evidence Relating to Criterion

Three.—CLEAR AND SPECIFIC GOALS AND ACTIVITIES

INCORPORATING CURRENT EDUCATIONAL RESEARCH REGARDING THEORY

AND PRACTICE WERE UTILIZED AND IMPLEMENTED.

The historical data reflect a strong desire on the

part of KIIW that each school team create a goal statement

identifying the focus of their study and develop activities

which would enable them to accomplish their goal. Founda-

tional to the later process was a concern that each group

conduct a study of research areas related to the goal.

Particular assignment for this responsibility was given to

the workshop staff, to be carried our during both the local

school sessions as well as the common sessions. The inter-

views report a continuing commitment to that principle.

Successful accomplishment of the team's project was related

to the construction of goals and activities which were

undergirded by the support of contemporary educational

research. Eighty-five percent of those participants

interviewed indicated that the experience they had in the

KIIW reflected very definitely the concern of criterion

three (See Table 5.13).

Positive support for criterion three was evidenced.

Table 5.13.--Participants' ranking of the KIIW and effective
inservice education

Criterion Three

Rating scale		Frequency	Percentage
Does not reflect	1	0	0
	2	1	5
Does reflect	3	2	10
Very definitely reflected	4	6	32
	5	10	53

CRITERION FOUR: THE FOCUS OF THE INSERVICE

EDUCATION OF TEACHERS WILL BE DIRECTED TOWARD

BUILDING-LEVEL/SCHOOL-BASED IMPROVEMENT AND FACULTY

DEVELOPMENT.

Records

Commitment to the concept that inservice education

should be designed so that it is an integral part of the

organization within which it functions was evident in KIIW's

earliest years.

Illustrations of this concept include:

Participants are members of School Teams. Their
focus is upon system or building level curriculum or
instruction problems. They provide a support system for

one another in facilitating program improvements (Bird, 1971, p. 1).

Bird (1974) identified a school team as a group of eight to twelve participants representing a local school or school district working on a problem of common concern.

> At the school level, 41 percent of the respondents stated that they had completely implemented their team's goals within their school, while 39 percent indicated that they had implemented their goal to some degree. Fifty-eight percent of the respondents thought that their efforts were extremely beneficial to the pupils in their school (Ward, 1973, p. 93). [On a scale of 1 - 7, 87% gave a rating of 4 - 7].

> Seventy percent of the respondents thought that their workshop efforts were beneficial to their school district (Ward, 1973, p. 97), [On a scale of 1 - 7, 90% gave a rating of 4 - 7].

> One participant stated, "I think we have gone beyond my personal goals. I now feel as if I am part of something important to our school." Another made this comment, "I feel our workshop efforts have been extremely beneficial because our efforts have not only involved the school we are in, but the whole school system and the community" (Fox and Griffin, 1974, pp. 546-547).

Speaking of the advantages of the interinstitutional workshop, Switzer (1977) remarks:

> The workshop provides an opportunity for teachers and administrators in a particular school or school system to work together on the solution of a problem of their selection (Switzer, 1977, p. 10).

> ...in the workshop effort the teacher does not simply act as an isolated agent in pursuit of his/her own professional development but is part of a group working to improve the larger system of which he is a part (Switzer, 1977, p. 11).

Interviews

Faculty development needs to be a product of interaction as close to the site of learning as possible.

It has to be done at the building level. I think that the people worked because they knew that when they got it done it was going to benefit them and something was going to happen with it. They weren't doing something just in theory. They may not have agreed entirely with what happened, but they knew something was happening and they were going to have a voice in it. As a result of that it was implemented as recommended. I think that's why it was successful.

Inservice education of teachers should definitely be directed toward the building level. In a building, the teachers have to get together. As they do, they decide the weak areas, things in the system we want to improve. The only way we improve it and change is through faculty development at the building level. That's the way we did it.

I believe the focus of inservice education should be directed towards building-level, school-based improvement. I do however think it could be developed toward the whole district, then keyed in on one particular school. This was our experience and several things happen when you do this, If you're at the building level, teachers have ownership, and any time teachers have ownership, they go ahead and develop in a greater capacity than they do if they feel like it was totally directed. This is important because every school has its own personality and its own particular needs, too. Therefore it totally builds, plus it gives people a chance, teachers particularly, to talk about what they are doing, perhaps during the noon hour, or before or after school.

With our KIIW, it dealt a lot with us specifically at our elementary school, but on the other hand, it did spread to others. In a school system like ours, what happens in one building is usually relevant to what's going on in the others. However, it's definitely got to be based right here at the need, and then bring the others along. We were the catalysts.

It was our experience in our KIIW that we had, I believe, seven teachers who were from our school which at that time wasn't enough for them to approve the KIIW. So we opened it up to some of the outside schools. I'm not sure now, maybe 3 or 4 people from the outside schools joined us, which was nice because we did get some input from them. But there was a large core of people from our school who had become motivated and interested and had gained in their knowledge of computers. We had enough impetus after that that it just got the computers really rolling right along so

that it was a huge success from there on at our building.

I think that for most all the groups that I worked with, the problem was structured toward the building level. Sometimes it was a district-wide problem, yet the goal was to effect programs in individual schools.

The primary focus of KIIW as a curriculum development tool was to focus on building-level and school-based needs. The university representatives, the intermediate school district or State Department folk had no role in identifying the topic or the direction that a team wanted to move, or the need to be addressed. That was the full responsibility of the building-level or school-based team.

Summary of Supporting Evidence Relating to Criterion

Four.--THE FOCUS OF THE INSERVICE EDUCATION OF TEACHERS WAS

DIRECTED TOWARD BUILDING-LEVEL/SCHOOL-BASED IMPROVEMENT AND

FACULTY DEVELOPMENT.

The historical data record that the KIIW's original

design included the commitment that school teams,

representing a local school or school district, focus on

building level or system issues. Although the team might be

district-wide, the concern was to influence development of

the individual school. The successful accomplishment of the

inservice project was to be reflected in program improvement

and/or faculty development at the building level.

The interviewees express the belief that this desire

has continued to be fulfilled at the building level. As

faculty members, and those concerned with school-based

problems, they believe the benefits of their KIIW activity

have influenced the educational program at the local school.

Eighty-nine percent of the participants interviewed stated

that their KIIW experience very definitely fulfilled the

principle of the fourth criterion (See Table 5.14).

Positive support for criterion four was evidenced.

Table 5.14.--Participants' rating of the KIIW and effective inservice education.

Criterion Four

Rating scale		Frequency	Percentage
Does not reflect	1	0	0
	2	1	5
Does reflect	3	1	5
Very definitely reflected	4	5	26
	5	12	63

CRITERION FIVE: TEACHERS WILL BE INVOLVED VERY DIRECTLY IN ALL PHASES OF THEIR INSERVICE EDUCATION EXPERIENCES FROM INITIAL PLANNING THROUGH IMPLEMENTATION, AND INCLUDING EVALUATION WHERE APPROPRIATE.

Records

Commitment to the concept that teachers are more likely to benefit from inservice when they assisted in setting the goals, content and activities was evident in the KIIW's earliest years. Included in a listing of basic objectives of the KIIW was the following (Ward, 1973):

> To meet these [educational] needs by conducting interdisciplinary inservice education which recognizes and accepts individual differences among educators (p. 7).

Additional illustrations of this concept include:

Participants (of the workshop) are members of school teams. Their focus is upon system or building level curriculum or instruction problems. They provide a support system for one another in facilitating improvements (Bird, 1972, p. 1).

The workshop assumes that:

1. Every participant is a resource person and that everyone is a learner.
2. Significant learning is related to an individual's current concerns which he has aided in identifying.
3. Leadership which frees people and enables them to tap their unique capabilities will be most productive of (a) effective problem solving, (b) the development of problem-solving skills, and (c) the development of the professional capabilities of school staff members (Bird, 1971, p. 1).

Each team selects a Team Leader, not an administrator, who assists in planning the workshop and developing leadership ability (Bird, 1974, p. 22).

Self-Improvement. ... sixty-four percent of the respondents felt their efforts were extremely beneficial rating this question 6 to 7, while 32 percent rated it 4 to 5 [On a scale of 1 - 7] (Ward, 1973, p. 87).

I now see the importance of periodic brainstorming with colleagues. Discussion of new materials, methods, ideas, etc., is a very effective means of communication (Ward, 1973, p. 87).

Speaking of the advantages of the interinstitutional

workshop, Switzer (1977) remarks:

In the workshop effort, the teacher does not simply act as an isolated agent in pursuit of his/her own professional development but is part of a group working to improve the larger system of which he is a part (p. 11).

Interviews

The issue is unanimous -- teachers must be

meaningfully involved in all phases of inservice education.

The inservice we're talking about here originally started with teachers sitting down and listing problems, possible objectives to solve those problems, what

direction they wanted to head, how far back in research
we wanted to go, and then, what our final objective was
to be -- our final goal with the whole course. As we
were moving along, occasionally we would take a moment
to see how far we had progressed on those goals, what
direction we wanted to take after we had experienced our
research, or in evaluating certain programs, what we
wanted to do with our information.

In the KIIW, the teachers would get together and
plan our goals and objectives from the very beginning.
So we were in on the organizing of what the class was
going to be working towards, we were together on
implementation of all the strategies, and we were in on
the evaluation process to see if we had succeeded in
reaching the goals we tried to reach.

The teachers were involved in all phases; in the
developing of the idea, the writing of the booklet, the
presentation to the K - 12 committee made up of parents,
administrators, teachers and board members. It was also
brought to the Board of Education and discussed;
examples were shown of children's writing and how we
planned to use this in the school district.

What we were considering probably came from
discussions in the lounge. We felt we really had a need
to learn more about computers and software, right down
to the basics of what type of machines and kinds of
software we were going to buy. It was the teachers who
felt a real need in the building to learn more about
computers. We got our heads together and decided that
we were going to do what we could to get a KIIW going in
our building which we did. It just seemed to be the
beginning of all the successes of the computers at our
school.

I think that if the teachers themselves aren't
involved, if they are just told they have to do this,
they are going to resent it right from the beginning.
If they implement it, they are going to be interested
and really work at carrying through on it. If they're
just told they have to do it, they'll put in their time,
and whether they get a lot out of it or not -- maybe,
maybe not. I liked our project -- it was
self-contained, actually aimed at us. We made an
impact.

One of the things that I liked about the KIIW was
that we allowed the faculty to have a great deal of
influence, or whatever you might want to call it, in
regard to the development of our writing program. And
that gave ownership to the program. I think if you are
going to develop curriculum inservice education, then

you have to allow people to put their input in so thay
feel part of what they are doing. There is that
ownership link. I think that is a critical part of
inservice education.

We valued the involvement and participation of
teachers in leadership roles and in shaping the
direction that the workshop would take, all the way from
the stage of identifying and limiting the topic, to
planning activities and the direction that they would
move in addressing that need. In every case there was a
teacher team leader rather than a building administrator
in the leadership role for the team. We recognized the
importance of teachers being involved in leadership
positions on each team. Within the teams, teachers were
very much involved.

Summary of Supporting Evidence Relating to Criterion
Five.--TEACHERS WERE INVOLVED VERY DIRECTLY IN ALL PHASES OF
THEIR INSERVICE EDUCATION EXPERIENCES FROM INITIAL PLANNING
THROUGH IMPLEMENTATION, AND INCLUDING EVALUATION WHERE
APPROPRIATE.

