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A STUDY OF PROFESSIONAL DEVELOPMENT PROGRAM
IMPLEMENTATION BY THREE SELECTED CONSORTIA IN MICHIGAN

Michigan State University

Ph.D. 1982

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A STUDY OF PROFESSIONAL DEVELOPMENT PROGRAM
IMPLEMENTATION BY THREE SELECTED CONSORTIA
IN MICHIGAN

By
John D. MacKenzie

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

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1982

ABSTRACT

A STUDY OF PROFESSIONAL DEVELOPMENT PROGRAM IMPLEMENTATION BY THREE SELECTED CONSORTIA IN MICHIGAN

By

John D. MacKenzie

Purpose

The study had three purposes:

- 1) To identify and describe the background and setting for professional development programs in selected consortia.
- 2) To identify and describe the processes for planning, implementation, and evaluation of professional development programs.
- 3) To identify and describe similarities and differences in planning, implementation, and evaluation of professional development programs between consortia.

Procedures

The population for the study included members of policy boards and administrators in local districts in each consortium.

The instruments used to collect data for this study were structured interview forms and a written questionnaire developed specifically for this study. Data were collected through 20 interviews and a questionnaire sent to 146 professionals with 125 returned and used in the study.

Conclusions

The following conclusions were based on an analysis of the data.

- 1) Common theme in planning professional development programs in each consortia, include assessing and prioritizing needs and identifying resources.
- 2) The professional development policy board exerted the strongest influence on consortia goals and the selection of personnel to staff programs; little influence was exerted by parents, higher education, and school boards.
- 3) Conflict between instructional personnel and administrators, on policy boards, limited program planning and implementation during the first year with this phenomenon declining the second year.
- 4) Peer consultants and practitioners were most frequently used to provide professional development programs. These were usually one-day workshops that included lecture, demonstrations, and product development.

Recommendations

- 1) Additional research be conducted regarding the affects of county-wide professional development programs on building level practices.
- 2) Research be conducted to identify the implications of autonomous local and regional professional development programs for the role of higher education.
- 3) Research be conducted on the effectiveness and utility of existing professional development needs assessments.
- 4) Policy makers should consider increasing communication through existing technology i.e. computers and teleconferencing.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	ii
LIST OF TABLES.....	vi
LIST OF FIGURES.....	xxi
CHAPTER I	
THE PROBLEM.....	1
Introduction.....	1
Statement of the Problem.....	6
Purpose of the Study.....	7
Significance.....	8
Limitations.....	8
Assumptions.....	8
Definition of Terms.....	9
CHAPTER II	
REVIEW OF LITERATURE.....	11
Introduction.....	11
Types of Inservice.....	11
Definitions of Inservice.....	14
Search for Effective Inservice.....	16
CHAPTER III	
RESEARCH PROCEDURES.....	26
Introduction.....	26
Population.....	26
Selection Methodology.....	27
Preparation of Instruments.....	32
Data Collection.....	36
Methods of Analysis.....	40

Table of Contents (cont.)

	Page
CHAPTER IV	
FINDINGS.....	45
Introduction.....	45
Consortium I.....	50
Planning.....	62
Implementation.....	75
Evaluation.....	88
Summary.....	92
Consortium II.....	96
Planning.....	103
Implementation.....	118
Evaluation.....	131
Summary.....	135
Consortium III.....	138
Planning.....	146
Implementation.....	158
Evaluation.....	173
Summary.....	176
All Consortia.....	180
Planning.....	189
Implementation.....	204
Evaluation.....	222
Summary.....	228
CHAPTER V	
SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS.....	231
Introduction.....	231
Summary.....	231
Conclusions.....	233
Recommendations.....	234
Reflections.....	237
REFERENCES.....	240

Table of Contents (cont.)

	Page
APPENDICES	
APPENDIX A - Teacher Center Appropriations.....	245
APPENDIX B - Section 97.....	247
Senate Bill No. 1109.....	248
Section 26, Public Act 101.....	249
APPENDIX C - Report on Professional Staff Development Activities for 1979-80..	250
APPENDIX D - Structured Interview/Consortium Coordinator.....	324
Local District Administrator.....	331
APPENDIX E - Questionnaire.....	333
Cover Letter.....	337
Follow-up Postcard.....	338
Follow-up Letter.....	339
APPENDIX F - Summary of Interviews Consortium Coordinators.....	340
Summary of Interview Local District Administrators.....	

LIST OF TABLES

	Page
Table 1 -- Ranking of Consortia Over 750 Professionals for Selection By Dollar Allocated.....	29
Table 2 -- Number of Professionals, Districts and 1979-80 Dollar Allocation for Selected Consortium.....	30
Table 3 -- Number of Selected Districts By Consortium	31
Table 4 -- Professionals Interviewed By Consortium and Position.....	37
Table 5 -- Questionnaire Return Rates By: Instructional Personnel and Administrators.....	39
Table 6 -- Population, Municipalities and Per Capita Income By Consortia.....	46
Table 7 -- School Districts, Public School Enrollment and Professionals By Consortia.....	46
Table 8 -- Return Rate for Questionnaires By Groups in All Consortia.....	47
Table 9 -- Groups Interviewed By Position In Each Consortia.....	48
Table 10 -- Total Enrollment for Local Districts in Which Interviews Were Conducted By Consortium.....	48
Table 11 -- Annual Budgets for Local Districts in Which Interviews Were Conducted By Consortium	
Table 12 -- Consortium I Response Rates Questionnaires Returned By Groups Surveyed.....	57
Table 13 -- Ages of Respondents to Questionnaire in Consortium I.....	58

List of Tables (cont.)

	Page
Table 14 -- Level of Education For Those Responding To The Questionnaire In Consortium I.....	58
Table 15 -- Years of Service In Local Districts For Those Responding To The Questionnaires In Consortium I.....	58
Table 16 -- Years Of Service In Education For Respondents To The Questionnaire In Consortium I.	59
Table 17 -- The Role Of Respondents In Professional Development In Consortium I.....	59
Table 18 -- Frequency Of Attendance At Types Of Professional Development Programs By Respondents In Consortium I In The Last Two Years.....	60
Table 19 -- Consortium I: A Comparison Of Responses By Instructional Personnel And Administrators On The Basis For Prioritizing Needs For Professional Development Programs.....	63
Table 20 -- Consortium I: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Basis For Prioritizing Needs Ranked By Level Of Intensity.....	64
Table 21 -- Consortium I: A Comparison Of The Responses By Instructional Personnel And Administrators On The Extent Of Influence By Groups On The Determination Of Goals For Professional Development Programs.....	65
Table 22 -- Consortium I: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Of Influence By Groups On The Determination Of Goals Ranked By Level Of Intensity.	66
Table 23 -- Consortium I: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Identified Processes Are Used For Planning And Evaluation Of Professional Development Programs.....	67

List of Tables (cont.)

	Page
Table 24 -- Consortium I: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Identified Processes Are Used For Planning And Evaluation Of Professional Development Programs Ranked By Level Of Intensity....	68
Table 25 -- Consortium I: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Of Influence Of Groups On The Selection Of Instructional Personnel For Professional Development Programs.....	69
Table 26 -- Consortium I: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Of Influence By Groups On The Selection Of Instructional Personnel For Professional Development Programs Ranked By Level Of Intensity.....	71
Table 27 -- Consortium I: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent To Which Types Of Personnel Are Used In Professional Development Programs.....	76
Table 28 -- Consortium I: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent To Which Types Of Personnel Are Used In Professional Development Programs Ranked By Level Of Intensity.....	77
Table 29 -- Consortium I: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Identified Funding Sources Are Used To Support Professional Development Programs.....	78
Table 30 -- Consortium I: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Funding Sources Are Used To Support Professional Development Programs Ranked By Level Of Intensity.....	79

List of Tables (cont.)

	Page
Table 31 -- Consortium I: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Specific Formats Are Used In Professional Development Programs	80
Table 32 -- Consortium I: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Specific Formats Are Used In Professional Development Programs Ranked By Level Of Intensity.....	81
Table 33 -- Consortium I: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Identified Techniques Were Used In Professional Development Programs Attended By Respondents.....	82
Table 34 -- Consortium I: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Identified Techniques Were Used In Professional Development Programs Attended By Respondents Ranked By Level Of Intensity.	84
Table 35 -- Consortium I: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent To Which Factors Motivated Participants In Professional Development Programs. (Intensity Is Measured As The Combined Percentages Of The Responses To Considerable And A Great Deal.....	85
Table 36 -- Consortium I: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent To Which Factors Motivated Participants In Professional Development Programs Ranked By Level Of Intensity....	86
Table 37 -- Consortium I: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent To Which Identified Methods Are Used In Evaluating Professional Development Programs.....	89

List of Tables (cont.)

	Page
Table 38 -- Consortium I: A Comparison Of Intensity Of Responses By Instructional personnel And Administrators On The Extent To Which Identified Methods Are Used In Evaluating Professional Development Programs Ranked By Level Of Intensity.....	91
Table 39 -- Response Rates For Questionnaires In Consortium II By Groups Surveyed.....	100
Table 40 -- Ages Of Respondents In Consortium II....	100
Table 41 -- Level Of Education For Those Responding To The Questionnaire In Consortium II...	101
Table 42 -- Years Of Service In Local Districts For Those Responding To The Questionnaire In Consortium II.....	101
Table 43 -- Years Of Service In Education For Respondents To The Questionnaire In Consortium II.....	101
Table 44 -- Role Of Respondents In Professional Development For Consortium II.....	102
Table 45 -- Frequency Of Attendance At Types Of Professional Development Programs By Respondents In Consortium II In The Last Two Years.....	102
Table 46 -- Consortium II: A Comparison Of Responses By Instructional Personnel And Administrators On The Basis For Prioritizing Needs For Professional Development Programs...	105
Table 47 -- Consortium II: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Basis For Prioritizing Needs Ranked By Level Of Intensity.....	107
Table 48 -- Consortium II: A Comparison Of The Responses By Instructional Personnel And Administrators On The Extent Of Influence By Groups On The Determination Of Goals For Professional Development Programs...	108

List of Tables (cont.)

	Page
Table 49 -- Consortium II: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Of Influence By Groups On The Determination Of Goals Ranked By Level Of Intensity.....	109
Table 50 -- Consortium II: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Identified Processes Are Used For Planning And Evaluating Professional Development Programs.....	110
Table 51 -- Consortium II: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Identified Processes Are Used For Planning And Evaluation Of Professional Development Programs Ranked By Level Of Intensity.....	111
Table 52 -- Consortium II: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Of Influence Of Groups On The Selection Of Instructional Personnel For Professional Development Programs.....	112
Table 53 -- Consortium II: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Of Influence By Groups On The Selection Of Instructional Personnel For Professional Development Programs Ranked By Level Of Intensity.....	113
Table 54 -- Consortium II: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent To Which Types Of Personnel Are Used In Professional Development Programs.....	114
Table 55 -- Consortium II: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent To Which Types Of Personnel Are Used In Professional Development Programs Ranked By Level Of Intensity.....	120

List of Tables (cont.)

	Page
Table 56 -- Consortium II: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Identified Funding Sources Are Used To Support Professional Development Programs.....	121
Table 57 -- Consortium II: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Funding Sources Are Used To Support Professional Development Programs Ranked By Level Of Intensity.....	122
Table 58 -- Consortium II: A Comparison Of Responses By Instructional Personnel and Administrators On The Extent Specific Formats Are Used In Professional Development Programs	123
Table 59 -- Consortium II: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Specific Formats Are Used In Professional Development Programs Ranked By Level Of Intensity.....	124
Table 60 -- Consortium II: A Comparison Of The Intensity Of Responses By Instructional Personnel and Administrators On The Extent To Which Identified Techniques Were Used In Professional Development Programs Attended By Respondents.....	125
Table 61 -- Consortium II: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Identified Techniques Were Used In Professional Development Programs Attended By Respondents Ranked By Level of Intensity.	126
Table 62 -- Consortium II: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent To Which Factors Motivated Participants In Professional Development Programs.....	127

List of Tables (cont.)

	Page
Table 63 -- Consortium II: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent To Which Factors Motivated Participants In Professional Development Programs Ranked By Level Of Intensity.....	128
Table 64 -- Consortium II: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent To Which Identified Methods Are Used In Evaluating Professional Development Programs.....	132
Table 65 -- Consortium II: A Comparison Of Intensity Of Responses By Instructional Personnel And Administrators On The Extent To Which Identified Methods Are Used In Evaluating Professional Development Programs Ranked By Level Of Intensity.....	133
Table 66 -- Response Rates For Questionnaires In Consortium III By Groups Surveyed.....	141
Table 67 -- Ages Of Respondents To The Questionnaire In Consortium III.....	142
Table 68 -- Level Of Education For Those Responding To The Questionnaire In Consortium III...	142
Table 69 -- Years Of Service In Local Districts For Those Responding To The Questionnaire In Consortium III.....	142
Table 70 -- Years Of Service In Education For Those Responding To The Questionnaire In Consortium III.....	143
Table 71 -- Role Of Respondents In Professional Development For Those Responding To The Questionnaire In Consortium III.....	143
Table 72 -- Types Of Professional Development Programs By Respondents In Consortium III In The Last Two Years.....	144

List of Tables (cont.)

	Page
Table 73 -- Consortium III: A Comparison Of Responses By Instructional Personnel And Administrators On The Basis For Prioritizing Needs For Professional Development Programs....	148
Table 74 -- Consortium III: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Basis For Prioritizing Needs Ranked By Level Of Intensity.....	149
Table 75 -- Consortium III: A Comparison Of The Responses By Instructional Personnel And Administrators On The Extent Of Influence By Groups On The Determination Of Goals For Professional Development Programs....	150
Table 76 -- Consortium III: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Of Influence By Groups On The Determination Of Goals Ranked By Level Of Intensity.....	151
Table 77 -- Consortium III: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Identified Processes Are Used For Planning And Evaluation Of Professional Development Programs.....	152
Table 78 -- Consortium III: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Identified Processes Are Used For Planning And Evaluation Of Professional Development Programs Ranked By Level Of Intensity....	153
Table 79 -- Consortium III: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Of Influence Of Groups On The Selection Of Instructional Personnel For Professional Development Programs....	154

List of Tables (cont.)

	Page
Table 80 -- Consortium III: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Of Influence By Groups On The Selection Of Instructional Personnel For Professional Development Programs Ranked By Level Of Intensity.....	155
Table 81 -- Consortium III: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent To Which Types Of Personnel Are Used In Professional Development Programs.....	161
Table 82 -- Consortium III: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent To Which Types Of Personnel Are Used In Professional Development Programs Ranked By Level Of Intensity.....	162
Table 83 -- Consortium III: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Identified Funding Sources Are Used To Support Professional Development Programs.....	163
Table 84 -- Consortium III: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Funding Sources Are Used To Support Professional Development Programs Ranked By Level Of Intensity.....	164
Table 85 -- Consortium III: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Specific Formats Are Used In Professional Development Programs	165
Table 86 -- Consortium III: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Specific Formats Are Used In Professional Development Programs Ranked By Level Of Intensity.....	166

List of Tables (cont.)