The historical data present a record of the fact
that the staff of the KIIW were convinced of the importance
of having teachers very actively involved in the project of
the workshop. Each individual filled at least two roles, as
participant and as resource person. The team leader was
also a teacher.

The recent interviews clearly present the fact that
this feature of the workshop has continued to be important.
Every participant expressed recognition of the importance of
this concept. Eighty-nine percent of those participants
interviewed reported that their experience in the KIIW very
definitely reflected the fifth criterion (See Table 5.15).

Positive suppport for criterion five was evidenced.

Table 5:15.---Participants' rating of the KIIW and effective inservice education.

Criterion Five

Rating scale		Frequency	Percentage
Does not reflect	1	0	0
	2	0	0
Does reflect	3	2	10
Very definitely reflected	4	5	26
	5	12	63

CRITERION SIX: THE ADMINISTRATOR OF EACH LOCAL SCHOOL WILL BE INVOLVED AS AN ACTIVE PARTICIPANT IN FACULTY IMPROVEMENT ACTIVITIES.

Records

Commitment to the concept that appropriate administrators should be involved in inservice education activities and fully support it was evident in the KIIW's earliest years.

Illustrations of this concept include:

... insistence that a principal or assistant principal be a member of a team or give his support in writing before a team can join the workshop. Early evaluations showed a higher rate of adoption for teams that included their principal (Ward, 1973, pp. 9-10).

Administrators must be members of the group. Therefore, to the extent that implementation rests with the building principal, he has an opportunity to examine this responsibility and plan action designs for assisting the team with implementing their goals (Bird, 1974, pp. 22-23).

We are now part of an educational team, not teacher
vs. administrators (Ward, 1973, p. 91).

Speaking of the advantages of the interinstitutional

workshop, Switzer (1977) comments:

... the workshop provides an opportunity for
teachers and administrators in a particular school or
school system to work together on the solution to a
problem of their selection (p. 10).

Interviews

Concensus; the administrator must be meaningfully

involved.

The effective school's research that came out put a
lot of responsibility right on the principal as a key
figure in having an effective school. So if you're
going to have that the case, then he should be an active
participant in what's going on in the faculty, as he
was.

I think that whatever the program of study, the
administrator has to become one member of the team and
work through it every step of the way. They can't go
into their office, close the door, and shuffle papers.
They've got to be in with the team working. I'd say,
very definitely from my experience, if it's going to
work, the administrator must be there.

The administrator definitely needs to be involved in
each of the teams because he knows what's happening. He
knows the thought process that's going on behind the
teachers as they're developing the curriculum. Also, if
the administrator is involved, he has a part of
ownership so he will promote it. He can also make all
the arrangements necessary to try out the ideas; he can
'clear the paths' through to the other administration.
He also has access to facilities and money to help the
program along the way. Ours did.

That's a natural key because if the principal's not
going to be involved, it's going to have trouble getting
implemented. I feel the principal is the implementor,
and the people can do all they want and run around, but
the principal is going to tie up the loose ends. The
principal has to be involved and has to be the one to
take it to the central office, to the Board and see that
all the legwork is done. Again, the staff goes so far
and says to the principal, "It's all yours, take it from

there." That's fine, that's the way it's set up. That's the way it was.

We did have an administrator in the KIIW. He was not the chairperson; he worked and did research right along with the rest of us. He did not dominate the situation, but added to possible goals and objectives that he was personally interested in from the faculty standpoint. The important thing about the administrator being included is that when a teacher does use or incorporate a specific item from the KIIW that we had, the administrator knew the reason behind it, was supportive of it, and felt he could give the praise, whereas if he hadn't been involved, he wouldn't realize the input that had gone into this teacher's thought process to incorporate that.

Yes, administrators should definitely be involved because after the faculty has taken the courses and is to make these changes, unless there is follow-through, then it might not be school-wide. And when they go in to evaluate, they better be checking to see that these things are being done.

The administrator will be involved as an active participant. We held steadfastly to that stipulation. The only place where that broke down was with the team that was a system-wide team, in which case it was not the building level administrator involved. There was one instance where a central office person was the administrator, and in another place where a principal was involved, but not necessarily the principal where the majority of the teachers on the team were serving.

Summary of Supporting Evidence Relating to Criterion

Six.--THE ADMINISTRATOR OF EACH LOCAL SCHOOL WAS INVOLVED AS

AN ACTIVE PARTICIPANT IN FACULTY IMPROVEMENT ACTIVITIES.

The historical data evidence a firm belief in the

importance of the administrator's presence on a KIIW school

team. Typically, this was the building principal.

Occasionally, the team consisted of district-wide faculty.

At such times the administrator may have been from the

central office. The position of the workshop, however, was

firm; no administrator, no school team.

The participants were in complete agreement with
this position. They recognized both opportunity and
responsibility for the administrator. Opportunity to build
relationships with the faculty, and to be better able to
understand the issues involved in the project.
Responsibility to provide possible resources at his/her
disposal, and to represent the faculty and the project to
the Board and/or community as would be appropriate.
Eighty-nine percent of those participants interviewed
confirmed that their experience in the KIIW very definitely
reflected the theme of the sixth criterion (See Table 5.16).
Positive support of criterion six was evidenced.

Table 5.16.--Participants' rating of the KIIW and effective
inservice education.

Criterion Six

Rating scale		Frequency	Percentage
Does not reflect	1	0	0
	2	0	0
Does reflect	3	2	10
Very definitely reflected	4	9	47
	5	8	42

Summary

This chapter has included a listing of historical
records and interviews of the Kent Interinstitutional

Workshop, description of the types of data assembled, and supporting evidence for each criterion. Positive support was evidenced for all six criteria.

Chapter Six will include a summary of the study, conclusions and recommendations for inservice education of teachers, suggestions for further research, and closing remarks.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

A summary of the study is presented in the first section of this chapter. The succeeding sections contain the summary of findings, conclusions, recommendations, suggestions for further research, and closing remarks.

Summary of the Study

This study had two major purposes: 1) to seek to identify a set of criteria, including those associated with adult learning theory, deemed crucial to effective inservice education for teachers, for to the extent that the criteria identifies guidelines, considered by knowledgeable leaders of inservice education important to teacher inservice education, to that degree it would appear that the set of criteria should be considered a viable means for determining soundness of contemporary inservice education; and 2) to relate the criteria to a specific teacher inservice education program, for to the degree that the teacher inservice education program chosen for the study fulfills the recommended criteria, to that extent it would appear it should be considered a viable program for contemporary inservice education.

Initially, a review/overview of the literature dealing with inservice education -- specifically purposes, types, and problems -- was considered. Attention was also given to the contribution adult learning theory might make.

An extensive search of the literature was conducted regarding the identification of criteria of effective inservice education. More than one hundred fifty principles were noted. To be considered a major concept, a principle must have been noted by a minimum of two-thirds of the writers surveyed.

Continuing research of the literature found strong support for each of the six criteria. These criteria served as the conceptual framework for this study.

Seeking a specific, innovative teacher inservice education program to which to relate the six criteria, the researcher, after interaction with Blackman (1984) and several other educators he respected, chose the Kent Interinstitutional Workshop for Improving School Programs (KIIW).

Data analysis was conducted of historical records, official and unofficial, from a variety of sources, regarding each criterion. Interviews were conducted with participants in the KIIW, seeking to ascertain whether the identified criteria were present while they were participating in the Workshop. The responses were evaluated for information related to each of the criteria.

Supporting evidence from records and interviews is

provided for each criterion. A short summary is made of the data for each of the criteria.

Summary of Findings

In this section, the findings of the study are summarized, beginning with adult learning theory, followed by the development of the six criteria of effective inservice education, and concluding with the report of the study of the Kent Interinstitutional Workshop for Improving School Programs through historical records and interviews.

Adult Learning Theory.--Based upon the review of the literature regarding adult learning theory, attention should be given to treating teachers as they would treat their students were they teaching adults. Inservice education should model principles of adult education. Teachers, as adults, experience many of the same needs as other adults. They learn best:

1. what is related to needs.

2. when they are permitted to be independent and self-directing.

3. when the environment is physically and psychologically comfortable.

4. when what they are considering in the educational experience bears relationship to what they already know.

5. the closer they come to direct experience.

6. when they are rewarded and reinforced in and through the educational experience.

Criteria of Effective Inservice Education.--A considerable number of writers have conducted research regarding guidelines for developing teacher inservice education. Many of these writers have had extensive contact with elements uniquely involved such as teachers, local schools, school districts, teacher organizations, colleges and universities, educational laboratories, parents and lay leaders, and governmental agencies.

The procedure followed in this review was to draw from the literature what may be considered principles of effective inservice education. The researcher then sought to organize them and found they could be grouped into six primary categories.

A combination of procedures was used in establishing the six criteria to be used in the study. Each of them was identified as important by a minimum of twelve of the seventeen authors referred to above. Several were identified so frequently in the literature they stood out in importance. In addition, considerable support was found in the general literature for each criterion.

The six criteria of effective inservice education are identified below:

1. THE CONTINUING INSERVICE EDUCATION OF TEACHERS IS CONSIDERED TO BE AN IMPORTANT AND INTEGRAL FACTOR IN THE PROFESSIONAL GROWTH OF TEACHERS AND WILL BE TIED INTO THE

ON-GOING DEVELOPMENTAL PROGRAM OF THE SCHOOL, RATHER THAN BE AN ISOLATED, INDIVIDUAL ACTIVITY.

2. THOSE INSTITUTIONS WITH A VESTED INTEREST IN THE EDUCATION OF SOCIETY'S CHILDREN -- INCLUDING SUCH ELEMENTS AS SCHOOLS, SCHOOL DISTRICTS, INTERMEDIATE SCHOOL DISTRICTS, TEACHER ORGANIZATIONS, SCHOOLS OF TEACHER EDUCATION IN UNIVERSITIES AND COLLEGES, RELATED COMMUNITY CONSTITUENCIES, AND GOVERNMENTAL AGENCIES -- ARE ABLE TO COLLABORATE EFFECTIVELY IN TEACHER INSERVICE EDUCATION.

3. CLEAR AND SPECIFIC GOALS AND ACTIVITIES INCORPORATING CURRENT EDUCATIONAL RESEARCH REGARDING THEORY AND PRACTICE WILL BE UTILIZED AND IMPLEMENTED.

4. THE FOCUS OF THE INSERVICE EDUCATION OF TEACHERS WILL BE DIRECTED TOWARD BUILDING-LEVEL/SCHOOL-BASED IMPROVEMENT AND FACULTY DEVELOPMENT.

5. TEACHERS WILL BE INVOLVED VERY DIRECTLY IN ALL PHASES OF THEIR INSERVICE EDUCATION EXPERIENCES FROM INITIAL PLANNING THROUGH IMPLEMENTATION, AND INCLUDING EVALUATION WHERE APPROPRIATE. (ACTIVITES WILL BE SUPPORTED BY ADULT LEARNING THEORY, AND WILL INCLUDE THOSE: RELATED TO NEEDS; PERMITTING INDEPENDENCE AND SELF-DIRECTION; CONDUCTED IN A PHYSICALLY AND PSYCHOLOGICALLY COMFORTABLE ENVIRONMENT; PROVIDING OPPORTUNITY TO RELATE WHAT IS ALREADY KNOWN; APPROACHING DIRECT EXPERIENCE; AND OFFERING PROVISION FOR REWARD AND REINFORCEMENT.)

6. THE ADMINISTRATOR OF EACH LOCAL SCHOOL WILL BE

INVOLVED AS AN ACTIVE PARTICIPANT IN FACULTY IMPROVEMENT
ACTIVITIES.

Kent Interinstitutional Workshop for Improving School
Programs (KIIW).--The Kent Interinstitutional Workshop was
chosen as the inservice education program to which to relate
the six criteria. Information was gathered from historical
records and from interviews.

Data analysis was conducted of historical records,
offical and unofficial, from a variety of sources regarding
each criterion. Strong support was found in the historical
data, from the earliest years of the KIIW and continuing, to
indicate recognition of the importance of each of the
criteria.

Interviews were conducted with participants seeking
to ascertain whether the identified criteria were present
while they were participating in the Workshop. The
responses were evaluated for information related to each of
the criteria. The highest response, given for criterion
one, indicated that 95% of the participants interviewed felt
their experience in the KIIW very definitely reflected a
concern that inservice education of teachers be an on-going
developmental part of the school program.

Seventy-four percent of the respondees, the lowest
figure, indicated their experience in the Workshop very
definitely reflected criterion two. The inclusion of
teacher organizations in the list of elements able to
collaborate in inservice education possibly caused several

to question that criterion. An average of 87% of the interviewees reported that overall their experience in the KIIW very definitely reflected the concerns of the six criteria.

Conclusions

Related to Adult Learning Theory

Adult education encompasses important principles of adult learning with both implication and application for teacher inservice education.

Related to Criteria of Effective Inservice Education

Considerable agreement and support is found in the literature regarding six specific guidelines for developing effective inservice education for teachers.

Related to the Kent Interinstitutional Workshop for Improving School Programs (KIIW)

The KIIW appears to very definitely fulfill the recommended criteria and should be considered a viable program for contemporary teacher inservice education. The Workshop also gives strong indication of having fulfilled it's stated purpose "to assist a team from a local school (school district) to realize group effort in solving professional problems related to the educational offerings of their system."

<u>Recommendations</u>

<u>Related to Adult Learning Theory</u>

Specific attention should be given to the fact that teachers are adults. Inservice education of teachers should model adult learning principles.

<u>Related to Criteria of Effective Inservice Education</u>

There appears to be strong indication of value in using criteria as guidelines for planning inservice education programs. Schools, school districts, intermediate school districts, and/or state departments of education would be advised to plan for the presence of six criteria as they develop a plan of teacher inservice education of teachers.

a. CONTINUING INSERVICE EDUCATION OF TEACHERS SHOULD BE CONSIDERED AN IMPORTANT AND INTEGRAL FACTOR IN THE PROFESSIONAL GROWTH OF TEACHERS AND SHOULD BE TIED INTO THE ON-GOING DEVELOPMENTAL PROGRAM OF THE SCHOOL, RATHER THAN BE AN ISOLATED, INDIVIDUAL ACTIVITY.

b. THOSE INSTITUTIONS WITH A VESTED INTEREST IN THE SOCIETY'S EDUCATION OF CHILDREN -- INCLUDING SUCH ELEMENTS AS SCHOOLS, SCHOOL DISTRICTS, INTERMEDIATE SCHOOL DISTRICTS, TEACHER ORGANIZATIONS, SCHOOLS OF TEACHER EDUCATION IN UNIVERSITIES AND COLLEGES, RELATED COMMUNITY CONSTITUENCIES, AND GOVERNMENTAL AGENCIES -- SHOULD SEEK TO COLLABORATE EFFECTIVELY IN TEACHER INSERVICE EDUCATION.

c. CLEAR AND SPECIFIC GOALS AND ACTIVITIES INCORPORATING CURRENT EDUCATIONAL RESEARCH REGARDING THEORY

AND PRACTICE SHOULD BE UTILIZED AND IMPLEMENTED.

d. THE FOCUS OF THE INSERVICE EDUCATION OF TEACHERS SHOULD BE DIRECTED TOWARD BUILDING-LEVEL/SCHOOL-BASED IMPROVEMENT AND FACULTY DEVELOPMENT.

e. TEACHERS SHOULD BE INVOLVED VERY DIRECTLY IN ALL PHASES OF THEIR INSERVICE EDUCATION EXPERIENCES FROM INITIAL PLANNING THROUGH IMPLEMENTATION, AND INCLUDING EVALUATION WHERE APPROPRIATE. (ACTIVITIES SHOULD BE SUPPORTED BY ADULT LEARNING THEORY, AND SHOULD INCLUDE THOSE: RELATED TO NEEDS; PERMITTING INDEPENDENCE AND SELF-DIRECTION; CONDUCTED IN A PHYSICALLY AND PSYCHOLOGICALLY COMFORTABLE ENVIRONMENT; PROVIDING OPPORTUNITY TO RELATE WHAT IS ALREADY KNOWN; APPROACHING DIRECT EXPERIENCE; AND OFFERING PROVISION FOR REWARD AND REINFORCEMENT.)

f. THE ADMINISTRATOR OF EACH LOCAL SCHOOL SHOULD BE INVOLVED AS AN ACTIVE PARTICIPANT IN FACULTY IMPROVEMENT ACTIVITIES.

Related to the Kent Interinstitutional Workshop for Improving School Programs (KIIW)

The KIIW gives very positive evidence of fulfilling the six criteria of effective inservice education and therefore should be considered a strong viable model for teacher inservice education. The development of this model should be particularly encouraged wherein there is a disposition to seek to fulfill the six criteria.

Suggestions for Further Research

Given the results of this present research, the following issues might be subjects for future consideration:

1. A study to determine whether the results would differ when the six criteria would be related to another pair of teams in the KIIW. Interviewing a different pair of teams could increase confirmation of the Workshop as an effective inservice education program.

2. A research project relating the criteria to a different teacher inservice education program. Would the criteria prove to be as useful as they were in this project?

3. An in-depth look at each criterion in its relationship to several inservice education programs. Did the presence or absence of the criterion influence the effectiveness of the inservice education programs?

4. A research of the literature to ascertain the continuing recognition and support for each criterion.

5. A study of the presence or absence of the six criteria in teacher inservice education programs with an identified history of positive response.
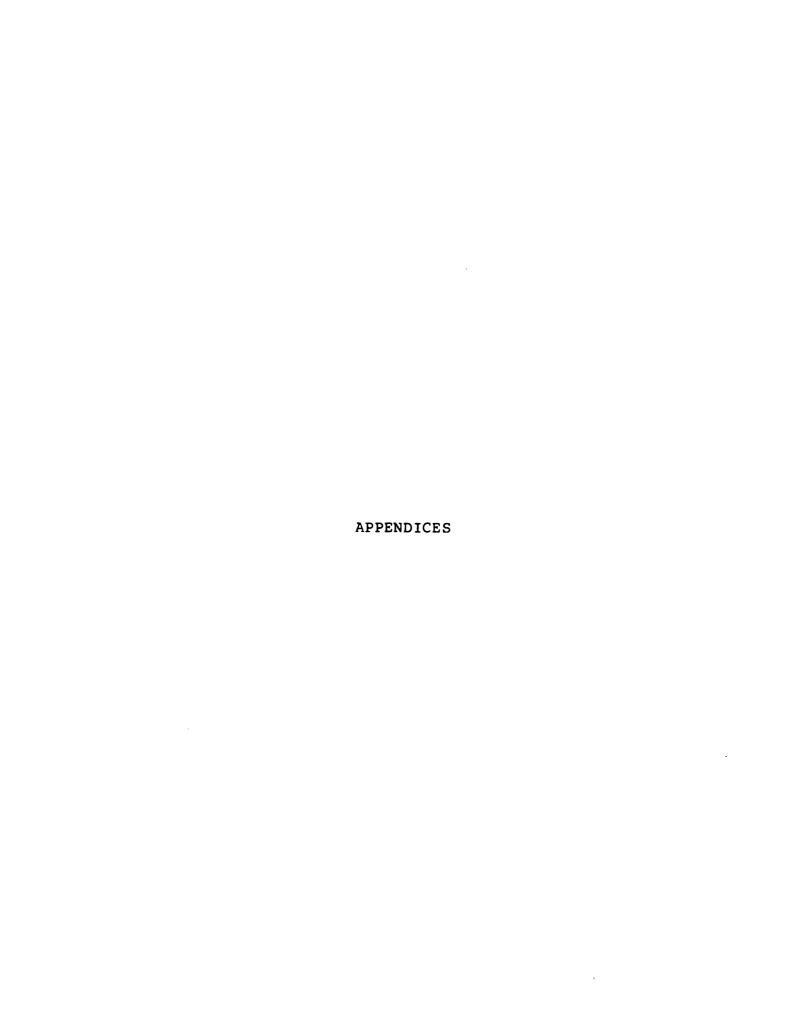
Closing Remarks

This study has permitted the researcher to explore the field of inservice education, in the literature, and as a practical reality in the local school, school district, and intermediate school district. It has given him opportunity to interact with specialists from the university. This experience has increased the author's
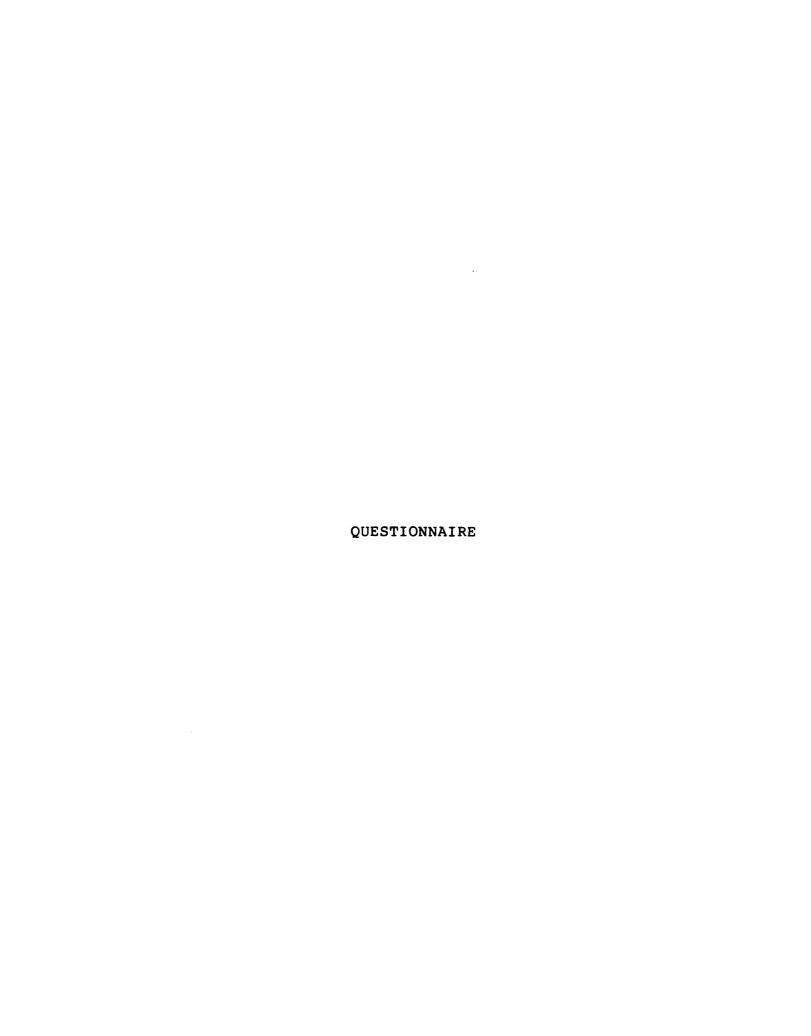
conviction that if our society is going to meet the challenges of the future, the quality of its teachers and its school will be of paramount importance.