	Page
Table 87 -- Consortium III: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Identified Techniques Were Used In Professional Development Programs Attended By Respondents.....	167
Table 88 -- Consortium III: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Identified Techniques Were Used In Professional Development Programs Attended By Respondents Ranked By Level Of Intensity.....	168
Table 89 -- Consortium III: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent To Which Factors Motivated Participants In Professional Development Programs. (Intensity Is Measured As The Combined Percentages Of The Responses To Considerable And A Great Deal.).....	169
Table 90 -- Consortium III: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent To Which Factors Motivated Participants In Professional Development Programs Ranked By Level Of Intensity....	170
Table 91 -- Consortium III: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent To Which Identified Methods Are Used In Evaluating Professional Development Programs.....	174
Table 92 -- Consortium III: A Comparison Of Responses By Instructional Personnel And Administrators On The EXtent To Which Identified Methods Are Used In Evaluating Professional Development Programs Ranked By Level Of Intensity.....	175
Table 93 -- The Return Rate For Those Groups That Were Sent A Questionnaire For All Consortia Studied.....	183

List Of Tables (cont.)

	Page
Table 94 -- A Comparison Of The Ages Of Respondents To The Questionnaire By Consortium.....	184
Table 95 -- A Comparison Of Levels Of Education For All Consortia Studied.....	184
Table 96 -- A Comparison Of Years Of Service In Local Districts For Respondents In All Consortia	185
Table 97 -- A Comparison Of Years Of Service In Education For Those Responding To The Questionnaire In All Consortia.....	185
Table 98 -- A Comparison Of The Role Of Respondents In Professional Development Programs In All Consortia Studied.....	186
Table 99 -- Frequency Of Attendance At Types Of Professional Development Programs By Respondents In All Consortia In The Last Two Years.....	187
Table 100 -- All Consortia: A Comparison Of Responses By Instructional Personnel And Administra- tors On The Basis For Prioritizing Needs For Professional Development Programs....	191
Table 101 -- All Consortia: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Basis For Prioritizing Needs Ranked By Level Of Intensity.....	193
Table 102 -- All Consortia: A Comparison Of The Responses By Instructional Personnel And Administrators On The Extent Of Influence By Groups On The Determina- tion Of Goals For Professional Develop- ment Programs.....	194
Table 103 -- All Consortia: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Of Influence By Groups On The Determination Of Goals Ranked By Level Of Intensity.....	196

List of Tables (cont.)

	Page
Table 104 -- All Consortia: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Identified Processes Are Used For Planning And Evaluation Of Professional Development Programs.....	197
Table 105 -- All Consortia: A Comparison Of The Intensity Of Responses By Instructional Personnel and Administrators On The Extent Identified Processes Are Used For Planning And Evaluation Of Professional Development Programs Ranked By Level Of Intensity.....	199
Table 106 -- All Consortia: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Of Influence Of Groups On The Selection Of Instructional Personnel For Professional Development Programs.....	200
Table 107 -- All Consortia: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Of Influence By Groups On The Selection Of Instructional Personnel For Professional Development Programs Ranked By Level of Intensity.....	202
Table 108 -- All Consortia: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent To Which Types Of Personnel Are Used In Professional Development Programs.....	206
Table 109 -- All Consortia: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent To Which Types Of Personnel Are Used In Professional Development Programs Ranked By Level Of Intensity.....	208
Table 110 -- A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Identified Funding Sources Are Used To Support Professional Development Programs.	209

List of Tables (cont.)

	Page
Table 111 -- All Consortia: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Funding Sources Are Used To Support Professional Development Programs Ranked By Level Of Intensity.....	211
Table 112 -- All Consortia: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Specific Formats Are Used In Professional Development Programs.....	212
Table 113 -- All Consortia: A Comparison Of The Intensity Of Responses By INstructional Personnel And Administrators On The Extent Specific Formats Are Used In Professional Development Programs Ranked By Level of Intensity.....	214
Table 114 -- All Consortia: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent Identified Techniques Were Used In Professional Development Programs Attended By Respondents.....	215
Table 115 -- All Consortia: A Comparison Of The Intensity Of Responses By Instructional Personnel And Administrators On The Extent Identified Techniques Were Used In Professional Development Programs Attended By Respondents Ranked By Level Of Intensity.....	217
Table 116 -- All Consortia: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent To Which Identified Methods Are Used In Evaluating Professional Development Programs.....	218
Table 117 -- All Consortia: A Comparison OF The Intensity Of Responses By Instructional Personnel And Administrators On The Extent To Which Factors Motivated Participants In Professional Development Programs Ranked By Level Of Intensity....	220

List of Tables (cont.)

	Page
Table 118 -- All Consortia: A Comparison Of Responses By Instructional Personnel And Administrators On The Extent To Which Factors Motivated Participants In Professional Development Programs...	224
Table 119 -- All Consortia: A Comparison Of Intensity Of Responses By Instructional Personnel And Administrators On The Extent To Which Identified Methods Are Used In Evaluating Professional Development Programs Ranked By Level Of Intensity.....	226

LIST OF FIGURES

Figure	Page
1 - STAFF DEVELOPMENT CONSORTIUM ORGANIZATIONAL CHART.....	52
2 - CONSORTIUM I: PROFILE.....	95
3 - CONSORTIUM II: PROFILE.....	137
4 - CONSORTIUM III: PROFILE.....	178
5 - ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE BASIS FOR PRIORITIZING NEEDS FOR PROFESSIONAL DEVELOPMENT PROGRAMS....	192
6 - ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE DETERMINATION OF GOALS FOR PROFESSIONAL DEVELOPMENT PROGRAMS.....	195
7 - ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED PROCESSES ARE USED FOR PLANNING AND EVALUATING PROFESSIONAL DEVELOPMENT PROGRAMS.....	198
8 - ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF GROUPS INFLUENCE ON THE SELECTION OF INSTRUCTIONAL PERSONNEL FOR PROFESSIONAL DEVELOPMENT PROGRAMS.....	201
9 - ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH TYPES OF PERSONNEL ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS.....	207
10 - ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED FUNDING SOURCES ARE USED TO SUPPORT PROFESSIONAL DEVELOPMENT PROGRAMS.....	210

List of Figures (cont.)

Figure	Page
11 - ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT SPECIFIC FORMATS ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS.....	213
12 - ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH IDENTIFIED TECHNIQUES WERE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS ATTENDED BY RESPONDENTS.....	216
13 - ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH FACTORS MOTIVATED PARTICIPANTS IN PROFESSIONAL DEVELOPMENT PROGRAMS.....	219
14 - ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH IDENTIFIED METHODS ARE USED IN EVALUATING PROFESSIONAL DEVELOPMENT PROGRAMS.....	225
15 - ALL CONSORTIA: PROFILE.....	230

CHAPTER I

THE PROBLEM

Introduction

Nationally, inservice education programs have become an enormous enterprise. Joyce, Howey, and Yarger¹ report that over 50 percent of the teachers in the United States hold Masters' degrees with five percent holding doctorates. There are an estimated 70,000 to 80,000 education professors, supervisors, and consultants engaged full or part-time in inservice education. There is one instructor for every 25 teachers holding positions. There are another 100,000 principals and nearly 50,000 non-supervisory instructional personnel serve as support personnel for teachers. It has been estimated that a quarter million educators are engaged in some form of inservice.²

There are three factors contributing to the growth of inservice education: the decline of pre-service enrollments in colleges' of education; lack of yearly influx of new personnel in school districts; a rising concern by teachers for their own professional development, and concern by the public manifested through their representatives.³

These factors have had an impact on colleges' of education, state departments' of education, school districts, the public, and teacher organizations.⁴

Colleges of education are suffering serious declines in pre-service enrollments. At the same time, teachers in the field are seeking continuing education to meet challenges that weren't addressed in their pre-service education.

State departments of education are increasingly interested in inservice education programs as fewer certificates are awarded due to the ageing of teaching staffs. The demand for accountability has influenced state departments to seek more effective models in inservice education.

School districts are faced with older staff with problems for which their formal training has been inadequate. New demands for "multicultural" education and mainstreaming of the handicapped are examples of programs that require the retraining of existing staff.

The public continues to ask for increased accountability. This demand is expressed through their representatives and translated into legislative mandate. Minimum competency testing and periodic assessment of student performance on a national basis reflect the demand for accountability.

Teachers' organizations have demanded a stronger voice in the planning, implementation and evaluation of inservice education. These demands are now part of many contracts. NEA⁵ lobbied strongly for federal funding of teacher centers which was granted in the National Teachers' Centers' Act. (See Appendix A for copy of Act.)

Professional Development in Michigan

The major factors influencing the national interest in professional development are also present in Michigan.

Bricton⁶ cites that 75 percent of the approximate 109,000 professional personnel in Michigan in 1979 have completed all necessary requirements beyond the Bachelor's degree for permanent certification. A high percentage are near the top of district salary schedules.⁷ Bricton points out that with continued declining enrollments and layoffs according to seniority, professional staff will have more experience at maximum salary with higher levels of university preparation.⁸

The Michigan Department of Education has responded to the demand for accountability with the development of minimum performance objectives in reading, mathematics, social studies, science, art, and physical education. Since 1973, the department has administered a criterion referenced test assessing the progress of fourth and seventh graders in reading and mathematics.⁹

Teacher organizations in Michigan during the late sixties and early seventies consolidated their power. By the early seventies, the MEA and the AFT had organized the majority of teachers in Michigan. The MEA's membership is over 80,000. With organization, teachers demanded a stronger voice in determining their own professional development. A summary of selected contract provisions by

the Michigan Education Association in 1978 identified 384 contracts or 74 percent of the 520 examined made reference to inservice.¹⁰ The MEA lobbied long and hard for the National Teachers' Centers' Act and the Michigan Entitlement Program for Professional Development.¹¹

The Michigan Department of Education adopted a state plan for professional development in 1979 after enabling legislation in 1977 and 1979. (See Public Acts 101 and 94, Section 97 in Appendix B.) The Entitlement Program begun in 1978 included initial grants to set up Professional Development Advisory Councils and included \$400,000 in grants distributed for Career Education under Public Act 395, Section 30.¹²

During 1979-80,¹³ 3.2 million dollars were granted to eligible districts under the following formula: Funds were allocated at \$18.01 per professional in local districts or consortia of districts with less than 750 professionals. Allocations of \$27.07 per professional were given to local districts or consortia of districts with more than 750 professionals.

Requirements for districts or consortia receiving professional development funds included a plan on how they would:¹⁴

- 1) Assess local needs for inservice
- 2) Prioritize those needs
- 3) Develop objectives

- 4) Identify agencies to assist and carry out the plan
- 5) Develop an evaluation plan.

Districts or consortia receiving funds were required to submit periodic progress reports. A final report on activities and disbursement of funds was also required.

Local governance of the program was accomplished through a policy board which included a majority of teachers, and with local representation from boards of education, administrators, and instructional support staff. Program coordinators were chosen by the fiscal agent (usually a local intermediate school district for consortiums). A maximum of 15 percent of the allocation could be spent for coordinating activities.¹⁵

The Office of Professional Development in the Michigan Department of Education coordinates the state plan. The office also works with other units within the Department, coordinating Professional Development activities, to avoid duplication and more efficiently use existing resources people, money and materials. (For a Summary of Professional Development Dollars for 1979-1981, see Appendix C.)

The Department of Education has developed a model for staff development to guide its own administrative units. The model includes:¹⁶

- 1) making staff aware of a need;
- 2) readiness and commitment to acquire new skills;
- 3) specific techniques and skills for classroom management;
- 4) gain community support for the change; and 5) delivery of the skills the staff needs to help students.

Data On Compliance

Professional Development Entitlement Funds went to 52 intermediate school districts and 540 local education agencies during 1979-80. The breakdown is as follows:¹⁷

- 1) Thirty consortia over 750 professional personnel.
- 2) Twelve consortia under 750 professional personnel.
- 3) Thirteen single districts over 750 professional personnel.
- 4) Seventy-three single districts.
- 5) Eighty-nine applications from intermediate and local districts in which eligibility for career education funds did not correlate with eligibility for professional development funds.

Statement of the Problem

The Michigan Department of Education, Office of Professional Development, has in place a suggested model for professional development. Through the model and supporting legislation, Public Act 94, Section 97, over five million dollars will be spent by 1982.¹⁸

There was, however, a lack of detailed information on the background, setting, and processes for planning, implementation, and evaluation of professional development programs.

The data available on professional development programs were based on compliance reports and a needs assessment

compiled from policy board members attending state-sponsored workshops. A Summary of Progress Reports¹⁹ submitted by funded districts and consortia indicated 554 policy boards met for 209,000 hours. An additional 44,848 hours were spent on needs assessments, planning programs, identifying resources, developing by-laws, and delivering programs.

The data available from needs assessments with 232 members of policy boards revealed members needed more information about planning needs assessments and evaluating programs.²⁰

Despite the previously cited compliance data little in-depth information was available on the background, setting, and processes for planning, implementation, and evaluation of professional development programs.

Purpose of the Study

The primary purpose of this study was to increase information on how consortia operationalize processes for implementing professional development programs. Specifically, this study had three purposes:

- 1) To identify and describe the background and setting of professional development programs in selected consortia in Michigan.
- 2) To identify and describe the processes for planning, implementation, and evaluation of professional development programs.

- 3) To identify and describe similarities and differences in planning, implementation, and evaluation of programs, between consortia.

Significance

The Michigan Department of Education, through the Office of Professional Development, will have spent over five million dollars by 1982, supporting professional development programs. Yet, beyond general quantitative informations on dollars spent, people involved, and hours spent, little was known. There is a need by practitioners and policy makers to better understand the background, setting, and process for planning, implementation, and evaluation of professional development programs.

Limitations

- 1) This study does not represent the way all local and intermediate school districts deliver professional development programs.
- 2) The population selected for this study does not represent all constituencies involved in professional development programs.

Assumptions

- 1) Local conditions, resources and rewards, and program characteristics, are major factors affecting professional development programs.

- 2) It is assumed that those responding to this study have knowledge of professional development programs in their districts.