The logic of developing a continuum of professional teacher education experiences that begins with introduction into a teacher preparation program and continues throughout the active life of the practitioner is being increasingly recognized. Inservice is considered to be an important element in this process. Hopefully, the identification of the six criteria of effective inservice education will provide a set of guidelines useful in planning future inservice education programs, and also will provide a benchmark for considering the effectiveness of programs.

The researcher also hopes that the Kent Interinstitutional Workshop (KIIW) will be recognized as a strong model for teacher inservice education. The personal experience while involved in the KIIW received very positive confirmation from both historical records and from interviews with participants. The development of the Workshop is particularly noteworthy when one considers that it was initiated in 1970, yet it fulfills criteria recommended for inservice education of teachers two decades later.

In conclusion, it is the author's desire that this study contribute to future growth and development of the teacher inservice education enterprise. One who has received much would be pleased to have given something back.

APPENDICES

QUESTIONNAIRE

September, 1986

Dear   :

Permit me to reintroduce myself. During the two years,
1981-82 and 1982-83, I worked with the Kent Interinsti-
tutional Workshop (KIIW) as an assistant to Dr. Charles
Blackman of Michigan State University. During that time I
observed the work of the KIIW team at South Elementary
School in which you participated as a team member. As you
will recall, the focus of your study was on establishing a
program to introduce computeres into the Granville Public
Schools.

At the present time, I am working to complete a Ph.D. in
Education degree program at M.S.U. Included in my require-
ments is the necessity to engage in a research project. I
have chosen to conduct a descriptive study of the Workshop.
My present study has two purposes: 1) to identify a set of
criteria considered crucial to effective teacher inservice
education; and 2) to relate those criteria to the Kent
Interinstitutional Workshop. To the degree that the KIIW
meets the established criteria, to that degree it would
appear it should be considered an important vehicle for
future inservice education of teachers.

May I respectfully request an opportunity to interview you
regarding your experience in the Workshop. The interview
will take about 25 minutes. It is my understanding that the
Grandville Public Schools Central Office has already
informed you by letter of my desire to conduct this inter-
view. Please be assured that your participation is strictly
voluntary. You should know also that there will be no
penalty for declining or for discontinuing the interview if
you so choose. You can also be assured that no one else
will know whether you choose to participate or not. Should
you choose to participate, any information you share will be
kept in strictest confidence. I will be glad, however, to
share the summary of the findings with you if you so desire.

As presently scheduled, I will call you the week of
to determine your willingness to participate in the study
and if so, to schedule a convenient time for the interview.
At that time we will also discuss a location suitable to
you.

The program to introduce computers into the Grandville
Public Schools has been so successful that it is known
around the state. I trust this interview will be an
interesting recounting of the Workshop experience and the
activity that followed it.

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Enclosed you will find a copy of the questions around which the interview will center. Your verbal agreement to participate in this interview will constitute your informed consent.

Thank you for your valuable time and cooperation.

Sincerely,
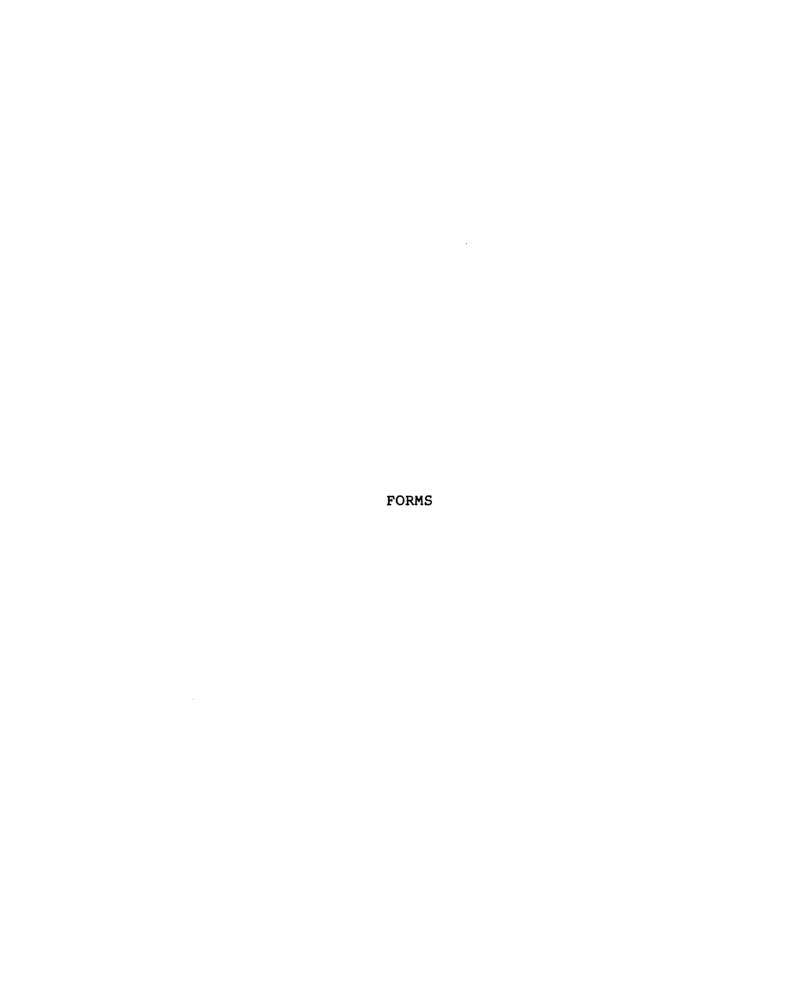

Marlin L. Olson (Ole)

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enc.

Criteria for Effective Inservice Education

The following elements are considered to be important criteria for successful staff development in the next decade. To what extent do you believe the Kent Interinstitutional Workshop reflects these same criteria? Picture in your mind a scale from 0 - 5, with 5 being the high value. Please place yourself on that scale and explain the reason(s) for your choice.

Effective Inservice Education

1. The continuing inservice education of teachers is considered to be an important and integral factor in the professional growth of teachers and will be tied into the on-going developmental program of the school rather than be a one-shot effort.

2. Those institutions with a vested interest in the education of society's children -- including such elements as schools, school districts, intermediate school districts, teacher organizations, schools of teacher education in universities and colleges, related community constituencies, and governmental agencies -- are able to collaborate effectively in teacher inservice education.

3. Clear and specific goals and activities incorporating current educational research regarding theory and practice will be developed and implemented.

4. The focus of the inservice education of teachers will be directed toward building-level/school-based improvement and faculty development.

5. Teachers will be involved very directly in all phases of their inservice education experiences from initial planning through implementation, and including evaluation where appropriate.

6. The administrator of each local school will be involved as an active participant in faculty improvement activities.

FORMS

PRE-REGISTRATION FORM

For The

INTERINSTITUTIONAL WORKSHOP FOR IMPROVING SCHOOL PROGRAMS

Name of School District_____

Name of School Building_____

Name of Contact Person_____

Telephone Number_____

Name of school building to be used by workshop team when not
meeting in the central location:

_____

Please state the problem your team has selected and will
attempt to solve. (Be as specific as possible.)

_____

_____

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Tentative number in team:_____

Teams shall consist of a minimum of eight (8) members and a
maximum of twelve (12) members. If more than twelve (12)
members from a school district wish to participate, two or
more teams of at least eight (8) members each may be formed.

An initial meeting of team leaders and a person identified
to assist in planning the general sessions and evaluations
will be held on Tuesday, September 19, 1972 from 4:30 to
8:30 p.m. The site to be announced later.

PLEASE RETURN BY MAY 15, 1972 TO:
                    Barbara Bird, Curriculum Consultant
                    Kent Intermediate School District
                    2650 East Beltline SE
                    Grand Rapids, Michigan 49506

INTERINSTITUTIONAL WORKSHOP

TEAM PROGRESS REPORT

School_____ District_____ Date_____

Our major problem area or topic: _____

Chairman_____ Recorder_____

MEMBERS PRESENT:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Meeting time from _____ to _____; additional

meetings with _____.

1. "PROBLEM SOLVING PROCESS SCALE" -- on what steps of the
    problem solving process are you now working? (Circle)

    I 1 2 3   II 1 2 3 4   III 1 2 3   IV 1 2 3

    Defining   Working on   Drawing   Presenting
    Problem   Problem   Conclusions   Conclusions

2. BRIEF REPORT OF TODAY'S PROGRESS (OR ATTACH MINUTES):

    _____

    _____

    _____

3. WHAT WE PLAN TO DO AT THE NEXT MEETING: _____

    _____

    _____

    _____

School _____ District _____

4. MATERIALS, FACILITIES, RESOURCES AND/OR HELP NEEDED:

_____

_____

_____

_____

_____

5. SPECIFIC TIME PLANS FOR USE OF PERSONS OR AIDS LISTED

    ABOVE: _____

_____

_____

_____

_____

_____

6. IS THERE A KIND OF PROGRAM WHICH YOU WOULD LIKE TO

    SUGGEST FOR A GENERAL SESSION? IF SO, SPECIFY TOPIC

    AND/OR PERSON AND/OR NAME OF FILM, ETC.:

_____

_____

_____

_____

_____

THIS SHEET TO BE FILLED OUT BY END OF EACH SESSION. TURN IN
TO STAFF MEMBER.

PARTICIPANT'S RESPONSES

Participant's Responses

Criterion One

(A)   I feel it is very important for every teacher to be able to be involved in a continuing inservice education of material that has something to do with what they are teaching, as we did in the IIW. (4)

(B)   The reason I was involved in this was to work with my fellow teachers in developing a writing booklet that would be something to follow for our creative writing, to establish continuity and a grade-by-grade development to the correct way of writing. It is something that I have used yearly since I took the course. It goes along beautifully with our new English and spelling series that we have. It kind of redefines all those areas. I felt that the speakers that we had that went along with it were very valuable. We met one night a week for 4 hours so we did quite a lot during that time. (5)

(C)   The KIIW was an ongoing thing. The one-shot type of thing for 5 or 6 hours becomes a kind of thing where you get saturated after a little bit, you leave with a whole lot of stuff in your head, and you have trouble making application. If it is an on-going kind of thing, maybe an hour here and there, you say, "O.K., now I've got that and its fresh," and you head back on in with it. Certainly you know that in-service education has to be an ongoing thing with changes like in reading with some of the new stategies that are involved in it. You have to keep that stuff in front of you. (5)

(D)   I believe that continuing inservice education should rank on the scale of (5), because teachers in the learning process can only take so much, need to have time to develop it, then go back and review what they have learned and keep growing. Plus it holds interest that if you can gain some knowledge, you can build on the next. I think in our own particular incidents where we learned about computers, that teachers started working on it, and then practiced their skills and kept developing. Now we have it in every classroom and teachers are interested in it.