Definition of Terms

Consortium	- A group of school districts and/or intermediate school districts that have pooled their allocations under the Professional Development Entitlement Program in Michigan. This group cooperates in planning, implementing and evaluation professional development programs.
Fiscal Agent	- An agency (school district or intermediate) designated by the State Department of Education as accountable for the proper disbursement of funds granted by the state.
Instructional Personnel	- Teachers, counselors, librarians, and special education teachers that work directly with students.
Intermediate School Districts	- An educational agency established by the state to assist the state in coordinating educational services to local districts. (58 in Michigan)

- Local Education Agency (LEA's) - Local school districts that are controlled by a local school board. There are 534 LEA's in Michigan.
- Policy Boards - A governing body responsible for coordinating professional development allocations awarded to fiscal agent under the Public Act 94 Section 97, 1979. The Board must have a majority of teachers usually 51 percent.,
- Professional Development Programs - Planned and organized effort to provide teachers and other educational workers with knowledge and skills to facilitate improved student learning and performance commensurate with student incentive and potential; meet additional developmental needs of students and meet the specific needs of staff that may or may not be related to cognitive outcomes.²¹

CHAPTER II

REVIEW OF LITERATURE

Introduction

The literature on inservice is extensive with over 1,000 entries in ERIC and another 600 articles in journals between 1957 and 1977.²² This review of selected literature will focus on the literature on inservice since 1957. The literature falls into three categories: 1) Types of Inservice, 2) Definitions of Inservice, 3) Search for Effective Inservice.

Types of Inservice

Berge, Russell and Walden in 1957²³ sent questionnaires to a national sample of 314 school districts asking them to report on their inservice programs. Responses from 145 districts identified three categories: 1) Inservice as initiated and conducted by persons in the central office of a school district; 2) the decentralized approach in which inservice is the responsibility of local school staff; 3) local programs coordinated through central office. Berge et al found that 57 percent or 83 programs in districts were centrally coordinated. Techniques for evaluation varied with 38 percent using oral reactions, 20

percent using questionnaires and 45 percent using a combination of techniques.

The NEA in 1966²⁴ identified 19 different types of inservice. The list included: classes and courses, institutes, conferences, workshops, staff meetings, committee work, professional reading, individual travel, camping, work experience, teacher exchanges, research, professional writing, professional association work, cultural experiences, and community organization work. This list includes just about everything a teacher does inside school and outside. There isn't any attempt to categorize or define each type.

Edelfelt²⁵ in reviewing several hundred sources in ERIC in 1973-74, lists 20 types of inservice. Edelfelt's list is heavily influenced by the latest technological developments and their application to education: teacher centers, mini-courses, microteaching, simulations, role playing, videotape analysis of teacher behavior, and television lessons. This review remains simply a listing.

Bush²⁶ in 1971 identified four forms that inservice education was taking: 1) expository exhortations, 2) demonstration teaching, 3) supervised trials, and 4) analysis of performance. This scheme provides a conceptual framework for sorting methodologies but is too abstract to offer much information about differences.

Nicholson et al²⁷ in 1977 suggested four contexts for inservice as found in the literature: job-embedded, job-

related, credential-oriented, professional organization-related, and self-directed. For the first time a useful typology had been constructed for inservice programs. It is worth taking time to look at these categories.

Job-embedded inservice is the learning that takes place as one does the usual activities of teaching: committee work, interaction in team teaching, interaction with consultants provided by the district.²⁸

Job-related inservice are activities that are not part of a teacher's job. Nicholson cites Richey²⁹ as indicating that the most popular form of job-related inservice, other than college courses, was the workshop. Additional activities include: teachers exchanges, teacher centers, and computer-assisted instruction.³⁰

Credential-oriented inservice is the teacher-as graduate-student taking courses to fulfill certification or advance degree requirements.³¹

Professional organization-related activities includes conventions and workshops offered to deal with problems as defined by teacher organizations or professional organizations formed around curriculum issues.³²

Self-directed inservice identifies the teacher as a self-motivated craftsman or professional in which the motivation and direction for learning come from within the person. Four types of self-directed inservice identified included: release time, sabbatical leaves, education courses, and professional reading.³³

Summary

The literature is full of studies identifying types of inservice. Generally these lists have been too general or so comprehensive that they included everything. The one exception to this were the four contexts identified by Nicholson et al in 1977.

Definitions of Inservice

The major question over how to define inservice education continues to be debated. This section will examine how definitions have evolved in the literature.

Nicholson et al, in their review of the definitions of inservice, suggest the following formula for forming a suitable synonym for inservice.³⁴

To form a suitable synonym for inservice education--1) choose one word for Column A and/or one word from Column B; and then 2) choose one word from Column C:

A	B	C
"continuing"	"staff"	"development"
"continuous"	"professional"	"growth"
	"teacher"	"education"
	"personnel"	"preparation"
		"renewal"
		"improvement"

The evolution of a definition for inservice closely parallels the listing of types of inservice. Hass, in the 1957 National Society for the Study of Education (NSSE) Yearbook, defines inservice as:³⁵

Broadly conceived, inservice education includes all activities engaged in by the professional personnel during their

service and designed to contribute to improvement on the job.

Eighteen years later in NSSE's 1975 Yearbook, inservice is defined by Morris L. Cogan:³⁶

Inservice education of teachers is commonly understood to include the collegiate and school-based programs of professional study and work in which the teacher is involved after he has been certified and employed.

The definition has narrowed since 1957. There has been a retreat from "all activities" to "collegiate and school-based." "Professional personnel" has been narrowed to "teachers." This may reflect the increased power of teachers' organizations.

Nicholson points out inservice can be defined broadly, as in this definition by Harris and Bessent.³⁷

Broadly defined, inservice education must include all activities aimed at the improvement of professional staff members. Since this conception is too broad to be useful for the purposes of this book, however, we are defining inservice education as planned activities for the instructional improvement of professional staff members.

Harris and Bessent limit inservice to planned activities for instructional improvement. This rules out Nicholson's self-directed, and possibly some of the professional organization-related activities. What we do see is the influence of research on change, which will be discussed later in this review.

The systematic design of inservice education is further illustrated in this definition by Orrange and Van Ryn.³⁸

Inservice education is that portion of professional development that should be publicly supported and includes a program of systematically designed activities planned to increase the competencies--knowledge, skills, and attitudes--needed by school personnel in the performance of their assigned responsibilities.

The prescription for a "systematically designed program is clear in Orrange and Van Ryn's definition. Competencies are defined and the purpose for inservice is broadened to include "assigned responsibilities."

This brief look at the evolution of definitions reflects the influence of research on change in education and the political struggle over inservice for whom, by whom, and for what.

Search for Effective Inservice

The late sixties and early seventies found the literature on inservice examining inservice in the context of the school setting. At the same time, significant research was being reported on change and the diffusion of innovations in education.

The first significant review of research on change and inservice was done by Westby-Gibson of the Far West Laboratory in 1967.³⁹ The review covers research in terms of the social setting in which the school is placed and the setting the school produces. Interactions between teacher and school are considered. These are related to the processes for change in the school. Implications for inservice are

listed after an examination of each setting:⁴⁰ Role of the Teacher, Structure of School, Interaction Between the Teacher and School Leadership, and Interaction and the Community. The review suggests implications from research on diffusion of innovations that would be applicable to education.

The review by Westby-Gibson represents a major attempt at linking research on change with practical recommendations for effective inservice programs.

Asher⁴¹ produced a review in 1967 on the psychological perspectives pertinent to inservice. The review covers: 1) The history of inservice education; 2) Ideal goals for inservice; 3) Analysis of inservice programs; 4) Acceptance of innovations; 5) How inservice programs should be evaluated; 6) Future inservice trends; and 7) Recommendations for improving programs.

Asher cites some significant studies in the review and their contributions to the field. A summary of contributions by each author follows.

Rogers⁴² in 1962 presented a general model for diffusion of innovation based on the concepts of individual differences in accepting change. Rogers also identifies a cognitive process through which an idea must go before adoption: awareness, evaluation and trial. Rogers had identified a process for planned change, one which could be linked to inservice.

Guba⁴³ in 1965 contrasted change in education with changes in agriculture. Guba was identifying variables in the change process. The contrast can be illustrated as follows.⁴⁴

The Contrasting of Changes in Education and Agriculture

Education	Agriculture
1. Change initiated by a bureaucratic organization.	1. Change instituted by an individual entrepreneur.
2. Sources of change not institutionalized.	2. Sources of change institutionalized.
3. Too many variables in the learning process to determine a direct causal relationship.	3. Innovations are thoroughly researched and field-tested and disseminated through institutionalized change agents.
4. Change is affected by forces not present in other fields. Specifically, local autonomy, teaching viewed as an art guided by intuitive terms.	

Brickell⁴⁵ reporting in 1961 on the organization of New York State for educational change, points out significant factors affecting change. After studying 100 public school systems with 1,500 classrooms at all grade levels, and interviewing administrators in 13 colleges and universities, Brickell made these observations:⁴⁶

- 1) Fundamental change can only be accomplished with consent of administrators.

- 2) Teachers can only make three types of changes without interaction with administrators.
 - a) Practices in their own classrooms.
 - b) Reorganization of content in cooperation with other teachers.
 - c) Introduction of a single special course.
- 3) Few instructional programs are invented in school districts, most programs are adaptations.
- 4) Decisions to try new practices are conditioned by:
 - a) Suspicion of outsiders.
 - b) Written reports are not as important as visitations.
 - c) Visitations are successful in promoting change if the situation visited is similar to the visitor's situation.
- 5) The three critical events in planned change are design, evaluation and dissemination.

The conclusions reported by Brickell further delineated the planned change process as it existed in education.

The studies cited in Asher's review continue the trend in identifying the change process and its application to inservice practices.

Devore⁴⁷ and Sobol⁴⁸ in separate reviews of research on inservice, attempt to identify variables important in changing inservice procedures. There are some useful suggestions in these reviews, but little hard research.

The fault is not with the reviewers as there was little hard scientific research being done.

Probably the best review of research was that of Lawrence and others⁴⁹ in 1974. Lawrence established a working definition of inservice programs and reviewed only those programs with some sort of evaluation. The conclusions drawn can be summarized as follows:

- 1) School-based inservice programs concerned with complex behaviors tend to have greater success in accomplishing their objectives than do college-based programs dealing with complex behaviors.⁵⁰
- 2) Teacher attitudes are more likely to be influenced in school-based than college-based inservice programs.⁵¹
- 3) School-based programs in which teachers participate as helpers to each other and planners of inservice tend to have greater success in accomplishing their objectives.⁵²
- 4) School-based inservice programs that emphasize self-instruction by teachers have a strong record of effectiveness.⁵³
- 5) Inservice education programs that have differentiated training experiences for different teachers are more likely to accomplish their objectives...⁶¹
- 6) Inservice education programs that place the teacher in an active role are more likely to accomplish their objectives.⁵⁴
- 7) Inservice education programs that emphasize demonstrations, supervised trials and feedback are more likely to accomplish their goals.⁵⁵
- 8) Inservice education programs in which teachers share and provide mutual assistance to each other are more likely to accomplish their objectives.

- 9) Teachers are more likely to benefit from inservice education programs that are linked to a general effort of the school.⁵⁷
- 10) Teachers are more likely to benefit from inservice programs in which they can choose goals and activities for themselves are contrasted with programs in which goals are preplanned.⁵⁸
- 11) Self-initiated and self-directed training activities are seldom used in inservice programs but this pattern is associated with successful accomplishment of program goals.

Edelfelt⁶⁰ in his review of 256 entries in ERIC notes the lack of an overall policy for inservice programs. Edelfelt cites problems in Rethinking Inservice Education.⁶¹

Inservice education takes place on the teachers own time... It is seldom based on teacher need and is often conducted in a manner that negates the principles of good teaching and learning.

Hite and Howey⁶² in 1977 synthesized the key elements of the literature, up to this date, in Planning Inservice Teacher Education: Promising Alternatives. Hite incisively summarizes the historical background for inservice, definition, determiners of inservice programs, and steps in planning inservice. Hite develops a framework for studying inservice education drawn from the literature.

Howey⁶³ explores the potential for inservice through the examination of constraining factors and enabling factors. Howey goes on to suggest future models for inservice built around collaborative efforts between teachers, school districts, and universities.

Finally, McLaughlin, Wallin, and Marsh,⁶⁴ in "Staff Development and School Change" printed in 1979, summarize the findings of the Rand Study and its relation to in-service. The Rand study cites three factors influencing teacher commitment to change:⁶⁵ 1) motivation of district managers; 2) projection of planning strategies; 3) the scope of the proposed change agent project.

The five key factors related to staff development are:⁶⁶

- 1) Teachers often represent the best clinical expertise available.
- 2) There is a need to reinvent the wheel to get ownership and adaptation of an innovation to local conditions.
- 3) Installment of an innovation is a long term, non-linear process.
- 4) Staff development should be seen as developmental process carried out at the building level.
- 5) It is important to see staff development in the context of the school as an organization.

The literature in recent years has devoted considerable space to collaborative arrangements. The literature here, as elsewhere, reflects a descriptive mode.

Nicholson et al⁶⁷ provides a review of collaborative arrangements. The review explores the rationale for collaboration, entities involved, roles of entities, role limitations of entities, teacher centers, and consortia.

Nicholson concludes with the caution that:⁶⁸

...changes in governance structure, need not produce innovation.

Yarger⁶⁹ presents an exploratory model for program development which analyzes the significant variables of intelligent planning for inservice programs. Using three matrices, Yarger constructs a model for program development based on "target populations," "goal types" and "issues."

Yarger, categorizes and defines, organizational and functional types of collaborative arrangements. The model and typology used by Yarger provide parameters for examining collaborative arrangements.

Collaboration for Inservice Education: Case Studies, edited by Lena Pipes for the ERIC Clearinghouse on Teacher Education, provides an overview of collaborative arrangements around the country. The collection features two teacher centers, local district collaboration with a university, and cooperation by several universities. Clientele included teachers, administrators, university professors, and administrators, paraprofessionals, parents--even custodians and cafeteria workers.

Gwen Yarger sums up the worth of collaboration:⁷⁰

Collaboration, partnership, and consortium are terms that relate to an organizational structure. The individuals who are brought together by nature of a structural arrangement derive benefits which have not yet been precisely defined. Clearly, we must learn to document our assertions that the Teaching

Center is involved in effective integration of pre- and inservice education, in creating a communication system between various constituencies, in generating a renewal process.

Teacher Centers are examined extensively in the literature. Starting in the early seventies and peaking during the years preceding the passage of the National Teachers Centers' Act in 1977, the literature is primarily descriptive, including conceptual development and model programs.

Joyce and Weil, in 1973, trace the origins, major themes, and styles of operation of teacher centers in an attempt to build a conceptual framework for teacher centers. Joyce et al identifies three major objectives for teacher centers in the early seventies:⁷¹

- 1) They serve the felt needs of the teacher, providing a place where he can improve himself on his own terms;
- 2) They serve a school improvement thrust, helping teachers acquire the competency needed to implement new curricula or improve existing ones; and
- 3) They are designed to increase teacher competency along predetermined lines or in response to diagnosis by his peers or supervisors.

The Office of Education in 1977, released a 252 page report on teacher centers.⁷² This document identifies the origins of teacher centers in British schools and traces

its development in the United States. The report is basically a collection of descriptions of existing teacher centers throughout the country. It does provide an extensive bibliography on teacher centers.

Summary

The literature has reflected a continual struggle to categorize, define, and search for effective models of inservice. The search, however, has been characterized by little hard scientific research. The study of content has predominated over process. Little has been done in studying the systems of governance, substance, delivery systems, and modes. These components have been studied separately, but not as a whole.

CHAPTER III

RESEARCH PROCEDURES

Introduction

Chapter III covers the purpose of the study, population selection, sampling methodology, preparation of instruments, data collection, and methods of analysis.

Purpose

The purpose of this descriptive study of selected consortia in Michigan was to:

- 1) Identify and describe the background and setting for professional development programs in selected consortia.
- 2) Identify and describe the processes for planning, implementation, and evaluation of professional development programs.
- 3) Identify and describe similarities and differences in planning, implementation, and evaluation of professional development programs between consortia.

Population

The population for this study is composed of consortia coordinators, central office administrators, and building

administrators working in selected school districts within three consortia each with over 750 professionals.

Consortia are groups of local school districts that have pooled their allocations under the professional development entitlement program. Consortia are usually composed of local districts within an intermediate school district service area. Policy boards, with teacher and administrator representatives from each district, approve the use of funds for professional development programs. The intermediate district serves as the fiscal agent in the distribution of the funds. The population includes teachers and administrators that are members of policy boards in consortia with over 750 professionals participating in the Professional Development Entitlement Program. Consortia were selected for this study because they represent how 354 or 61 percent of LEA's spent 1.6 million or 61 percent of 2.4 million distributed during 1979-80 under the Professional Development Entitlement Program.

Selection Methodology

The following procedures were implemented in selecting consortia.

- 1) The 30 consortia in Michigan with over 750 professionals were ranked from highest to lowest based on their dollar allocation.

- 2) The ranked list of consortia by funding level was divided into thirds and the median of each third was determined.
- 3) The three consortia that were identified as the median in each third of the list were selected as the study sample. (See Table 1)

TABLE 1

RANKING OF CONSORTIA OVER 750 PROFESSIONALS
FOR SELECTION BY DOLLARS ALLOCATED

<u>Rank</u>	<u>Consortia ID Number</u>	<u>Dollars Spent</u>
1	13	179,217.63
2	17	152,276.77
3	12	133,431.71
4	16	100,858.99
5	28	81,120.42
6	25*	79,739.53
7	30	73,566.14
8	24	72,862.16
9	10	61,760.90
10	2	54,856.46

11	1	47,356.34
12	22	43,484.44
13	9	41,832.79
14	20	40,181.14
15	14	32,599.79
16	11*	32,166.157
17	7	31,110.60
18	15	30,839.84
19	23	29,269.42
20	8	28,673.74

21	18	28,186.37
22	6	27,861.45
23	27	26,832.55
24	19	25,993.19
25	3	24,964.29
26	4*	24,449.84
27	26	24,368.62
28	5	23,204.34
29	29	22,419.13
30	21	20,442.56

__ _ Third Quarter of Each List

* Consortia on the median of each third of the list.

Table 2 provides an overview of the three consortia. They include a total of 32 districts; 5,052 professionals and a dollar allocation of \$136,789.16.

TABLE 2

NUMBER OF PROFESSIONALS, DISTRICTS
AND 1979-80 DOLLAR ALLOCATION FOR
SELECTED CONSORTIUM

Consortium	Number of Districts	Number of Professionals	1979-80 Allocation Dollars
I	13	2,945	\$79,739.53
II	12	1,204	32,599.79
III	5	903	24,449.84
Total	32	5,052	\$136,789.16

Sampling Methodology

Local Districts

To collect representative data on local district participation in each consortium, a random sample of 50 percent of the local school districts in each consortium was drawn.

Table 3 illustrates the selected sample of local districts in each consortium.

TABLE 3
NUMBER OF SELECTED DISTRICTS
BY CONSORTIUM

Consortium	Total Number of Districts	Districts Selected	Percent of Total
I	13	7	53.8
II	12	6	50.0
III	5	4	80.0
Total	32	17	53.1

Seventeen districts were identified through the preceding procedures. Data were gathered from the following groups, utilizing the identified methods.

Selected Consortia

<u>Groups</u>	<u>Method</u>
1) All consortium coordinators	Interview
2) All members of Professional Development Policy Boards	Questionnaire

Selected Local Districts

<u>Groups</u>	<u>Method</u>
1) Central Office Administrator	Interview/ Questionnaire
2) Policy Board Members (at least one)	Interview
3) All Building Administrators	Questionnaire

Preparation of Instruments

Interview Guides

There were two interview guides developed for this study, one for consortium coordinators and one for individuals in local districts.

The interview guide for consortium coordinators was patterned after a series of interviews done nationally by Joyce, Howey and Yarger in 1976. Additional questions were drawn from Planning Inservice Teacher Education: Promising Alternatives, by Hite and Howey in 1977 and a needs assessment done by the Office of Professional Development in the Michigan Department of Education. Conversations were also held with Michigan Department of Education consultants and a consortium coordinator not involved in the study to determine major topics and questions for the interview guide.

A list of questions was developed and divided into the following topics:

- 1) Background before entitlement program.
- 2) Roles of participants in the consortium.
- 3) Responsibility for organizational structure.
- 4) Planning for professional development.
- 5) Human and material resources for professional development programs.
- 6) Incentives for participants in professional development programs.

- 7) Characteristics of professional development programs.
- 8) Participation and evaluation of professional development programs.
- 9) Overview of major issues in the consortium.
(See Interview Guide in Appendix D)

The consortium coordinator interview guide was piloted in a consortium not involved in the study. The consortium coordinator from the pilot consortium was interviewed. Comments from the interview were used in revision of the interview guide.

The interviews with consortium coordinators during the study identified areas that needed to be explored during interviews with individuals in selected local districts. The interview guide was shortened and revised accordingly. The major topics for this interview guide were as follows:

- 1) Background of local districts in professional development programs.
- 2) Participation by local districts in the consortium.
- 3) Incentives for local districts to participate in the consortium.
- 4) Overview of major problems in the consortium.
(See Interview Guide in Appendix D)

Preparation of Mail Questionnaire

Items on the questionnaire were drawn from national studies on inservice and guided by Hite's major factors

affecting inservice education.⁷³ Questions were also drawn from forms and assessments developed by the Office of Professional Development, Michigan Department of Education to meet compliance standards for the professional development entitlement program.

The questionnaire was divided into four major sections:

- I. Overview of professional development in local districts. This section highlighted general characteristics of professional development with responses recorded on a five point Likert Scale.
- II. The extent to which certain characteristics existed in planning, implementation and evaluation of professional development programs. Responses were recorded on a five point Likert Scale.
- III. Demographics
 - Primary Responsibility
 - Age
 - Education
 - Total Years of Service in Education
 - Years of Service in this District
 - Role in Professional Development Programs
- IV. Experience in Professional Development Programs
 - Nine types of programs were listed:
 1. Graduate courses
 2. Visitations to model programs

3. One-day workshops
4. Conferences
5. Training for adoption of model programs
6. After school workshops
7. Evening workshops
8. Programs during the workday
9. A series of programs on the same topic during the school year.

(See Appendix D)

The questionnaire was then sent to a panel of four policy board members in a local district not involved in the study for their critique and comments.

This pilot was done in a large district in northern lower Michigan with a history of providing professional development programs for its own staff and staff in small surrounding districts. The members of the policy board, on the panel, had extensive experience in assessing the needs of staff through questionnaires. The panel reported the questionnaire took 15 to 20 minutes to complete. Their comments were used in revising the questionnaire before it went to print.

A cover letter was attached and signed by Dr. Heilman, Department of Administration and Curriculum, Michigan State University, encouraging respondents to participate in the study. The letter is included in Appendix E.

Data Collection

Data collection includes the procedures for administering interviews, mail questionnaires, and preservation of confidentiality for participants.

Interviews were done during a six week period. These interviews were with: Three consortium coordinators, one per consortium; 11 central office administrators, four in Consortium I, six in Consortium II, and one in Consortium III; Six building administrators, three in Consortium I, 0 in Consortium II, where the consortium coordinator insisted interviews be done with superintendents, and three in Consortium III. Interviews were conducted with 20 professionals in 17 local districts during this six week period.

Interviews with consortium coordinators were arranged through a letter and a phone call. The interviews were held at intermediate school districts' offices in each of the consortia. These interviews lasted an average of 1 3/4 hours. During the interview, documents relating to professional development were collected. These documents included by-laws, operating procedures, needs assessments, minutes of policy board meetings, and samples of promotional brochures for professional development programs.

Permission to do research was obtained during the interview. Names of contact people in selected local districts were identified. Two of the three coordinators

requested a short waiting period until they notified the identified contacts about the study.

Interviews conducted in selected local districts were arranged through a phone call to the contact people identified by the consortium coordinator. The local district interviews averaged 45 minutes and were conducted in the central office, high school and/or elementary buildings.

Table 4 indicates that three consortium coordinators, 11 central office administrators, and six building administrators were interviewed.

TABLE 4
PROFESSIONALS INTERVIEWED BY CONSORTIUM
AND POSITION

Consortium	Consortium Coordinator	Central Office Administrators	Building Administrators	Total Consortium
I	1	4	3	8
II	1	6	0	7
III	1	1	3	5
Total	3	11	6	20

Data collected from interviews were summarized and put in tables by major area and question. These tables were arranged by consortium. Results of the interviews are reported in Chapter IV of this study. (Summary of Interviews in Appendix F)

Questionnaires

Questionnaires and a cover letter were mailed to 146 participants during the last two weeks in May of 1981. Recipients of the questionnaire included: 38 instructional personnel on professional development policy boards; 45 administrators on policy boards; 70 administrators not on policy boards.

Questionnaires were coded with a three digit number to facilitate the sending of follow-up notices. The cover letter requested a return date of one week. Questionnaires were pre-stamped and contained the researcher's return address to assure prompt return.

A follow-up postcard was mailed to nonrespondents after a week indicating the importance of their response due to the small sample size. (See Appendix E)

The initial mailing produced a return rate of 55 percent. Subsequent follow-up attempts brought the response rate to 85.6 percent.

Questionnaires were returned during a four week period by 36 instructional personnel on policy boards or 95 percent of those instructional personnel contacted.

Administrators on policy boards returned 34 questionnaires for a 71 percent group return rate. Questionnaires returned by administrators not on policy boards included 55 for a 79 percent group return rate. A total of 125 questionnaires were returned for a 85.6 percent rate of return. See Table 5 for return rates.

Upon receipt of the questionnaires, a code book was prepared and data were formatted and key punched.

TABLE 5

QUESTIONNAIRE RETURN RATES BY: INSTRUCTIONAL PERSONNEL
AND ADMINISTRATORS ON POLICY BOARDS AND
ADMINISTRATORS NOT ON POLICY BOARDS
(N=146)

Group	Number Contacted	Number Responding	Group Percent	Total Percent
Instructional Personnel On Policy Boards	38	36	95	28.8
Administrators On Policy Boards	48	34	71	27.2
Administrators Not On Policy Board	70	55	79	44.0
Total	146	125		85.6

Procedures to Preserve Confidentiality

All participants and responses were kept anonymous and confidential through the following process:

- 1) Upon selection of the sample from each district participants were given a three digit ID number to preserve confidentiality and insure accurate coding of returns.
- 2) During data collection, the researcher was the only one with access to the master list of names and ID numbers.

- 3) When the data had been collected, the master list of names and ID numbers were destroyed.
- 4) When reporting results of the study, subjects will be referred to by their title, i.e. Consortium Coordinator, Central Office Administrator, Building Principal, Teachers.
- 5) Consortium and school districts were referred to by numbers and letters: Consortium I, School District A, etc.
- 6) The location of the consortium and school districts will be vague enough so as not to pinpoint its location in the state.

Methods of Analysis

The analysis of data from interviews and questionnaires was accomplished in the following manner.

Interviews

Data collected from interviews were organized manually. All interviews were summarized and put in two tables; one for consortium coordinators, and another for personnel interviewed in local districts. (See Appendix F) These tables were used to identify similarities and differences within and across consortia.

Questionnaires

Data from questionnaires were coded and keypunched for analysis through the Statistical Package for the Social

Sciences (SPSS). Data were analyzed utilizing SPSS and the CYBER 750 Computer at the Michigan State University Computer Center.

Analysis of data from the questionnaire was processed as follows:

Frequencies were run for each question in the questionnaire. The questions were then grouped in the following categories:

- 1) Demographic information
- 2) Process for planning professional development programs.
- 3) Implementation of professional development programs.
- 4) Evaluation of professional development programs.

Crosstabs were then run for each question by primary responsibility. Primary responsibilities were divided into instructional personnel and administrators. Tables were constructed to show the responses for each group. Graphs were then created using the top two responses on the Likert Scale for each question to show intensity of response for the two groups.

The presentation of findings in each consortium and across all consortia were presented as follows:

Background: A description of the history, funding, and operation of policy board for each consortium.

Characteristics of Respondents: A series of tables on the

age, years of service, experience in types of programs, and the role of respondents in professional development programs.

Characteristics of Planning, Implementation, and Evaluation: A description of the findings from respondents to the questionnaire related to planning, implementation, and evaluation. These findings were presented in tables and figures comparing the responses and intensity of responses for instructional personnel and administrators. Findings from interviews and questionnaires are summarized at the end of each section.

A summary of the findings for each consortium was included in a consortium profile at the end of the findings for each consortium.

Summary

The purpose of this study was to identify and describe local conditions affecting professional development; resources and rewards; and characteristics of professional development programs in selected consortia.

The population for the study included consortium coordinators, central office administrators, building administrators and teachers involved on policy boards.

The instruments used to collect data for this study included two structured interview formats, and a written questionnaire developed specifically for this study. Data were collected in a series of 20 interviews with consortium

coordinators and local district administrators over six weeks. Questionnaires and a cover letter were sent to 146 professionals in May of 1981. Recipients of the questionnaire included: 38 instructional personnel on policy boards; 48 administrators on policy boards; 70 administrators not on policy boards. The return rate for questionnaire was 125 or 85.6 percent.

Analysis of data from interviews with consortium coordinators and professionals in local districts was organized manually. Results from the interviews were summarized in the findings for each consortium.

Data from questionnaires were analyzed using SPSS on the CYBER 750 Computer at Michigan State University. Frequencies and crosstabs were run on data. The results were put in tables by instructional personnel and administrators in the following categories:

- 1) Demographic Information
- 2) Process for Planning Professional Development Programs.
- 3) Implementation of Professional Development Programs.
- 4) Evaluation of Professional Development Programs.