(E)   I would give no. 1 a (5), because we not only did it, we studied it, we implemented it; not only did we implement it, its been under study and is still under study. And we go back to the KIIW when we want to study the issue again.

(F)   I definitely think that no. 1 was very definitely reflected in the KIIW. The reason being that we did meet as a group of teachers and worked to develop our curriculum for

language, and we actually wrote our curriculum. We had a
lot of input from different grade levels and we were all
striving for the main goals to improve our language
curriculum. (5)

(G)   I like one-shot things to hear an expert, a really
good expert, rather than people who are mediocre. You'd
rather hear one good person; they can do a lot more in one
hour sometimes than a lot of mediocre can do in 5 nights.
I'd probably rate it a (2). Because I think the leadership
has to come from the school.

(H)   I do feel that if you take them for credit, as we
did in the KIIW, there's a lot more value, rather than the
one-shot. We dug, nobody knew that much. We got a lot out
of it. So that was one that was for credit, and that's what
people want. Give it a number (5).

(I)   I'd give that a (5) because I feel that in a
one-shot thing when you just listen all day to someone, you
just can't absorb all that. It needs to be repeated and I
think it's a lot more meaningful than just to hear it once.
It might carry over for a short time, but if it's repeated
in a class situation for several weeks, it's more meaningful
and in turn it helps the children a lot more.

(J)   Well for no. 1, I do believe that I would give it a
(4), maybe a (41/2). The KIIW, the inservice that we had,
was not a one-shot effort. I believe it went on for
approximately sixteen weeks. It covered a wide range of
topics. It was not a one-shot.

(K)   With item #1, I think I'd very definitely agree with
it. That was the IIW. I'd probably give it a (5). I think
it's very important. I think one of the things I see here
is the school issue, and I think that's where a lot of staff
feel it should take place. The one-shot effort is not a
very effective way; it should be an on-going kind of thing.
So I would very much agree with that.

(L)   I really think it's a (5). I think that when the
program is geared to the building level, which is the best
IIW program, that the teachers at that level in their
interaction, which really goes on continuously, not only for
the period of when sessions are held, but frequently the
teachers continue working on an informal basis for the rest
of the year. Then too there may be the need to take it to
the Board for approval, the administrator being involved. I
think there's tremendous growth in addition to the issue
we're working on.

(M)   Responding to #1, I believe that I would score that
a (4). I think the KIIW definitely does reflect on the
on-going developmental program of the school. And I think
that's beneficial, both to the teachers and the program.

(N)   I've rated the first issue a (4) on your scale. As
I look at the item, I think the Interinstitutional Workshop
really attempted to tie itself to long-range planning in the
school districts so that the experience that the teachers
and the building administrator had during the course of the
16 weeks addressed some local building or local district

goals. However, I think in reality I recall some situations
where the team probably identified its topic to be addressed
in the workshop separately from any local school
involvement. There were some times when a team arrived and
they perhaps had not given a great deal of thought prior to
the workshop as to the goal but used the first session or so
to clarify the goal, and I don't think that was always tied
to any intensive long-range planning on the part of the
school district, central office administration, or school
board goals for the district. Now it may be that they had
input from those sources prior to their classification
process, but it seemed that every year there were several
teams that had to go through a clarifying process the first
couple of sessions. Re-defining their goal, re-defining the
direction they wanted to go with the program.

(O)   I think with number 1, I would rate this a (4), but
with some qualifications. I'm not certain with the focus of
the KIIW. The attention was more on developing programs
than it was on developing people. Clearly, there was
commitment to do something over time, which was viewed as a
way to gain more significant change, but I'm not really
certain that people saw this as a change in themselves or a
change in others as much as they saw it as a change in
programs. There are several parts of that law in the
continuing inservice education of teachers that are
considered to be an important and integral factor in the
professional growth of teachers and how they tie into the
ongoing development of programs of the school rather than
being a one-shot effort. So this wasn't one shot, and it
was concerned about the developmental programs of the
school, but the link between building development and staff
development probably was not as sharply defined by many as
it might have been.

(P)   I think that the KIIW was at least a (4), possibly a
(5) on that scale. Inservice education is very definitely
going to be an ongoing program within all schools whether it
be a K-12 program or adult education. It's not only
considered to be important, but to be vital in today's
society. With the technological advances that are taking
place, one-shot efforts will not have any place in inservice
education. There will be a series of inservice education
programs each year, or maybe over a period of years for each
school system. I believe the KIIW, or types of the KIIW,
will be incorporated into ongoing inservice education
programs because it brings together a cooperative effort.

(Q)   This actually was continuing education in the IIW,
and was extremely helpful because of the interaction that
was involved on the part of each one of the teachers. I
thoroughly enjoyed it and felt that it was very, very, very
beneficial. I'd give it a (5).

(R)   I would say that inservice reflects at about a (4)
level. Each October our school system joins in with other
Kent County schools and we hear some very dynamic speakers;
they get us extremely excited about new concepts and ideas

and we take them back to school. We talk about them and about 2 weeks later they wane and we're back to business as usual. I think more follow-up is the key to successful inservice. I saw the potential for that in the IIW, more so than the actual practice of it. I think what the IIW needs is for the university liaison member to provide that type of continuing service. I think that a lot of times, they put too much responsibility and burden on the people taking the course, and I think there should be more stimuli coming from them.

(S)   I would say it definitely does reflect the philosophy of IIW -- it is not a one-shot deal. It has been an on-going developmental program, not only during the period that the IIW was in process, but also afterwards. Some of the schools that I worked with, the program continued after we were through, and that was part of the IIW. We had to spend time between meetings talking with teachers, that was one of our assignments, so that would bring along everybody on the whole staff. We could not do that with a district team. I can think especially at Grandville when I worked with them on computers, the whole community was involved in that and they wouldn't let it drop. And I remember working in Kenowa High School, and that was a situation where they really spent time with staff. Every week they spent time with additional staff members that weren't in the workshop. The ongoing concern was definitely a part of the workshop.

One of the things that had to happen was that the issue had to be a problem that several people wrote. In my experience it was something that had been a problem that had been started before. It just didn't grow up overnight; they just hadn't had a chance to really work on it before. So therefore they felt if you're taking something for credit, then this is the vehicle. Yeah, this was a good way to really do it.

Criterion Two
(A)   The KIIW did involve several groups of people on different levels, and we all worked together to effectively solve a problem. I feel that this kind of group collaboration is very effective in teacher inservice. (5)
(B)   The combination of working together as a variety of schools and school districts and the intermediate district was well-organized in that we were all striving to work towards a pretty similar goal; ours was involved with writing. We also met 3 or 4 times together as one whole group. The number of people involved in each group averaged 8 - 10. The total was around 30 as I recall.
(C)   I guess a question would be, can you effectively get all of them at any one time? Yes, like we did in the KIIW where you had the local school, where the problem originated, you had the intermediate district that acted as coordinator, and of course, the college to provide some resources and to give the credits (if such is the case);

certainly as it pulls out of the local school it ought to be quite current and something that's relevant. I would put this very definitely with a (5).

(D)   I think to make anything important, you do have to have a variety of interests including the school district, teacher's organizations, and all components of education because it all builds enthusiasm in one another. One person gets fired up, and you have the support of everything else that you can keep going. If you don't have the support, sometimes it stops right there; it doesn't build throughout the district. You need every type of support, especially if it's a brand new field, like computers. Everybody lacked knowledge about them, so everybody needed to know that the other people were supporting them. I think we have many ideas in education but they don''t get off the ground level because they are not supported by all facets of education. (5)

(E)   I would rate that one a (2) or (3). The reason is I guess the Kent Intermediate and the college worked together to set this up. As an individual, I'm not sure what all went on, and in our particular study, we pretty much did our own thing. We had a representative from the university who was there, and we went to the big speakers/sessions, but they really didn't relate to what we were doing, so there was not a lot of satisfaction with that. It was very difficult to bring in resource people, so ours turned into more of a workshop. Something was probably going to be done whether we were in a class or not. We probably did more of our own thing. All this cooperation I'm not sure what went on, and how important all that was.

(F)   I would pick number (4) for item 2. I do feel that we had many people helping while we were working on this in our interinstitutional workshop. We had an administrator from our district, we had a college person helping us, and we also heard several college speakers. I don't recall any governmental agencies involved or communities. But the others were all represented.

(G)   I would give it a (2), because I don't feel that those outside people are keyed into our district and our immediate goals. They were very general and I didn't feel the expertise coming from them that I feel when I go to a class on my own, or as we had in the past when we had a very definite goal in mind. It was just more general, and I don't feel it was that effective.

(H)   It's very important that the schools and the total school district have an interest in what they're offering in inservice. I don't really see the community as being quite that involved or the governmental agencies. But the universities, it's up to them to give us the leadership and get people in for us and give us a lot of guidance in that area. They're the specialists and so if I take out the community constituencies and governmental agencies I'll give it a (3) then.

(I)   I think I'd give that a (4). And I do feel that
those people were involved. I like the idea that it comes
down to your own school district and people from your
district. It is a lot more meaningful than if you get a lot
of outside people that are not necessarily connected with
our own district and know our problems and what we really
want to address, and what's important to us at this time.
(J)   As far as #2 is concerned, I agree with it
wholeheartedly so I'd give it a (5). It has been going on
since as far back as 1982-83 as far as I'm concerned.
(K)   My experience with item no. 2 is that I would grade
that at probably a (2) or a (3). The reason for that is
that I feel that these groups listed in this particular item
do not work together as well as they should. I see a couple
of factors that seem to interfere with that. First of all,
I think that the universities seemed very much interested in
their student teachers and student teacher placements, that
kind of thing, but are not much interested in continuing
education at the local school level. They do have graduate
courses, but it's more in a graduate format. I think a
couple of things seem to interfere in regard to that. One
is the bureaucracy involved at the university; it's hard for
them to be flexible to address individual school needs.
Two, I think it might be that they have some difficulty
within as well in that regard.
(L)   I'll say a (3) does reflect. It should be able. I
think that whatever the issue is, whether it involves a
school system, a building, or any of these, we ought to be
able to bring the best from all of those elements together
to help the people work through it. We really did. I can
think of times when we needed somebody from a governmental
agency or we needed somebody from a college; you asked them
to come, and we never paid those people. They were willing
to give their time because they saw the need.
(M)   In response to number 3, I believe that number (5)
is where I would want to reflect my feelings on that.
Although all institutions and agencies were not involved in
my experience, I believe they all could be or should be when
appropriate.
(N)   The second item I rated as (5). Because I think
that was a very clear intention of the program to involve a
variety of resource people and groups in the development of
the KIIW and the procedure of addressing the topic
identified by the team. We always had representation from
the State Board of Education, the Intermediate school
district, and generally there were a minimum of 4 different
universities involved in the program. Included also were
teacher representation and building administration. That
was a clear, very definite part of the program to see that
all those various groups were represented. Of course there
were exceptions on occasion, because of various problems; a
building principal was not able to be the representation but
an assistant principal would take the place, or in some
cases, a district goal was being addressed as opposed to a

building goal, and then a central office administrator would be involved. But it seemed appropriate to make those exceptions. Very frequently if the issue being addressed was one that the community would be sensitive to, although the community members were not participating on a regular basis as members of the class, they were from time to time brought in as resource people and included in their work.
(O)   On #2, the notion of collaboration marked the KIIW from the beginning, both between and among schools, and between school buildings and district offices, although in some cases that was not too strongly built because of our focus on the building as the unit of change. The link with the Intermediate school district was a very strong one. The teacher organization link varied district to district; in some instances there was involvement of teacher organization leadership and in others, I don't think there was. The interinstitutional dimension of the higher education level was present when we had enough students to be able to justify the participation of several universities. But, related to community constituency and governmental agencies, this was not a major focus, although it may have shown up in some individual projects. Certainly there was nothing about the model that would preclude the possibility of the involvement of the community constituencies. As I recall, there were a couple of instances over the history of the KIIW where parent representatives were involved. At the moment I can't think of any in which there were non-educational government agencies involved. Well I think I would rate that a (41/2).
(P)   I'm not sure the KIIW has played a role in bringing together all of these outside organizations, but it certainly has in bringing together the school organizations. I certainly do think it could very well play an important role. I think the institutions with vested interest are very definitely going to be collaborating together, more in the future. Again, I think the KIIW can and should play a very vital role in that by bringing or helping to bring together the various institutions including the governmental institutions and agencies. I would say that's at least a (4).
(Q)   With my experience with the IIW, I feel that as many areas as possible should be included in the input. The more areas that are included when we're discussing things and when we''re learning about areas of education, it just gives us a much more beneficial outlook on things. With our computers, it was just like it was a springboard from our class. It just kept going, and snowballed after the IIW at our school. It had all kinds of parent interest. They became organized, planning money-making things so that we could have our software and our computers in every classroom. They encouraged teachers that weren't using them to get involved using them, and to make them part of the classroom. It just was excellent as far as the results in our school after our IIW. I'd give it a (5).