Graphs and tables were developed to display intensity of responses to the questions on the questionnaire.

The presentation of findings in each consortium and across all consortia were presented in these categories: background, characteristics of respondents, and planning, implementation and evaluation.

CHAPTER IV

FINDINGS

Introduction

Chapter IV presents findings with an overview of the setting and characteristics of participants in the study. The findings from the questionnaires and interviews for each consortium and for all consortia includes:

- 1) Background
- 2) Characteristics of Respondents
- 3) Processes for Planning
- 4) Processes for Implementation
- 5) Methods for Evaluation of Professional Development Programs.

A summary of findings for each consortium and all consortia are included in each of the five sections.

Consortium I is located in Eastern Lower Michigan. Consortium II is located in Southeastern Lower Michigan. Consortium III is located in South Central Lower Michigan.

Tables 6 and 7 summarize the population, municipalities, per capita income, and the number of local districts, public school enrollment, and a number of professionals in the consortia participating in this study.

TABLE 6

POPULATION, MUNICIPALITIES AND PER CAPITA
INCOME BY CONSORTIA

	County Population	Municipalities	Per Capita Income
I	228,659	37	8,407
II	89,948	36	7,667
III	88,337	27	7,776

Sources: Bureau of Census Advance Reports, May 1, 1981
Michigan Statistical Abstract 1979

TABLE 7

SCHOOL DISTRICTS, PUBLIC SCHOOL ENROLLMENT AND
PROFESSIONALS BY CONSORTIA

	School Districts	School Enrollment	Number of Professionals
I	13	51,610	2,945
II	12	20,945	1,204
III	5	18,772	903

Sources: Michigan Statistical Abstract 1979
Michigan Department of Education: Report on
Professional Development 1979-80

Characteristics of Respondents

This section will present general demographics for respondents to the questionnaire and interviews. More detailed demographics on individual consortium are presented with the findings in each consortium.

Tables 8 and 9 summarize the return rate for questionnaires by group and the groups interviewed by position in local districts in each consortium.

TABLE 8
RETURN RATE FOR QUESTIONNAIRES
BY GROUP IN ALL CONSORTIA

Groups	Number Contacted	Number Returned	Group Percent	Total Percent
Instructional Personnel on Policy Boards	38	36	94.7	28.8
Administrators on Policy Boards	38	34	89.5	27.2
Administrators Not on Policy Boards	70	55	78.6	44.0
Total	146	125		85.6

TABLE 9
GROUPS INTERVIEWED BY POSITION
IN EACH CONSORTIA

Consortium	Districts Visited	Groups Interviewed			
		Consortium Coordinator	Cent. Office Administrator	Bldg. Adm.	Interv. Total
I	7	1	4	3	8
II	6	1	6	0	7
III	4	1	1	3	5
Total	17	3	11	6	20

Tables 10 and 11 summarize enrollment, and annual budgets for the 17 local districts in which interviews were conducted.

TABLE 10
TOTAL ENROLLMENT FOR LOCAL DISTRICTS
IN WHICH INTERVIEWS WERE CONDUCTED
BY CONSORTIUM

Consortium	Less than 900	1,000 to 2,000	2,100 to 3,000	3,100 to 4,000	4,100 to 5,000	Total
I		3	2	1	1	7
II	2	2		1	1	6
III	1	1		2		4

TABLE 11

ANNUAL BUDGETS FOR LOCAL DISTRICTS IN WHICH
INTERVIEWS WERE CONDUCTED BY CONSORTIUM

Consortium	Millions					
	2 or Less	2.1 to 4	4.1 to 6	6.1 to 8	8.1 to 10	10.1 to 12
I	1	2	3		1	
II	3	1		1		1
III	1	1	1	1		

CONSORTIUM I

Background

Consortium I, the largest of the three studied, was comprised of 13 local districts and 2,945 professionals. The intermediate school district was the fiscal agent for Professional Development Entitlement Funds totalling \$79,739.53 in 1979-80, \$49,020.15 in 1980-81 for a total of \$128,759.68 for 1979-81.

The intermediate school district had a long history of providing professional development programs to constituent districts. Funded as one of the original Professional Development Advisory Council sites in 1977-78, the intermediate provided professional development programs to local districts on a voluntary basis. The intermediate school district absorbed the operating costs of these programs. Participation by local districts was incidental.

The Professional Development Entitlement funding in 1979-80 brought about the formation of the consortium with the 13 local districts pooling their resources.

The Professional Development Policy Board was organized in 1979 to coordinate professional development programs in the consortium. The Policy Board has a membership of 15 teachers and 14 administrators representing local districts and the intermediate school district. Two intermediate

school district staff were representatives on the Policy Board. The consortium coordinator, part of intermediate school district staff, served as an exofficio member. The organizational chart demonstrates the relationship of the intermediate school district to the consortium. (See Figure 1)

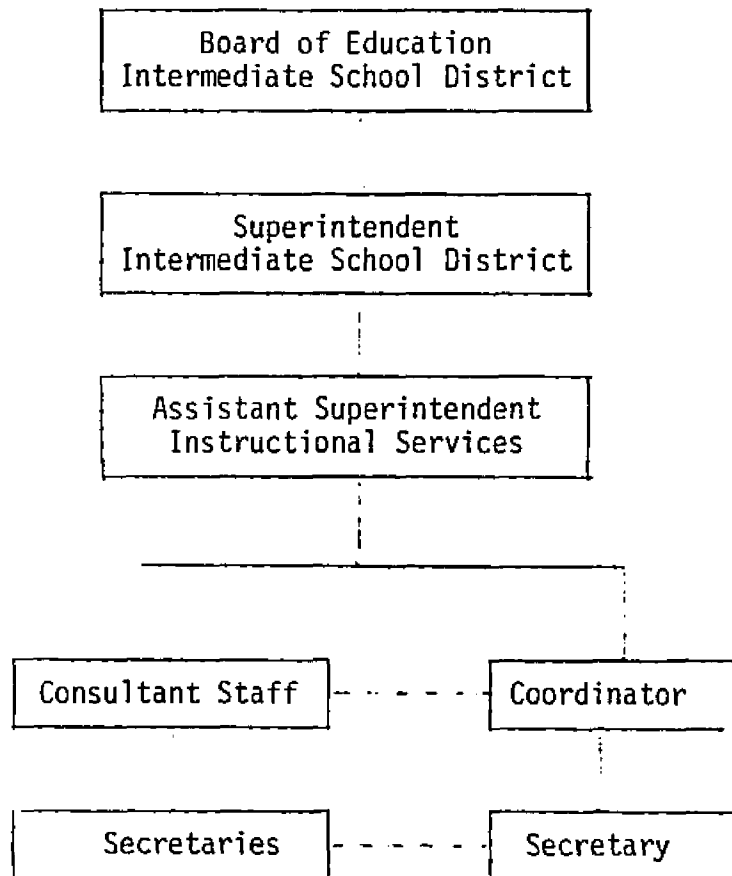
The Policy Board then distinguished between programs sponsored and administered directly by the Policy Board as center-based programs with these parameters.⁷⁴

- 1) At least 85 percent of the money invested by center-based professional development services and programs, involving Section 97 funds, must reflect needs and program priorities determined by the Policy Board.
- 2) The Staff Development Center Coordinator with the Executive Council of the Policy Board may approve center-based programs involving Section 97 funds that don't exceed \$1,200 or 12 hours of program contact time. Programs in excess of this limit must be approved by the Policy Board as a whole.
- 3) Staff Development center-based programs involving Section 97 monies must be applied for in writing and include all components of the Staff Development Center Program Application.
- 4) Any local district may use its Section 97 "local allocation funds" category for supporting its

FIGURE 1

STAFF DEVELOPMENT CONSORTIUM ORGANIZATIONAL CHART

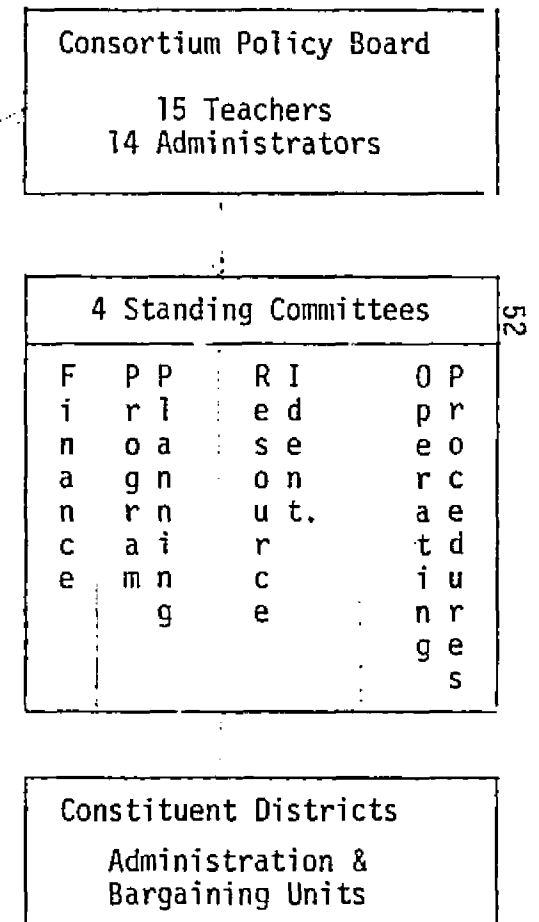
A.



A. Establishes Fiscal and Personnel Policy - Center

B. Formulates Program Policy - Policy Board

B.



52

personnel to participate in Staff Development center-based programs.

- 5) The fiscal agent will forward approved Section 97 funds for center operations at a rate equal to the payment schedule of Section 97 funds from the State to the fiscal agent.

Programs Initiated Locally Included These Parameters.⁷⁵

- 1) Local District Initiated Programs must be reported in writing and include all components of the Local District Initiated Program Application.
- 2) The fiscal agent will forward approved Section 97 funds for local district operations at a rate equal to the payment schedule of Section 97 funds from the State to the fiscal agent.

The Policy Board indicated that the purpose of professional development was to:⁷⁶

...make available a range of options from which educators can choose so that (a) self-directed professional growth is enhanced and (b) the delivery of educational service to students is improved.

Assumptions Listed by the Policy Board Included:⁷⁷

- 1) Individual educators have diverse values, interests, and learning styles. Effective inservice includes a variety of topics, approaches and delivery methods to reflect this diversity.

- 2) Learning is a developmental, lifelong process. Effective inservice provides for the different needs of educators at various points in their careers.
- 3) Educators make wise choices regarding inservice programs that relate to their professional needs and interests.
- 4) The success of an inservice effort depends on the degree of participant commitment. Commitment is fostered by providing individuals with the opportunity to (a) choose to participate and/or (b) become actively involved in the planning.
- 5) An effective process of discerning the professional development interests and needs of educators is ongoing rather than a single, periodic event.
- 6) Inservice activities that are most worthwhile usually possess the following characteristics:
 - (a) are ongoing programs, (b) provide for active participation, (c) deal with the practical day-to-day problems and interests of educators,
 - (d) provide for interaction and mutual support among participants (e) promote individual self-improvement in the context of one's responsibilities as an educator, and (f) reflect delivery techniques consistent with the basic principles of teaching and learning.

- 7) Program cost-effectiveness, diversity, and topic specificity are enhanced as the number of potential participants increases.

Interviews with the consortium coordinator and policy board members indicated that the policy board met monthly the first year. All those interviewed expressed frustration about the first year. Positioning by administrators and teachers slowed the process for setting policies and delivering programs.

During the second year of operation, the policy board created four subcommittees; finance, program planning, resource identification, and operating procedures. The chairpersons of each subcommittee formed an executive council. The policy board met twice a year, fall and spring, to approve reports to the state. The subcommittees meet three to four times a year and the executive council meets as needed to handle policy procedural questions.

The first year the intermediate school district, as fiscal agent, held the allocation for professional development and reimbursed local districts for expenses incurred in local professional development programs. Due to delays in arrival of state allocations and processing of reimbursement requests the local districts were unhappy with this process.

During the second year, districts received 75 percent of their allocation from the state with 25 percent retained

by the intermediate school district for administration and county-wide inservice sessions. Representatives from local districts expressed a desire to continue this practice in the future.

Interviews conducted in seven local districts indicated that professional development programs before the consortium were the result of contractual language with a frequency of one to four days annually. These programs were usually one-day workshops. Many were at the beginning of the school year and teacher involvement was limited.

Since the formation of the consortium, those interviewed in local district indicated greater teacher involvement and a wider range of programs available. The programs remain predominantly "one day."

Characteristics of Respondents to the Questionnaire

Tables 12 to 18 cover the questionnaire return rate, ages of respondents, level of education, years of service in local districts, and years of service in education, and the role of respondents in professional development experience in attending programs. The highlights for each table are included in a summary at the end of this section.

TABLE 12

CONSORTIUM I RESPONSE RATES QUESTIONNAIRES
RETURNED BY GROUPS SURVEYED

	Number Contacted	Number Returned	Group Percent	Total Percent
Instructional Personnel on Policy Boards	15	15	100	30
Administrators on Policy Boards	14	12	85.7	24
Administrators not on Policy Boards	29	23	79.3	46
Total	58	50		86

TABLE 13
AGES OF RESPONDENTS TO QUESTIONNAIRE
IN CONSORTIUM I (N=50)

	Ages				
	25 & Under	26-35	36-45	46-55	55 & Over
F		10	22	14	4
%		20	44	28	8

TABLE 14
LEVEL OF EDUCATION FOR THOSE RESPONDING TO THE
QUESTIONNAIRE IN CONSORTIUM I (N=49)

	Degrees			
	B.A.	M.A.	Ed.S.	Ph.D.
F	3	36	7	3
%	6.1	73.5	14.3	6.1

TABLE 15
YEARS OF SERVICE IN LOCAL DISTRICTS FOR THOSE
RESPONDING TO THE QUESTIONNAIRES
IN CONSORTIUM I (N=48)

	Years of Service				
	5 or Less	6-10	11-17	18-24	25 & Over
F	4	13	14	13	4
%	8.3	27.1	29.2	27.1	8.3

TABLE 16

YEARS OF SERVICE IN EDUCATION FOR RESPONDENTS
TO THE QUESTIONNAIRE IN
CONSORTIUM I (N=50)

	Years of Service in Education				
	5 or Less	6-10	11-17	18-24	25 & Over
F		7	12	22	9
%		14	24	44	18

TABLE 17

THE ROLE OF RESPONDENTS IN PROFESSIONAL
DEVELOPMENT IN CONSORTIUM I (N=43)

	Role			
	Policy Board	Local District Committee	Building Committee	Interested Party
F	27	13	1	2
%	62	30.2	2.3	4.7

TABLE 18

FREQUENCY OF ATTENDANCE AT TYPES OF PROFESSIONAL
DEVELOPMENT PROGRAMS BY RESPONDENTS
IN CONSORTIUM I IN THE LAST TWO YEARS

Types of Programs	Number of Programs Attended					
	N		0	1-4	5-8	9-10
Graduate Courses	50	F	34	13	2	1
		%	68	26	4	2
Visitations to Model Programs	50	F	20	26	4	
		%	40	52	8	
One-Day Workshops	47	F	5	24	12	6
		%	10.6	51	25	12.8
Conferences	50	F	12	33	3	2
		%	24	66	6	4
Training for Adoption of Model Programs	50	F	31	15	4	
		%	62	30	8	
After School Workshops	49	F	20	19	10	
		%	40	38	20	
Evening Workshops	50	F	25	18	4	3
		%	50	36	8	6
Programs During the Workday	49	F	11	18	15	5
		%	22.4	36.7	31	10.2
A Series of Programs on the Same Topic During the School Year	50	F	20	29	1	
		%	40	58	2	

Summary

A total of 58 questionnaires was sent with 50 usable questionnaires returned for a return rate of 86 percent. Instructional personnel on the policy board had a return rate of 100 percent.

Respondents were 36 and older. The education of respondents was characterized by 93.9 percent holding a Masters and beyond. Years of service in local districts was characterized by 91.7 percent with six or more years of service in local districts. Years of service in education included 86 percent of respondents with 11 or more years in education.

The largest group of respondents, 62 percent, were members of the policy board with 30.2 percent on local district committees.

Respondents' experience in attending programs over the last two years was characterized by frequent attendance at programs during the workday, one-day workshops, after school workshops, and conferences.

In summary, respondents were in their mid 30's, holding at least a Masters degree, with more than five years experience.

The predominant type of professional development programs attended were programs during the workday usually one-day workshops. Respondents were involved in the planning, implementation, and evaluation of professional

development programs as members of the policy board or local district committees.

Planning

Introduction

Tables 19, 21, 23, 25 in this section are a comparison of responses to the questionnaire by instructional personnel and administrators in Consortium I. Their responses were to the following planning issues.

Table 19 indicates the extent to which the basis for prioritizing needs was teacher opinion, administrator's opinion, community opinion or test data.

Table 21 indicates the extent to which a small group of teachers, teachers in general, instructional personnel, administrators, principals, superintendents, central office administrators, local school boards, teacher associations, parents, the professional development policy board, and institutions of higher education influence the determination of goals for professional development programs.

Table 23 indicates the extent to which assessment of teacher needs, process for prioritizing needs, development of goals to meet needs, development of objectives for each goal, identification of resources human and material, evaluation of professional development programs, and the evaluation of the performance of participants were used as processes for planning, implementation, and evaluating professional development programs.

Table 25 indicates the extent of influence by teachers, administrators, local school boards, professional development policy board, universities, intermediate school district personnel, and state department personnel on the selection of instructional personnel for professional development programs.

Tables 20, 22, 24, 26 indicates how the categories in each preceding table was ranked from highest to lowest based on the intensity of responses by instructional personnel and administrators. The intensity was figured by adding the percentages of responses for considerable and a great deal for each category.

The findings from the interviews and questionnaire are included in a summary at the end of this section.

TABLE 19

CONSORTIUM I: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE BASIS FOR PRIORITIZING NEEDS FOR PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		H		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent was the prioritization of needs based on:													
Teacher Opinion	F %	13	36			2 15.4	2 5.5	3 23	3 8.3	5 33.5	18 50	3 23	13 36.1
Administrator Opinion	F %	13	37			1 7.6	5 13.5	10 76.9	18 48.6		12 32.4	2 15	2 5
Community Opinion	F %	13	35	6 46.1		5 38.5	13 37.1	2 15	13 37.1		8 22.8		1 8.3
Test Data	F %	12	36	2 15.4	7 19.4	1 8.3	9 25	3 25	13 36	5 41.6	7 19.4	1 8.3	1 3

TABLE 20

CONSORTIUM I: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE BASIS FOR PRIORITIZING NEEDS RANKED BY LEVEL OF INTENSITY

Groups					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Teacher Opinion	61.5	1	Teacher Opinion	86.1
2	Test Data	49.9	2	Administrator Opinion	37.4
3	Administrator Opinion	15	3	Community Opinion	31.1
4	Community Opinion	0	4	Test Data	22.4

TABLE 21

CONSORTIUM I: A COMPARISON OF THE RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE DETERMINATION OF GOALS FOR PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent do the following groups influence the determination of goals for professional development programs:													
A Small Group of Teachers	F %	13	35			3 23.1	6 17.1	4 30.8	9 25.7	4 30.8	12 34.3	2 15.4	8 22.9
Teachers in General	F %	13	36	0 0	1 3	3 23.1	3 8.3	7 53.8	19 52.8	3 23.1	8 22.2	0 0	5 13.9
You	F %	13	36	3 23.1		0 0	4 11.1	3 23.1	12 33.3	1 7.7	14 38.9	6 46.2	6 16.7
Principals	F %	13	37			2 15.4	5 13.5	10 76.9	15 40.5	1 7	14 37.8	0 0	3 8.1
Superintendents	F %	13	37	1 8	0 0	7 53.8	4 10.8	1 8	18 48.6	3 23.1	13 35.1	1 8	2 5.4
Central Office Administrators	F %	13	36	3 23.1	5 13.9	6 46.2	4 11.1	2 15.4	17 47.2	1 8	9 25	1 8	1 13
Local School Board	F %	13	36	8 61.5	4 4.1	5 38.5	20 55.5	0 0	10 27.7	0 0	1 3	0 0	1 3
Teacher Association	F %	13	36	1 8	4 11.1	4 30.9	14 38.9	5 38.5	9 25	2 15.4	6 16.7	1 8	3 8.3
Parents	F %	13	36	10 76.9	15 41.6	3 23.1	15 41.6	0 0	6 16.7				
Professional Development Policy Board	F %	13	36	1 8	4 11.1	1 8	2 5.6	3 23.1	7 19.4	5 38.5	12 33.3	3 23.1	11 30.6

TABLE 22

CONSORTIUM I: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL
AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE
DETERMINATION OF GOALS RANKED BY LEVEL OF INTENSITY

Groups					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Professional Development Policy Board	61.6	1	Professional Development Policy Board	63.9
2	You	53.9	2	A Small Group of Teachers	57.2
3	A Small Group of Teachers	46.2	3	You	55.6
4	Superintendents	31.1	4	Principals	45.9
5	Teacher Association	23.4	5	Superintendents	40.5
6	Teachers in General	23.1	6	Teachers in General	36.1
7	Central Office Adminis- trators	16	7	Central Office Adminis- trators	28
8	Principals	7.7	8	Teacher Associations	25
9	Local School Boards	0	9	Local School Boards	6
10	Parents	0	10	Institutions of Higher Educ	3
11	Institutions of Higher Educ	0	11	Parents	0

TABLE 23

CONSORTIUM I: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED PROCESSES ARE USED FOR PLANNING AND EVALUATION OF PROFESSIONAL DEVELOPMENT PROGRAMS (IP=INSTRUCTIONAL PERSONNEL AND AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent are the following processes used in the planning, implementation, and evaluation of professional development programs?												
Assessment of Teachers' Needs. F %	13	36			2 15.4		3 23.1	7 19.4	6 46.2	17 47.2	2 15.4	12 33.3
Process for Prioritizing Needs. F %	13	36	1 7.7	1 2.8	4 30.8	2 5.6	3 23.1	5 13.9	4 30.8	20 55.6	1 7.7	8 22.2
Development of Goals to Meet Needs. F %	13	36	1 7.7	0 0	3 23.1	8 22.2	6 46.2	14 38.9	3 23.1	12 33.3	0 0	2 5.6
Development of Objectives for Each Goal. F %	13	36	3 23.1	0 0	5 38.5	8 22.2	4 30.8	18 50	1 7.1	9 25	0 0	1 2.8
Identification of Resources Human and Material F %	13	36	2 15.4	0 0	2 15.4	3 8.3	5 38.5	11 30.6	4 30.8	21 58.3	0 0	1 2.8
Evaluation of Professional Development Programs F %	13	36	1 7.7	0 0	4 30.8	8 22.2	4 30.8	12 33.3	4 30.8	12 33.3	0 0	4 11.1
Evaluation of the Performance of Participants F %	13	36	2 15.4	1 2.8	4 30.8	8 22.2	4 30.8	14 38.9	3 23.1	12 33.3	0 0	1 2.8

TABLE 24

CONSORTIUM I: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED PROCESSES ARE USED FOR PLANNING AND EVALUATION OF PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Groups					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Assessment of Teacher's Needs	61.6	1	Assessment of Teacher's Needs	80.5
2	Process for Prioritizing Needs	38.5	2	Process for Prioritizing Needs	77.8
3	Identification of Resources Human and Material	30.8	3	Identification of Resources Human and Material	61.1
3	Evaluation of Professional Development Program	30.8	4	Evaluation of Professional Development Programs	44.4
4	Development of Goals to Meet Needs	23.1	5	Development of Goals to Meet Needs	38.9
4	Evaluation of the Performance of Participants	23.1	6	Evaluation of the Performance of Participants	36.1
5	Objectives for Each Goal	7.7	7	Objectives for Each Goal	27.8

TABLE 25

CONSORTIUM I: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE OF GROUPS ON THE SELECTION OF INSTRUCTIONAL PERSONNEL FOR PROFESSIONAL DEVELOPMENT PROGRAMS.
(IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
How much influence do these groups have on the selection of instructional personnel for professional development programs?												
Teachers F %	12	36	2 16.7	3 8.3	1 8.3	3 8.3	4 33.3	10 27.8	4 33.3	17 47.2	1 8.3	3 8.3
Administrators F %	13	36	1 7.7	3 8.3	1 7.7	2 5.5	6 46.2	10 27.8	2 15.4	18 50	3 23	3 8.3
Local School Boards F %	12	36	11 91.7	17 47.2	1 8.3	11 30.6	0 0	6 16.7	0 0	2 5.5		
Professional Development Policy Board F %	12	35	3 25	2 57.1	1 8.3	4 11.4	0 0	6 17.1	6 50	16 45.7	2 16.7	7 20
Universities F %	11	36	5 45.5	12 33.3	4 36.4	11 30.6	1 9.1	10 27.8	1 9.1	2 5.6	0 0	1 2.8
Intermediate School District Personnel F %	13	36	4 30.8	5 13.9	1 8.3	6 16.7	5 38.5	14 38.9	2 15.4	7 19.4	1 7.7	4 11.1
State Department of Education Personnel F %	12	36	7 58.6	14 38.9	4 33.3	13 36.1	1 8.3	8 22.2	0 0	1 2.8		

TABLE 26

CONSORTIUM I: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE SELECTION OF INSTRUCTIONAL PERSONNEL FOR PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Groups					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Professional Development Policy Boards	66.7	1	Professional Development Policy Boards	65.7
2	Teachers	41.6	2	Administrators	58.3
3	Administrators	38.4	3	Teachers	55.5
4	Intermediate School District Personnel	23.1	4	Intermediate School District Personnel	30.5
5	Universities		5	Universities	8.4
6	Local School Boards	9.1	6	Local School Boards	5.5
7	State Departments of Education	0	7	State Department of Education	2.8

Summary - Planning

The process for planning professional development included the assessment of teacher needs. A needs assessment conducted in 1979-80 had a 100 percent return rate from buildings in the consortium. An interview with the consortium coordinator indicated that it is used as a guide in planning. Respondents indicated the basis for prioritizing needs was based on teacher and administrator opinion. There was disagreement on how extensive the use of test data was as a basis for prioritizing. Instructional personnel saw it used more extensively than administrator opinion, while administrators indicated it was used little as a basis.

Interviews conducted with the consortium coordinator and members of the policy board indicated that planning was impeded by a split between teachers and administrators. The result of years of collective bargaining, strikes and power struggles, it caused a polarization of the parties. Administrators saw the 51 percent majority of teachers as trying to control fiscal policy for professional development. Teachers viewed any cooperation with administrators with suspicion. Those interviewed agreed that the first year was spent in posturing with the level of trust very low. As the groups met with each other, the level of trust increased, until in the spring of 1981 when this study was done, a group identity had developed with votes on various

issues no longer polarized. Although participants in the interviews indicated a sense of frustration at the amount of time spent the first year in planning, that time, it was admitted, was important in developing a level of trust among policy board members. Teacher involvement was identified in the interviews to be considerable and positive. Several teachers assumed leadership roles on subcommittees of the policy board.

The groups identified by respondents to the questionnaire as having extensive influence on the determination of goals for professional development were the policy board, instructional personnel, a small group of teachers, principals and superintendents. The least influential were central office administrators, teacher associations, local school boards, parents and institutions of higher education.

The results of interviews with the consortium coordinator and local district administrators revealed a general planning process. Members of the policy board in local districts meet with representatives from buildings to discuss needs for the year. Interviews in the seven local districts showed a range of planning processes.

One district brings in a third party from the intermediate school district to assist in processing and prioritizing needs. Teachers first meet without administrator input and determine needs for the year. A second meeting is held in which needs are presented and discussed with

administrators. The result of the second meeting usually produces the professional development plan for the district. All the districts visited had a structure set up to provide input to the policy board on an annual basis.

This input was usually obtained through meetings at the building level with teachers and administrators. A committee in the local district checks on consortium-sponsored programs for duplication with local needs. Proposals are then forwarded to the policy board for approval.

The planning processes identified by respondents to the questionnaire as being used extensively were assessment of teachers needs, process for prioritizing needs, identification of resources human and material, and the development of goals to meet needs. The least used processes were evaluation of the performance of participants and development of objectives for each goal.

The influence on the selection of personnel to staff professional development programs rests with the sponsoring agency of the program. Professional development programs sponsored in local districts choose their presenters. Consortium I has sponsored a large county-wide inservice day annually since 1979. It also has established a formalized system for identifying presenters for professional development. In addition, it has a history of providing programs for administrators. Consequently it is looked to as a resource in planning professional development programs.

The groups identified by respondents to the questionnaire as having extensive influence on the selection of personnel to staff professional development programs included; the policy board, teachers, administrators and intermediate school district personnel. The least influential groups were universities, local school boards, and state department personnel.

Implementation

Introduction

Tables 27, 29, 31, 33, 35 in this section are a comparison of responses to the questionnaire by instructional personnel and administrators in Consortium I. Their responses were to the following implementation issues.

Table 27 indicates the extent to which teachers, administrators, university personnel, consultants from the state department, consultants from private corporations, and consultants from intermediate school districts are used to staff professional development programs.

Table 29 indicates the extent to which funds from special education, gifted and talented, career education, vocational education, Title One, local district money, and state professional development funds were used to support professional development programs.

Table 31 indicates the extent to which professional development programs were delivered in the following formats; visitations to model programs, training for

adoption of model programs, conferences, one-day workshops, evening workshops, after school workshops, programs during the work day, and a series of programs on the same topic during the school year.