(R)   On #2, with the institutions having vested interests, I'd say that once again we could rate it a (4). I think that the main thing I would like to see IIW do would be to pull in community resources more. I think when we're dealing with a person who's our implementor and our supervisor, that since they really don't have that much class preparation or things to make because of the individual nature of some of this, that they could contact community resources and see what the needs are and what the abilities are for them to help us meet our needs. I think IIW did a beautiful job in bringing in many of the local schoolteachers together from various elementary schools where we could share our ideas and that. I think there should be a larger commitment from the administration. I think a lot of times the people who signed up for IIW did so so that the teachers could participate in it. I don't know if it was something that they really wanted to do and felt that they were going to grow and that the school was going to grow. Or because the response from the teacher has always been very favorable, one of the administrators said, 'Well, o.k., since it's important to you, I'll do it." But I never really thought they felt a real commitment to take those administrative abilities they have in running the school to help kind of steer the IIW towards what they want. That's why I didn't rate it a five as opposed to the four. I think the one area where it's a little weak yet, at least in my experience, was the administrator was a token person to make it go.

(S)   I think they all have vested interest, as you said here, but I don't see the IIW involving all of these; most of them because it was true that the school districts, intermediate and the universities were all involved, but I don't recall that the teacher's organizations were involved. Parents were involved in many of them. I would say a (4+).

Criterion Three

(A)   I think that it is very important to have specific goals and objectives in anything you do. In the KIIW we certainly did set goals and objectives. We were very well organized and all of the things/activities that we did were specifically pointing towards the goals we set up at the beginning of the sessions. All of the new research points out that you need to have specific goals and that the activities you do with children should be specifically aimed towards those goals, and so with teacher education, it should be the same way. (5)

(B)   When we started the project, we had a pretty good idea of what we were working towards. Once we got together as a group, we broke into smaller groups, working on specific grade areas. From there we worked on different skills that we felt should be taught in that grade and possible mastered in that grade level. We then had other resource people come in and talk to us about the different areas we had divided into. (4)

(C)   A lot of times it's easy to just bounce from here to there on what you're going after, but with the KIIW that we were involved with, we knew there were certain directions coming up from what research was telling us. We knew, for example, that in the area of writing it was important to realize that kids were deficient in writng so we focused on setting up guidelines for each grade level as well as coming up with activities that would ensure that writing was being done. We developed a system of folders which we still use and pass along samples of writing from grade to grade. Yes, definitely, these have to reflected and you'd have to give that a (5).

(D)   You do need clear and specific goals because everybody brings in their prior knowledge to an activity and if it's not spelled out, specifically, then they don't know what to do with that type of activity. Especially when you have a wide variety of people teaching in education, you have different levels of learning for the students themselves, so everybody needs to know what is the foundation to build on. (4)

(E)   I would say that number three was a (3). Occasionally a group gets into an area where there isn't a lot of research, into an area on the cutting edge. I recall a group that worked on graduation requirements before there was a lot of attention given to the issue. So they stopped to ask why have requirements, came at the problem from a different route, and headed it up differently than other people did because they didn't have the research available.

(F)   For point 3, I would say that very definitely reflects on number (5). We did have specific goals and we used other district curriculum as guidelines to help develop our curriculum.

(G)   Number 3 is as it should be. But, I don't feel that when you get one person coming into a class, and they are not teaching, I don't feel they are as up on their research and what they give. It's to come more from the group, which is fine, but the group doesn't always have time or resources to get at it. Then I just don't feel that the theory and the research is there that you get in a regular college class. So I'd give that a (2).

(H)   Number three is critical, I think, if we're ever going to change education at all. And this is where it comes again from the university because they have all the latest research. They can get it out to us and let us implement. (3)

(I)   I like the idea that our project was actually aimed for us, but built on solid research. (4)

(J)   We did much research regarding theory and practice, and then we proceeded to develop our own thoughts and went from there. We even ended up with material that we could share with other people. It all was very goal oriented, but it built on where the research had started and we took that into consideration. I'd give that at least a (5).

(K)   I think that the goals and objectives were very clearly stated and did reflect research and practice. By using information from the national diffusion network as a means of looking at the writing program, I found that to be very helpful. That particular network helped us to identify some of the things we wanted to put in our writing curriculum and we were able to do that. So I think I'd grade this one a (5).

(L)   I think that in every program specific goals and activities were outlined, that all available research that existed was reviewed and then implemented into developing the program. I'd give that about a (4).

(M)   In response to #3, I would rank that a (5). There were definitely occasions where we looked into research and we utilized it as we implemented and established the program in the district.

(N)   The third item I rated as (5). The clear and specific goals and activities regarding the research was clearly the responsibility of the university representative, and the facilitators in the workshop. That was the university representative's responsibility to bring to the team's work the resources of the university in the way of current library materials, bibliographies, and resource people. Now, that of course varied in terms of the individual faculty member's involvement; some were more diligent about providing those kinds of resources than others. But as far as workshop goals, the plan identified that as the major responsibility of the facilitator.

(O)   With respect for no. 3, regarding specific goals and activities incorporating current educational research in theory and practice, we made an effort to do this in our general sessions when we had a number of groups involved. I think we might have done more of that than we did, and I guess I'd have to go with 3 1/2 on that. I think there was a reflection of it, but I don't see it as being as strong as it might. There was, certainly, utilization of research in the basic model. With respect of that I would say 4 1/2, but in respect of providing input to teams related to a specific utilization of current educational research, there was not. As I re-read that, clear and specific goals will be utilized and implemented, if you look at the model as a model, yes we did. That's where I would go with a 4 1/2. But the parallel effort to help teams understand both ways of working and research regarding their particular problem area, that's the place where I think they could have strengthened it a bit.

(P)   In the team that I was involved in, we were looking at computers and how to incorporate them into the school system. It helped us to begin to focus on what our goals would be for the use of computers and the utilization of computers within the K-12 program. We not only used many of the ideas that came out of this particular KIIW, but there was and still is an on-going committee within the school system looking at how to continue to adapt and change to the

nuse of computers as we find out how they are needed in the private sector. We are not doing the same things we started out doing as a result of the KIIW, but in all cases, we are still doing some things. We have adapted as we've gone along, as computers and research have shown that computers should have different needs. So, very definitely this would rank a (5) in our computer experience.

(Q)   When we first discussed taking the IIW with computers in mind, our reason was it was just as computers were beginning in the schools and many of us knew very little about them. We wanted to get a background of information and knowledge about computers, plus we wanted to know also how we were going to go about evaluating the software. Also that we'd feel more comfortable in using the computers and the software. I'd give that a (5), excellent.

(R)   I think we should rate #3 as a (5). I think that our main thrust in the IIW was not so much to re-invent wheels as to incorporate them; find successful programs and then adapt them to our particular needs.

(S)   I think IIW made a real attempt to incorporate educational research. Each group definitely had to have specific and clear goals. Activities were not done ahead of time. Most of the goals were set beforehand, before we began our IIW usually. We always took a look at the goals, that's where they started. One of the first assignments was always to see what research said about a particular topic. I always think that's a little tougher for teachers because they don't know enough about that area. We see all the studies but we don't always know how to integrate that into a particular problem. I would put that a (41/2).

Criterion Four

(A)   We would have a certain problem in our building and we would develop goals and objectives around the problem, and then all of our strategies and activities would be on trying to solve the problem, trying to meet the goals and objectives again. So definitely at the end of the inservice, whatever we could contribute to the school system would help us on the building level, and maybe the total school system also. (3)

(B)   Five elementary schools were involved in the creation of the writing guide which we are now using in all five elementary schools. (4)

(C)   You know, when you talk about inservice education, it's got to be something that's practical and is going to touch base with you. With our KIIW, it dealt a lot with us specifically at our elementary school, but on the other hand, it did spread to others; in a school system like ours, what happens in one building is usually relevant to what's going on in the others. We don't have a lot of competition between buildings whereon one would jump on a bandwagon to get ahead of the others. We have a very cooperative kind of set-up here; no one school's looking for the glory versus another. There no pressure on the administrators either to

have one school be overly creative and more of a pathfinder
than the others. However, it's definitely got to be based
right here at the need, and then bring the others along.
That was certainly a big part of the writing that we did.
We were the catalysts. And as far as being important, oh
very definitely. I would put that up there with a (5).
(D)   I believe the focus of inservice education should be
directed towards the building level/school-based
improvement. I do however think it could be developed
toward the whole district, then keyed in on one particular
school. This was our experience and several things happen
when you do this. If you're at the building level, teachers
have ownership, and any time teachers have ownership, they
go ahead and develop in a greater capacity than they do if
they feel like it is totally directed. This is important
because every school has its own personality and its own
particular needs, too. Therefore it totally builds, plus it
gives people a chance, teachers particularly, to talk about
what they are doing, perhaps during the noon hour, or before
or after school.
(E)   I think number 4 is a (5). It has to be done at the
building level. I think that the people worked because they
knew that when they got done it was going to benefit them
and something was going to happen with it. They weren't
doing something just in theory. They may not have agreed
entirely with what happened, but they knew something was
happening and they were going to have a voice in it. As a
result of that it was implemented as recommended. I think
that's why it was successful. So I think that one is very
important, and in our case, it worked.
(F)   I would say point four was very definitely reflected
in our interinstitutional workshop. We did have several
different levels of teachers, different grade levels and we
all worked together for the improvement of our school
curriculum for language. (4)
(G)   Again, it's what it should be. I guess I would give
that a (4). We did come up with a good booklet. I'd give
it a (4), maybe a (5).
(H)   Number 4, Inservice education of teachers should
definitely be directed toward the building level. In a
building the teachers have to get together. As they do get
together, they decide the weak areas, things in the system
we want improved. The only way we improve it and change is
through faculty development at the building level. That's
the way we did it. I'd give that a high (5).
(I)   I'd probably give that a (4). Whatever you would
like to focus on, as a group you make an impact.
(J)   The inservice was very highly directed at faculty
development. However sharing went on with everyone, making
it very usable with other people. A (5).
(K)   I guess I'd have to rate this area a (5). One of
the things I liked about the KIIW was that we allowed the
faculty to have a great deal of influence in regard to the
development of our writing program. And that gave ownership

to the program. I think if you are going to develop curriculum inservice education, then you have to allow people to give their input so that they feel part of what they are doing. And there is the ownership link. I think that's a critical part of inservice education.