Table 33 indicates the extent to which presentation of theory, information presented by lecture, techniques were demonstrated, supervised trials were conducted, participants developed a product they could use, participants received feedback on their performance, and follow-up support for implementation, were experienced during professional development programs attended during the last two years.

Table 35 indicates the extent to which salary increments and solving instructional problems were factors motivating participants in attending professional development programs.

Tables 28, 30, 32, 34 indicates how the categories in each preceding table was ranked highest to lowest based on the intensity of responses by instructional personnel and administrators. The intensity was figured by adding the percentages of responses for considerable and a great deal for each category.

The highlights of the findings from the interviews and questionnaire are included in a summary at the end of this section.

TABLE 27

CONSORTIUM I: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH TYPES OF PERSONNEL ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent are the following types of personnel used to staff professional development programs?													
Teachers	F %	13	36		2 5.6	1 7.7	1 2.8	7 53.8	16 44.4	4 30.8	15 41.7	1 7.7	2 5.6
Administrators	F %	12	35	1 8.3	1 2.9	2 16.7	8 22.9	7 58	15 42.9	1 8.3	10 28.6	1 8.3	1 2.9
University Personnel	F %	13	35	4 30.8	2 5.7	4 30.8	6 17.1	3 23.1	12 34.3	2 15.4	13 37.1	0 0	2 5.7
Consultants from the State Department	F %	13	34	6 46.2	2 5.9	2 15.4	13 38.2	3 23.1	14 41.2	2 15.4	5 14.7		
Consultants from the Private Corporations	F %	13	36	6 46.2	5 14.7	1 7.7	8 22.5	7 53.8	12 35.3	1 7.7	19 26.5		
Consultants from Inter-mediate School Districts	F %	13	36	1 7.7	0 0	0 0	3 8.3	6 46.2	8 22.2	2 15.4	20 55.6	4 30.8	5 13.9

TABLE 28

CONSORTIUM I: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH TYPES OF PERSONNEL ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Groups					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Consultants from Inter-mediate School Districts	46.2	1	Consultants from Inter-mediate School Districts	69.5
2	Teachers	38.5	2	Teachers	47.3
3	Administrators	16.6	3	University Personnel	42.8
4	University Personnel	15.4	4	Administrators	31.5
4	Consultants from the State Department	15.4	5	Consultants from Private Corporations	26.5
5	Consultants from Private Corporations	7.7	6	Consultants from the State Department	14.7

TABLE 29

CONSORTIUM I: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED FUNDING SOURCES ARE USED TO SUPPORT PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent have these funding sources been used to support professional development programs?												
Special Education F %	12	32	4 33.3	12 36.4	2 16.7	5 15.2	4 33.3	13 39.4	2 16.7	2 6.1		
Gifted and Talented F %	11	34	3 27.2	12 35.3	5 45.5	6 17.6	2 18.2	13 38.2	0 0	3 8.8	1 9.1	0 0
Career Education Funds F %	12	34	3 25	5 14.7	2 16.7	10 29.4	6 50	15 44.1	1 8.4	3 8.8	0 0	1 29.4
Vocational Education Funds F %	10	33	5 30	9 27.3	2 20	10 30.3	3 30	13 39.4	0 0	1 30.3		
Title One Funds F %	11	31	4 36.4	9 29	3 27.3	9 29	2 18.2	10 32.3	1 9.1	3 9.7	0 0	1 9.1
Local District Money F %	11	36	2 18.2	1 2.8	1 9.1	7 19.4	5 45.5	10 27.8	3 27.3	9 25	0 0	9 25
State Professional Development Funds F %	12	35	0 0	5 14.3	0 0	1 2.9	1 8.3	8 22.9	3 25	9 25.7	8 66.7	12 34.3

TABLE 30

CONSORTIUM I: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL
AND ADMINISTRATORS ON THE EXTENT FUNDING SOURCES ARE USED TO SUPPORT
PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Groups					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	State Professional Development Funds	91.7	1	State Professional Development Funds	60.0
2	Local District Money	27.3	2	Local District Money	50.0
3	Title One Funds	18.2	3	Career Education Funds	38.2
4	Special Education Funds	16.7	4	Vocational Education Funds	30.3
5	Gifted and Talented	9.1	5	Gifted and Talented Funds	8.8
6	Career Education Funds	8.4	6	Title One Funds	9.7
7	Vocational Education Funds	0	7	Special Education Funds	6.1

TABLE 31

CONSORTIUM I: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT SPECIFIC FORMATS ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent are professional development programs delivered in the following formats?													
Visitations to Model Programs	F %	12	34	2 16.7	1 2.9	4 33.3	12 35.3	6 50	15 44.1	0 0	5 14.7	0 0	1 2.9
Training for Adoption of Model Programs	F %	13	34	4 30.8	6 17.6	6 46.2	6 17.6	3 23.1	15 44.1	0 0	7 20.6		
Conferences	F %	13	36	2 15.4	1 2.8	1 7.7	5 13.9	8 61.5	15 41.7	2 15.4	12 33.3	0 0	3 8.3
One-Day Workshops	F %	13	37	1 7.7	0 0	2 15.4	6 16.2	3 23.1	6 16.2	7 53.8	17 45.9	0 0	8 21.6
Evening Workshops	F %	12	36	3 25	8 22.2	2 16.7	8 22.2	7 58.3	13 36.1	0 0	7 19.4		
After School Workshops	F %	13	36	1 7.7	5 13.9	2 15.4	7 19.5	9 69.2	13 36.1	1 7.7	10 27.7	0 0	1 2.8
Programs During the Work Day	F %	13	37	0 0	1 2.7	3 23.1	5 13.5	5 38.5	12 32.4	4 30.8	14 37.8	1 7.7	5 13.5
A Series of Programs on the Same Topic During the School Year	F %	13	35	2 15.4	6 17.1	5 39.5	10 28.6	5 38.5	13 37.1	1 7.7	6 17.1		

TABLE 32

CONSORTIUM I: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT SPECIFIC FORMATS ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Groups					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	One-Day Workshops	53.8	1	One-Day Workshops	61.5
2	Programs During the Work Day	38.5	2	Programs During the Work Day	51.3
3	Conferences	15.4	3	Conferences	41.6
4	After School Workshops	7.7	4	After School Workshops	30.5
4	A Series of Programs on the Same Topic During the School Year	7.7	5	Training for Adoption of Model Programs	20.6
5	Evening Workshop Visitations to Model Programs		6	Evening Workshops	19.4
5	Training for Adoption of Model Programs		7	A Series of Programs on the Same Topic During the School Year	17.1
			8	Visitations to Model Programs	2.9

TABLE 33

CONSORTIUM I: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED TECHNIQUES WERE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS ATTENDED BY RESPONDENTS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent have the following activities occurred during professional development programs that you have attended during the last two years?												
Presentation of Theory F %	12	35	1 8.3	1 2.9	6 50	8 22.9	4 33.3	16 35	1 8.3	10 28.6		
Information Presented by Lecture F %	11	35	0 0	1 2.9	1 9.1	3 8.6	3 27.3	12 34.3	7 63.6	17 48.6	0 0	2 5.7
Techniques Were Demonstrated F %	12	35	0 0	2 5.7	2 16.7	5 14.3	7 58.3	14 40	3 25	14 40		
Supervised Trials Were Conducted F %	12	35	9 75	11 31.4	3 25	11 31.4	0 0	8 22.9	0 0	4 11.4	0 0	1 28.6
Participants Developed A Product They Could Use F %	12	35	3 25	8 22.9	5 41.7	7 20	2 16.7	11 31.4	2 16.7	7 20	0 0	2 5.7
Participants Received Feedback On Their Performance F %	12	35	6 17.1	9 25.7	5 14.3	6 17.1	1 2.9	6 17.1	0 0	12 34.3	0 0	2 5.7
Follow-up Support For Implementation F %	12	35	6 50	6 17.1	4 33.3	10 28.6	2 16.7	10 28.6	0 0	9 25.7		

TABLE 34

CONSORTIUM I: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED TECHNIQUES WERE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS ATTENDED BY RESPONDENTS RANKED BY LEVEL OF INTENSITY

Groups					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Information Presented by Lecture	63.6	1	Information Presented by Lecture	54.3
2	Techniques Were Demonstrated	25	2	Supervised Trials Were Conducted	40
3	Participants Developed A Product They Could Use	16.7	2	Techniques Were Demonstrated	40
4	Presentation of Theory	8.3	2	Participants Received Feed-back on Their Performance	40
5	Supervised Trials Were Conducted	0	3	Presentation of Theory	28.6
5	Feedback Was Received by Participants by Their Performance	0	4	Follow-up Support for Implementation	25.7
5	Follow-up Support for Implementation	0	4	Participants Developed A Product They Could Use	25.7

TABLE 35

CONSORTIUM I: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH FACTORS MOTIVATED PARTICIPANTS IN PROFESSIONAL DEVELOPMENT PROGRAMS. (INTENSITY IS MEASURED AS THE COMBINED PERCENTAGES OF THE RESPONSES TO CONSIDERABLE AND A GREAT DEAL.)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent do the following factors describe the motivation of participants in attending professional development programs?													
Salary Increments	F %	13	34	10 76.9	26 76.5		2 5.9	1 7.7	3 8.8	2 15.4	1 2.9		2 5.9
Solving Instructional Problems	F %	13	37		1 2.7	1 7.7	3 8.1	8 61.5	14 37.8	2 15.4	14 37.8		5 13.5

TABLE 36

CONSORTIUM I: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH FACTORS MOTIVATED PARTICIPANTS IN PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Groups					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Solving Instructional Problems	76.9	1	Solving Instructional Problems	51.3
2	Salary Increments	15.4	2	Salary Increments	8.8

Summary - Implementation

Respondents to the questionnaire indicated the groups used most extensively to staff professional development programs as; consultants from intermediate school districts, teachers, administrators and university personnel. The least used were consultants from the state department and private corporations.

The most extensively used funding sources indicated by respondents to the questionnaire were state professional development funds and local district money. Instructional personnel disagreed on the extensive use of Title One funds, career education funds, vocational education funds, gifted and talented funds and special education funds.

The interview with the consortium coordinator indicated little cooperation between other grants in working with the consortium. In the opinion of the coordinator, there was a sense that credit for the program would not accrue to those managing the grant if it became part of the consortium-sponsored program. At the local district level, four of the seven districts interviewed indicated some support from local funds, although they indicated this was decreasing. Complete reliance on funds from the consortium for professional development programs was indicated in three of the seven districts visited.

The interview with the consortium coordinator indicated that the frequency of professional development programs

was primarily one time prepackaged programs with topics on the latest fad in education.

Interviews in local districts confirmed that programs sponsored there were primarily one time. There were no long term development efforts resulting from consortium-sponsored programs identified in the seven districts visited.

The most extensively used formats as indicated by respondents were one-day workshops, programs during the work day, and conferences. The least used were after school workshops, training for adoption of model programs, visitations to model programs, evening workshops and a series of programs on the same topic during the school year.

Respondents indicated the most extensively used as; information presented by lecture, demonstration of delivery systems' techniques, the development of a product. The least used were supervised trials, presentation of theory, feedback on performance and follow-up support for implementation.

Respondents to the questionnaire indicated the most extensive motivating factor for attending professional development programs as solving instructional problems.

Evaluation

Introduction

Table 37 is a comparison of responses by instructional personnel and administrators. They were responding on the

extent to which the following methods were used to evaluate professional development programs; academic grades, written comments, self assessment by participants, and reaction to the program recorded on a rating scale.

Table 38 indicates how the categories in the preceding table was ranked highest to lowest based on the intensity of responses by instructional personnel and administrators. The intensity was figured by adding the percentages of responses for considerable and a great deal in each category.

The highlights of the findings from the interviews and questionnaire are included in a summary at the end of this section.

TABLE 37

CONSORTIUM I: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH IDENTIFIED METHODS ARE USED IN EVALUATING PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent were the following methods used in evaluating professional development programs?													
Academic Grades Were Given	F %	12	35	11 9.2	22 77.1	1 8.3	5 14.3	0 0	2 5.7	0 0	1 2.9	0 0	0 0
Written Comments	F %	12	36	1 8.3	2 5.6	0 0	0 0	5 41.7	15 41.7	5 41.7	14 38.9	1 8.3	5 13.9
Self Assessment By Participants Based On Specific Performance Objectives	F %	12	34	4 33.3	10 29.4	4 33.3	8 23.5	2 16.7	9 26.5	2 16.7	6 17.6	0 0	1 2.9
Reaction to the Program Recorded On A Rating Scale	F %	12	36		5 13.9	1 8.3	1 2.8	4 41.7	6 16.7	4 41.7	17 47.2	3 25	7 19.4

TABLE 38

CONSORTIUM I: A COMPARISON OF INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH IDENTIFIED METHODS ARE USED IN EVALUATING PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Group					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Reaction to the Program Recorded on a Rating Scale	66.7	1	Reaction to the Program Recorded on a Rating Scale	66.6
2	Written Comments	50	2	Written Comments	50.8
3	Self-Assessment by Participants Based on Specific Performance Objectives	16.7	3	Self-Assessment by Participants Based on Specific Performance Objectives	
4	Academic Grades Were Given	0	4	Academic Grades Were Given	2.9

Summary - Evaluation

The evaluation methods identified by the consortium coordinator were reactions recorded on a rating scale. Any other evaluation method is the option of the sponsoring agency. Methods of evaluation to date have been the reaction of participants to the program. The use of the evaluation information was primarily a compliance matter. The evaluation was required by the State Department of Education. (See Appendix H for instrument)

Summary

Interviews with the consortium coordinator and seven policy board members contained sections that required respondents to characterize professional development programs in the consortium and identify problems and issues. The summary that follows provides an overview of the consortium from the perspective of the consortium coordinator and seven local district representatives on the policy board.

Characteristics of Professional Development Programs

The consortium coordinator indicated that programs were one-day, prepackaged presentations.

The coordinator's suggestions for improvement included; programs located at the building and district level, programs that deal with specific needs over a year.

The major benefit to local districts has been the exposure to a wider array resources. They have not, however, demonstrated a sophisticated use of these resources.

Overview of Issues

The most important issue for the coordinator was the political struggle between the intermediate school district and the largest local district. The struggle involved the continued progress by the local district toward taking over services formerly provided by the intermediate. If the take over included professional development, other districts would leave the consortium, in the opinion of the consortium coordinator.

The major positive characteristic was the equal voice in professional development programming regardless of the size of the district.

The major negative characteristic was the continued take over attempt by the large local district.

The major problem with the State Model was that too much money was spent on planning. The coordinator felt that too much time and money was spent on policy and procedures instead of implementing professional development programs.