(L)   If it's going to have the highest rate of success, inservice education must be building- level/school- based. Because the largest element that you can promote change in is at the building level. I think if you have something like the writing project, you will possibly end up with a writing project for the school system. Then a cross-section of committees from all buildings has a place. But I have totally believed, for 25 years, that the closer to the building you can get, the greater the impact. So that I'd say is very, very definitely a (5).

(M)   I would rank #4 a (5). This school district has a lot of faculty involvement in its development of curriculum. So our focus definitely involved the teachers as well as the administration.

(N)   The fourth item I rated as (5). The primary focus of the KIIW as a curriculum development tool was to focus on building-level and school-based needs. The university representatives, the intermediate school district or State Department folk had no role in identifying the topic or the direction that a team wanted to move, or the need to be addressed. That was the full responsibility of the building level or the school based team.

(O)   With respect to number 4, I think I should add a 5- here, because one of the districts in your particular study had more system wide participation and less of a building focus, but that was clearly the exception rather than the rule. The basic commitment of the IIW was to the notion of school based teams of 8-12 people, and the building principal being involved.

(P)   For my experience, I would rate this a (2). At this time we are more district wide oriented, concerned with consistency within the whole program. There have been times previously in the district, however, when the approach would be building-level to meet specific needs. The superintendent feels strongly that there is a place for building-level/school-based inservice education.

(Q)   It was our experience in our IIW that we had I believe 7 teachers who were from our school, which at that time wasn't enough for them to approve the IIW. So we opened it up to some of the outside schools. I'm not sure now, maybe 3 or 4 people from the outside schools joined us, which was nice because we did get some input from them. But there was a large core of people from our school who had become motivated and interested and had gained in their knowledge of computers. We had enough impetus after that that it just got the computers really rolling right along so that it was a huge success from there on at our building. I'd give that a (5).

(R)   On #4, I would probably rate it as a (2) as far as
our building involvement alone, but if we were to look at it
as a more broad-based type of involvement with the entire
elementary community, it would definitely receive a (5). I
noticed that even though we were doing this as a complete
district, those of us teachers who were involved in our
building seemed to share lunch hours and after school
conversations dealing with the topic that we were involved
in. We began to influence others who became interested and
would say, "What is this thing you're doing now, and what
kind of plans do you have for it?" And occasionally we
would hear, "Gee, I should have signed up for that, I have
some ideas; I could have got involved and probably made a
difference on it." I think that it's good to have it as a
district-wide thing basically because when you're only in
the building as opposed to being in a district, you're not
going to be able to get the school board's support that the
whole school community might need if some real good ideas
are evolved and need financial support. I think the
broader-based involvement is probably good from that point
of view. It could depend on the project, however.
(S)   I would give this a (5). I think that for most all
the groups that I worked with, the problem was structured
toward the building level. Sometimes it was a district-wide
problem, yet the goal was to effect programs in individual
schools. I can't remember the topic anymore, but I remember
Forest Hills had a district-wide problem, and a set of goals
for the whole district, but ultimately, the most important
thing was the way it affected building levels.

Criterion Five
(A)   In the IIW, the teachers would get together and plan
our goals and objectives from the very beginning. So we
were in on the organizing of what the class was going to be
working towards, we were together on implementation of all
the strategies, and we were in on the evaluation process to
see if we had succeeded in reaching the goals we tried to
reach. (5)
(B)   The teachers were involved in all phases; in the
developing of the idea, the writing of the booklet, the
presentation to the K-12 committee made up of parents,
administrators, teachers and board members. It was also
brought to the Board of Education and discussed; examples
were shown of children's writing and how we plan to use this
in the school district.
(C)   Having teachers involved with it is just like with
the kids; as soon as you have ownership of a program,
there's going to be more at stake and more reason to plug
into it and put out for it. However, I think you know, we
as teachers have to still be open to what is happening out
there, say on the research end of things. We tend to get
wrapped up in our classrooms and sometimes can have tunnel
vision. So I can't discount having the superintendent and
your administrators who are out at conferences, and getting

out a lot more than we are, having input. We may have to be nudged, but we do have to have ownership. So, I'd probably give that a (4).

(D)   Teachers need to be involved very directly in all phases of the inservice education experience, from planning through implementation, because they are where it's happening. They know the grass root levels of what particular needs they have in their own classroom, and they do need to know where they can evaluate it. Perhaps an administrator or the school district might look at one problem, but they are not really involved with the children. They'll see it from a different way because many times we have institutions which are "idealized", and they are removed from the actual learning experience. Make it a (4).

(E)   I would say that that probably is a (3) or a (3+). The reason I would say that is that the faculty participated fully in the planning of the program. They probably got more directions from me, as a principal, setting up some things we need to do. I think the staff may have a problem when you have a goal and you're trying to accomplish it, they may want to get there faster than they should. So you need to say, we have to stop and survey the community, we've got to survey the staff, and/or the students. We just can't always do what we want to do. In terms of the planning, what I find with the staff, whether it's with this, or any other inservice, they like to be involved and have some input but they kind of like someone else to carry the ball, to organize it, and then they come back in again. So this group was involved in the inservice, but some of the planning and how we're going to structure it, probably not as much so.

(F)   For point 5, I would say very definitely that would be a number (5). We, the teachers, did do all the writing of our new curriculum. We were able to put all of our input into it, all of our ideas, and actually write it. We did have administration help, but we actually did the writing and ended up finishing it.

(G)   I do feel teachers should be involved. We probably were in (3) range. Again, we need more of the expert help in the research because when you're teaching from 8-3:30, I'm sorry, you just don't have time to go through the reams of irrelevant research, and need to have the key things pointed out to you. It would be nice if we had time to keep up on it all, but we do not have time to go through all the technical stuff, and I think we meed more of that. But certainly we need to be involved, and very definitely involved in it, but we need help to be involved. You just can't put us in charge, and build a good one, because you need some expertise from some place.

(H)   Yes, our project was a (5). Definitely it should be teacher initiated; after all we're the ones working with the children, know the weaknesses of the system or of the curriculum, the ways we want to change, the research, and whether whether we're getting into it or not.

(I)   Well I'd say a (5)on that; we were involved. I
think that if the teachers themselves aren't involved, if
they are just told they have to do this, they are going to
resent it right from the beginning. If they implement it,
they are going to be interested and really work at carrying
through on it. If they're just told they have to do it,
they'll put in their time, and whether they get a lot out of
it or not ... maybe, maybe not. I liked our project - it
was self-contained, actually aimed at us. We made an
impact.

(J)   Number 5 I would give a (5). The inservice we're
talking about here originally started with the teachers
sitting down and listing problems, possible objectives to
solve those problems, what direction they wanted to head,
how far back in research we wanted to go, and then, what our
final objective was to be -- our final goal with the whole
course. As we were moving along, occasionally we would take
a moment to see how far we had progressed on those goals,
what direction we wanted to take after we had experienced
our research, or in evaluating certain programs, what we
wanted to do with our information.

(K)   I guess I'd have to rate this area a (5) also. One
of the things that I liked about the IIW was that we allowed
the faculty to have a great deal of influence, or whatever
you might want to call it, in regard to the development of
our writing program. And that gave ownership to the
program. I think if you are going to develop curriculum
inservice education, then you have to allow people to put
their input in so they feel part of what they are doing.
There is that ownership link; I think that is a critical
part of inservice education.

(L)   In the most successful, lasting programs which are
still in existence from ten years ago, teachers were
involved in all phases, from the planning, through the
implementation,and the evaluation - very long-standing. Of
all the IIW teams that we had through the years, the
majority of the programs were staff implemented by staff and
administrators. There still were a few where somebody in an
'ivory tower' thought this was a need in our school, so we
will, or we should do this. I don't think the commitment on
the part of teachers was as great working through that
situation. Some are in existence today; some aren't. But
the real intent is that everybody gets together and decides
what they are going to do. I'd give that at least, very
definitely a (5).

(M)   I would put a (4). This school district has a lot
of teacher involvement in its development of curriculum.
And, though the teachers are involved in the planning and
development, I feel that some of those who are
administrators are able to direct that focus.

(N)   We valued the involvement and participation of
teachers in leadership roles and in shaping the direction
that the workshop would take, all the way from the stage of
identifying and limiting the topic, to planning activities

and the direction that they would move in addressing that
need. In every case there was a teacher team leader rather
than a building administrator in the leadership role for the
team. We recognized the importance of teachers being
involved in leadership positions on each team. Within the
teams, teachers were very much involved. I would probably
rate that a (5).

(O)   With respect to item 5, the model provided for this
and the basic design would certainly represent a (5), but
the point at which that broke down was the point of problem
identification. Some teams bought into a problem that
either a single teacher or a single administrator, either
building or central office, identified, and even though we
asked for collaborative efforts and problem identification,
I don't think that this was followed consistently. We did
make an effort in the orientation to the workshop, early on,
to push people to think how their problem had been
identified, and we did send out written information, during
the preregistration process, describing how the problem
should to be identified. But I'm not sure that that set of
directions was followed 100%. So I guess I would say (5) on
the model, but probably (3 1/2) or (4) on implementation.

(P)   I guess I believe, in regards to #5, that teachers
will and should be very directly involved in their inservice
education experiences. The high majority of teachers are
very good teachers and do effectively evaluate themselves in
terms of their needs and areas of weakness as well as areas
of strength. Therefore they do need to be involved and
should be involved in their inservice educational
experiences. In our particular case with the computers, I
believe that the teachers became more aware of the need of
computer inservice education because of responses they were
getting from parents, and this led to the teachers, the
administrator, and the parents forming a committee to look
at computer needs within the school district. That
committee eventually led to the purchase, over the last 5
years, of in excess of 100, probably closer to 150 computers
purchased within the school district. The teachers
responded to the computer needs as they heard them
developing from parents, and wanted to be actively involved
in any inservice for themselves. That has led, and the IIW
was instrumental in this and would receive a (4) on our
ranking here, to numerous inservice programs for teachers
over the last 5 years, from bringing people in connected
with computer education, to teachers attending conferences
on computer education.

(Q)   What we were considering probably came from
discussions in the lounge. We felt we really had a need to
learn more about computers and software, right down to the
basics of what types of machines and kinds of software we
were going to buy. It was the teachers who felt a real need
in the building to learn more about computers. We got our
heads together and decided that we were going to do what we
could to get an IIW going in our building, which we did. It

just seemed to be the beginning of all the successes of the
computers at our school. I'd give it a (5).
(R)   I think the IIW does kind of an outstanding job
here, and I'd very definitely reflect it with a rating of a
(5). One thing I would caution, though, from my experience
in dealing with lots of teachers is that I don't want some
of them involved in planning many of my activities. I feel
that many of us who are teachers haven't been near the
current research and we haven't been freshened often enough
to do this. I think we should be given the opportunity to
provide additional input, say what we need, what our goals
are, but have somebody maybe in the "ivory tower" who is in
close contact with the experts to direct that. I say we
should be involved, but we shouldn't be given the total
responsibility for it. I know many of my peers may
disagree, but I still feel that there are amongst us some
who are not really capable of developing a real good
strategy or a real good program. But that's where the
university consultant should make a contribution. I would
like to see the consultant from the university take a more
"hands-on" approach, and say, "I see what you people want, I
know somebody who has done this before, and I know somebody
who speaks on that issue. Maybe you could contact them and
either get some written material or invite them in."
(S)   This I would definitely give a (5). Because
teachers were involved from the beginning. Teachers were
the ones that really could make the changes ultimately, and
therefore they were involved in the planning, in the
implementation, and in everything related to their goals.
They did what they wanted to do, and they were included in
the evaluation.

Criterion Six
(A)   I think anytime in a class like this that you have
an administrator involved with you, as we did, whether it be
your principal or your curriculum director or your reading
consultant or somebody from the central office involved, it
facilitates a lot -- if there's money needed, or if there is
a building needed to be used, or time for the teachers to
work, or materials, and leadership -- of course they present
some leadership. Any of that would be a positive thing
because school boards appreciate it when the administrators
are in on things like that. It also gives the teachers some
credibility that this is an important project, and it is
worthwhile, and we're really working, we're not wasting our
time. (5)
(B)   The administrators were involved in that our reading
consultant was involved. Also other building administrators
who were interested in the project have gone on to introduce
the program in their schools. So this is an all-school
district working together. Now to me, that follows through
and carries out what we worked on. (4)
(C)   As far as right at the local school here itself, the
principal is the one that's going to see and be somewhat

responsible for seeing that certain things are carried out.
When parents come to him with things, he's obviously got to
be 'onboard' with it. The effective school's research that
came out put a lot of responsibility right on the principal
as a key figure in having an effective school. So if you're
going to have that the case, then he should be an active
participant in what's going on in the faculty, as he was.
So I'd put that at a (5).

(D)   The administrator definitely needs to be involved in
each of the teams because he knows what's happening, what
they're talking about, he's just not reading it off the
paper. He knows the thought process that's going on behind
the teachers as they're developing the curriculum. Also, if
the administrator is involved, he has a part of ownership so
he will promote it. He can also make all the arrangements
necessary to try out the ideas, he can 'clear the paths' to
see through the other administration. He also has acess to
facilities and money too help the program along the way.
Ours did. I'd rate our experience a (4).

(E)   Six is a (5). That's a natural key because if the
principal's not going to be involved, it's going to have
trouble getting implemented. I feel the principal is the
implementor, and the people can do all they want and run
around, but the principal is going to tie up the loose ends.
The principal has to be involved and has to be the one to
take it to the central office, to the board and see that all
of the legwork is done. Again, the staff goes so far and
says, "It's all yours, take it from there...", and that's
fine, that's the way it's set up. That's the way it is/was
and so that's a (5). No question about it.

(F)   For point 6, I would say that would be a (5). We
did have an administrator that worked with us each meeting,
and he did help to tie things together in the curriculum,
and any kinds of problems he would help us solve.

(G)   That one is a (3). If you don't have leadership,
the school won't go anyplace. Our last successful class was
not a workshop but was run by one of our administrators,
with very strong direction for the school. I think that
class made a great deal of importance. I think
administrators have to be involved, pushing and setting the
goals. It won't be taken seriously unless they're involved
and then further more, after the class is done, they see
that it is implemented. And if that's not there, it is
valueless.

(H)   Yes, administrators should definitely be involved
because after the faculty has taken the courses and is going
to make these changes, unless there is follow-through, then
it might not be school wide. And when they go in to
evaluate, they better be checking to see that these things
are being done. I'd give our experience a (5).

(I)   I'd give a (5) on that. Because I think they have
to know what's expected in every grade level, and what's
going on and the goals for every grade level, and
understand. I know that's hard, I mean when you have to

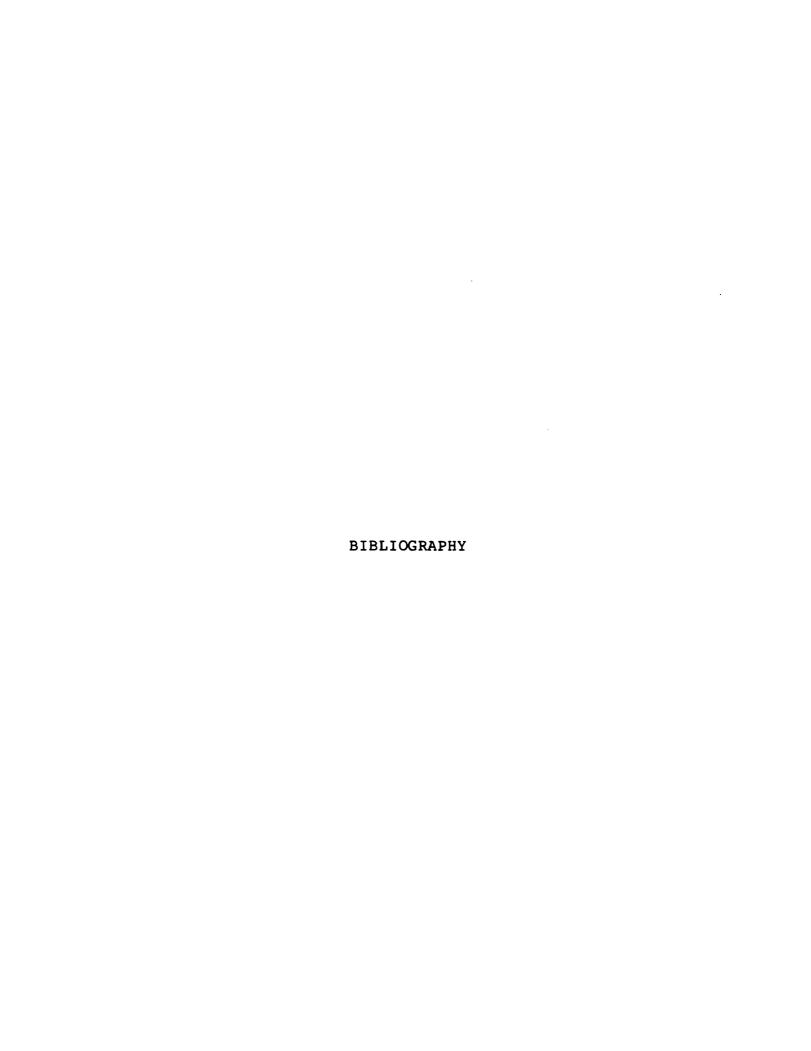cover so many grades; I think you really have to know what it's all about.

(J)   I would give #6 a (5). We did have an administrator in the IIW. He was not the chairperson; he worked and did research right along with the rest of us. He did not dominate the situation, but added to possible goals and objectives that he was personally interested in from a faculty standpoint. The important thing about the administrator being included is that when a teacher does use or incorporate a specific item from the IIW that we had, the administrator knew the reason behind it, was supportive of it, and felt he could give the praise, whereas if he hadn't been involved, he wouldn't realize the input that had gone into this teacher's thought process to incorporate that.

(K)   I'd rate our team a (4), only because our administrator was the reading/language arts coordinator. I think it's important to have the building principal involved with these faculty improvement activities, because I think that it's when principals and teachers are involved at the building level that there seems to be a greater impact on what happens in the school. If the local building administrator for each individual building is not involved, there's not quite as much value placed on what's being done.

(L)   I think that whatever the program of study is, the administrator has to become one member of the team and work through it every step of the way. They can't go into their office, close the door, and shuffle papers. They've got to be in with the team working. I'd say very definitely, from my experience, if it's going to work, the administrator must be there. I'd rate this a (4+).

(M)   For number 6, my response would be a (4). Although the teachers are involved in the planning and development, I feel that some of those who are administrators are able to add to the focus. The administrator of the local school has been always involved in my experience.

(N)   The sixth item I rated as a (4). We required an administrator to be involved with each team. That was the goal and I think in the overwhelming majority of the cases, the administrator was involved. On occasion we did not always get the building principal, but we always had some administrator, someone in an administrative role as a member of the team. Now in some cases, more than any other participant, the administrator was called away from class sessions because of other responsibilities and commitments in their work, and they tended to miss a greated degree of involvement because of other commitments. So I guess that's the only reason I would not rate that a (5). We recognized that it was very important, we always insisted that an administrator be involved, and I can't think of a single exception when there was not an administrator involved. But there were times when other responsibilities prohibited them from being as actively involved as they might. But in spite of that, the major role of the administrator's involvement was to be an ongoing supporter for the activities of the

team and to help in assuring that there would be an implementation of the changes that the team came up with. (O)   The administrator will be involved as an active participant. We held steadfastly to that stipulation. The only place where that broke down was with the team that was a system-wide team in which case it was not the building level administrator involved. There was one instance where a central office person was the administrator, and in another place where a principal was involved, but not necessarily the principal where the majority of the teachers on the team were serving. So this would be a place where probably implementation would be a (4), but in basic commitment, the model would rate a (5).

(P)   In our particular case with the IIW in regards to #6, that would probably rank about a (3) on the scale. However I do believe that in most cases that ranking would be much higher in most IIW's because the local school administrator is the educational leader of a particular building and needs to very definitely see the areas where inservice education is necessary, whether it be through an IIW type of program, or through some other inservice program. In our program the local school administrator/building principal needs to collaborate and make certain that if indeed an area of weakness or need is seen in one local school, that it may also be the same need in other local schools, and then by working together on a district-wide basis, we may be able to offer more inservice programs for teachers. But very definitely, in most cases, the inservice should be seen by the administrator/ building principal. In that case I would rate that a (4+).

(Q)   My experience was that our principal was not able to participate at the time that I was involved in the workshop, so another administrator was the one who represented our administrator, which worked out quite well. It seemed like any of the suggestions that we had or ideas we had were implemented very well through the other administrator. Ideally it should be the administrator that is most closely involved with the staff. That would be my first choice. I'd give that a (4).

(R)   Let's give it a (4). I believe that IIW has the potential to very definitely reflect on a faculty's activities with the administrator being involved. In my situation, the administrator generally went along with things, and got involved to make things feasible. I think that when an IIW is offered in a school district, what might best be done is to have the university consultant sit down with that administrator and say, "O.K., you are the authoritarian figure in this. You know whether these programs that your teachers are involved with are really going to be implemented. What are your goals in it?" By doing so, I think that getting the administrator involved more at the planning stage will put additional pressure on the teachers to follow through to a successful end. I think that many of us respond to the authority and to the pressure

coming from an administrator much more than from the authority we assume for ourselves. And I think that IIW could really make their individual school system or school building projects much more successful by getting that administrator to make a commitment, even if he has to butt heads a little bit with the teaching staff to make sure that they're doing it.

(S)) I would give that a (5) because the administrator had to be involved for the project to be successful. IIW is a model that really reflected that. It didn't really work very well if the administrator wasn't part of it. And there were times, unfortunately, when the administrator wouldn't show up. The most successful ones were those where the administrator was involved throughout the total process.

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