Overview - Representatives From Local Districts

Personnel interviewed in local districts saw the pooling of resources, collaboration with other districts,

and access to a wider array of resources, as positive characteristics of participation in the consortium.

Negative characteristics identified by local district personnel interviewed included; uncoordinated inservice calendar for the county, inadequate communication between the policy board and local districts, polarization of teachers and administrators on the policy board, and distribution of money the first year.

Problems with the State Model included poor timing in distributing funds, lack of common guidelines, 51 percent teachers on the policy board, and inconsistent deadlines.

Consortium Profile

A profile for Consortium I provides a summary of the major characteristics of the consortium.

FIGURE 2

CONSORTIUM I

Profile

Total Allocation 1979-1981	\$128,759.68
Number of Professionals	2,945
Experience Before Consortium	Funded as Professional Development Advisory Council Demonstration Site.

Policy Board (meets bi-annually)

Purpose.....	To coordinate consortium and locally sponsored professional development programs funded through Section 97 funds.
Membership.....	Total 29, 15 teachers, 14 administrators
Funding Policy.....	First year mini grant - reimbursement Second year 75 percent locals, 25 percent intermediate school district
Role of Consortium Coordinator.....	Serves as assistant to policy board.
Standing Committees.....	Finance, program planning, resource identification, operating procedures.

Planning

Needs Assessment.....	Written 1979-80. Needs listed asked for prioritization
Basis for Prioritization.....	Teacher opinion, test data, administrator opinion.
Groups Influencing Determination of Goals	Policy board, instructional personnel, a small group of teachers.
Processes Identified.....	Assessment of teacher needs, process for prioritizing needs, identification of resources, human and material.
Groups Influencing Selection of Personnel.....	Policy board, administrators, teachers

Implementation

Types of Staff Used in Programs.....	Consultants from intermediate school districts, teachers, university personnel.
Funding Sources.....	State professional development funds, local district money, career education funds.
Program Formats.....	One-day workshops, programs during the workday, conferences.
Techniques in Programs.....	Lecture, supervised trials, demonstration of techniques, solving instructional problems.
Incentive for Attendance.....	Solving instructional problems.

Evaluation

Methods of Evaluation.....	Reaction to program recorded on a rating scale, written comments, self-assessment by participants based on specific performance objectives.

CONSORTIUM II

Background

Consortium II, the second largest of the three studied, included 12 districts with 1,204 professionals in 1979 and 1980. The intermediate school district was the fiscal agent for Professional Development Entitlement funds of \$24,449.84 in 1979-80 and \$20,600.44 in 1980-81 for a total of \$45,050.28 for 1979-81.

Professional development programs before formation of the consortium were usually one-shot and tied to contractual inservice days. Professional development programs were conducted during two to two and one-half days annually as indicated by local district superintendents that were interviewed.

Professional Development Entitlement funding in 1979 initiated the formation, with 12 local districts, of the consortium with the intermediate as fiscal agent.

The policy board was formed in October of 1979 to coordinate professional development programs in the consortium. The board has a membership of 27, 14 teachers, 11 administrators, one local school board member, and one parent. The consortium coordinator, an intermediate staff person, is an exofficio member.

The policy board operates within a set of by-laws. Its major responsibility is for:⁷⁸

...the planning, implementation, and evaluation of.... professional development programs funded through Section 97, monies and other resources under its jurisdiction.

The specific functions of the policy board can be summarized as follows:⁷⁹

- 1) Identify and analyze professional development needs.
- 2) Identify and utilize appropriate agencies and organizations.
- 3) To develop programs throughout local districts.
- 4) To formulate and adopt a budget.
- 5) To promote local district involvement.
- 6) To formulate procedures for approval of funding.
- 7) To formulate procedures for effective communication with local districts.
- 8) to promote videotaping of quality inservice programs.
- 9) To report to intermediate board on professional development.
- 10) To cooperate with and make recommendations to the State Department of Education regarding professional development.

The committee structure of the policy board includes an executive committee, review committee, and planning committee. These committees, working with the consortium coordinator, advise the full board on overall policy,

approval of applications for funding, and the county-wide inservice days. (For further details See Appendix G.)

The process for planning professional development as formulated by the board supervised by the consortium coordinator is summarized as follows:⁸⁰

- 1) Complete needs assessment or validate a perceived need by a planning committee at grade, department, building, district or through the policy board.
- 2) Translate validated need into an objective.
- 3) Plan program based on objectives.
- 4) Make application to policy board.
- 5) Receive approval.
- 6) Report to policy board on progress and outcomes.

Interviews with the consortium coordinator and local district administrators indicated that the first year was characterized by a polarization of teachers and administrators on the policy board. Suspicion by administrators over a 51 percent teacher majority and the background of regional collective bargaining left administrators cautious about cooperating. Teachers operating from similar experiences did not trust administrators. The consortium coordinator indicated that his role in this setting was one of "take charge" to get the policy board operational and deliver a county-wide inservice program. The second year of its existence, the board has begun to work together and the

level of trust has increased. The second year of consortium-sponsored programs has been well received.

Superintendents interviewed in the local districts indicated increased teacher involvement and satisfaction in professional development programs.

Programs in local districts that were spinoffs of consortium-sponsored programs were identified in four of the six districts visited. These programs included the development of a testing program, theories of learning seminar, course on mastery learning, kindergarten screening, and a continuous progress learning system.

Summary

Professional development programs before the formation of Consortium II were usually one-shot and tied to contractual agreements averaging two to two and one-half days in the six local districts visited.

Section 97 funds brought the formation of a policy board to coordinate professional development programs in the 12 district consortium. The board established by-laws and planning procedures. The consortium sponsored two county-wide inservice days over the last two years.

Against a background of regional collective bargaining, teachers and administrators were highly suspicious of each other. This suspicion slowed the progress of the policy board during the first year. The second year, the level of trust has increased along with cooperation.

Characteristics of Respondents

Tables 39 to 45 cover the questionnaire return rate in Consortium II, ages of respondents, level of education, years of service in local districts and in education, and respondents role in professional development experience in types of programs. A summary at the end of this section will contain the highlights of the tables.

TABLE 39

RESPONSE RATES FOR QUESTIONNAIRES IN CONSORTIUM II BY GROUPS SURVEYED

Groups	Number Contacted	Number Returned	Group Percent	Total Percent
Instructional Personnel on Policy Boards	14	13	92.8	29.5
Administrators on Policy Boards	12	11	91.6	25
Administrators not on Policy Boards	25	20	80	45.5
Total	51	44		86.3

TABLE 40

AGES OF RESPONDENTS IN CONSORTIUM II (N=43)

	Ages			
23 and under	26-35	36-45	46-55	55 and over
F	7	19	14	3
%	16.3	44.2	32.6	7

TABLE 41

LEVEL OF EDUCATION FOR THOSE RESPONDING
TO THE QUESTIONNAIRE IN CONSORTIUM II
(N=41)

	Degrees			
	B.A.	M.A.	Ed.S.	Ph.D.
F	2	25	8	6
%	4.9	61	19.5	14.6

TABLE 42

YEARS OF SERVICE IN LOCAL DISTRICTS FOR
THOSE RESPONDING TO THE QUESTIONNAIRE
IN CONSORTIUM II
(N=42)

	Years of Service				
	5 or less	6-10	11-17	18-24	25 and over
F	11	6	17	5	3
%	26.2	14.3	40.5	11.9	7.1

TABLE 43

YEARS OF SERVICE IN EDUCATION FOR
RESPONDENTS TO THE QUESTIONNAIRE IN
CONSORTIUM II
(N=43)

	Years of Service				
	5 or less	6-10	11-17	18-24	25 and over
F	1	4	14	17	7
%	2.3	9.3	32.6	39.5	16.3

TABLE 44

ROLE OF RESPONDENTS IN PROFESSIONAL
DEVELOPMENT FOR CONSORTIUM II
(N=37)

	Number Policy Board	Local District Committees	Building Committee	Interested Parties
F	24	9	1	3
%	64.9	24.3	2.7	8.1

TABLE 45

FREQUENCY OF ATTENDANCE AT TYPES OF PROFESSIONAL
DEVELOPMENT PROGRAMS BY RESPONDENTS IN CONSORTIUM II
IN THE LAST TWO YEARS

Types of Programs	Number of Programs Attended				
	N	0	1-4	5-8	9-10
Graduate Courses	44	F 32 % 72.7	10 22.7	2 4.5	
Visitations to Model Programs	44	F 22 % 22	22 50		
One-Day Workshops	44	F 2 % 4.5	31 70.5	11 25	
Conferences	44	F 6 % 13.6	32 72.7	6 13.6	
Training for Adoption of Model Programs	44	F 33 % 75	10 22.7	1 22.7	
After School Workshops	44	F 3 % 6.8	30 68.2	9 20.5	2 4.5
Evening Workshops	43	F 10 % 23.3	31 72.1	2 4.7	
Programs During the Work Day	42	F 11 % 26.2	26 61.9	5 11.9	
A Series of Programs on the Same Topic During the School Year	44	F 22 % 50	19 43.2	3 6.8	

Summary

A total of 51 questionnaires was sent with 44 usable questionnaires returned for a rate of 86.3 percent.

Members of the policy board had the highest return rate with 24 or 54.5 percent responding.

Respondents ranged in age from 26 to 55 and over. The largest group of respondents ranged in age from 36-55 and over, some 36 or 83.8 percent of those responding. The level of education for respondents in Consortium II included; 25 or 61 percent with Masters degrees. Respondents with Masters degrees and beyond represented 39 or 95.1 percent of those of those responding. Respondents had six or more years of service in education.

The predominate role for respondents, was 24 or 64.9 percent members of the policy board. The experience of respondents during the last two years was predominately in conferences, evening workshops, one-day workshops, and after school workshops. The least attended types of programs were graduate courses, a series of programs on the same topic during the school year, and visitations to model programs.

Planning

Introduction

Tables 46, 48, 50, 52 in this section show a comparison of responses to the questionnaire by instructional personnel

and administrators in Consortium II. Their responses were to the following planning issues.

Table 46 is a comparison of responses by instructional personnel and administrators on the extent to which the basis for prioritizing needs was teacher opinion, administrator's opinion, community opinion or test data.

Table 48 is a comparison of responses by instructional personnel and administrators on the extent to which a small group of teachers, teachers in a general, instructional personnel, administrators, principals, superintendents, central office administrators, local school boards, teacher associations, parents, the professional development policy board, and institutions of higher education influence the determination of goals for professional development programs.

Table 50 is a comparison of responses by instructional personnel and administrators on the extent to which assessment of teacher needs, process for prioritizing needs, development of goals to meet needs, development of objectives for each goal, identification of resources human and material, evaluation of professional development programs, and the evaluation of the performance of participants were used as processes for planning, implementation, and evaluating professional development programs.

Table 52 indicates the extent of influence by teachers, administrators, local school boards, professional

TABLE 46

CONSORTIUM II: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE BASIS FOR PRIORITIZING NEEDS FOR PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent was the prioritization of needs based on:													
Teacher Opinion	F %	12	32	1 8.3					6 18.8	7 58.3	15 46.8	4 33.3	11 34.4
Administrator Opinion	F %	12	32	1 8.3		3 25	4 12.5	3 25	14 43.8	5 41.7	11 34.4		3 9.4
Community Opinion	F %	12	31	6 50	13 40.6	2 16.7	11 34.4	3 25	6 18.8	1 8.3	1 3.1		
Test Data	F %	12	32	5 41.7	8 25	3 25	10 31.3	2 16.7	10 31.3	1 8.3	2 6.3	1 8.3	1 3.1

development policy board, universities, intermediate school district personnel, and state department personnel on the selection of instructional personnel for professional development programs.

Tables 47, 49, 51, 53 indicates how the categories in each preceding table was ranked from highest to lowest based on the intensity of responses by instructional personnel and administrators. The intensity was figured by adding the percentages of responses for considerable and a great deal in each category.

The findings from the interviews and questionnaire are included in a summary at the end of this section.

TABLE 47

CONSORTIUM II: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE BASIS FOR PRIORITIZING NEEDS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrator		
Rank		Percent	Rank		Percent
1	Teacher Opinion	91.6	1	Teacher Opinion	81.2
2	Administrator Opinion	66.7	2	Administrator Opinion	43.8
3	Test Data	16.6	3	Test Data	9.4
4	Community Opinion	8.3	4	Community Opinion	3.1

TABLE 48

CONSORTIUM II: A COMPARISON OF THE RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE DETERMINATION OF GOALS FOR PROFESSIONAL DEVELOPMENT PROGRAMS.
(IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent do the following groups influence the determination of goals for professional development programs?												
A Small Group of Teachers	F %	12 32	1 8.3		3 25	5 15.6	5 41.7	17 53.1	1 8.3	6 18.8	2 16.7	4 12.5
Teachers In General	F %	12 32		1 3.1	1 8.3	5 15.6	6 50	8 25	3 25	15 46.9	2 16.7	3 9.4
You	F %	12 30	2 16.7	1 3.3	7 58.3	5 16.7		13 43.3	3 25	10 33.3		1 3.3
Principals	F %	12 32	3 25		2 16.7	6 18.8	6 50	15 46.9	1 8.3	10 33.3		1 3.3
Superintendents	F %	12 31		1 3.2	5 41.7	13 41.9	3 25	9 29	3 25	6 19.4	1 8.3	2 6.5
Central Office Administrators	F %	11 32	2 18.2	3 9.4	3 27.3	9 28.1	4 36.4	13 40.6	2 18.2	7 21.9		
Local School Board	F %	12 31	5 41.7	11 35.5	4 33.3	10 32.3	3 25	6 19.4		2 6.5		2 6.5
Teacher Association	F %	12 32	1 8.3	4 12.5	7 58.3	8 25	2 16.7	11 34.4	2 16.7	9 28.1		
Parents	F %	12 32	6 50	12 37.5	6 50	13 40.6		7 21.9				
Professional Development Policy Board	F %	12 32		1 3.1		2 6.3		3 9.4	3 25	16 50	9 75	10 31.3
Institutions of Higher Education	F %	12 32	2 16.7	5 15.6	3 25	13 40.6	5 41.7	11 34.4	2 16.7	2 6.3		1 3.1

TABLE 49

CONSORTIUM II: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE DETERMINATION OF GOALS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Professional Development Policy Board	100	1	Professional Development Policy Board	100
2	Principals	58.3	2	Teachers in General	56.3
3	Central Office Administrator	54.6	3	You	36.6
4	Teachers in General	41.7	4	Principals	34.4
5	Superintendents	33.3	5	Small Groups of Teachers	31.3
6	You	25	6	Teacher Associations	28.1
6	Small Groups of Teachers	25	7	Superintendents	25.9
7	Teacher Associations	16.7	8	Central Office Administrators	21.9
7	Institution of Higher Education	16.7	9	Local School Boards	13
8	Local School Boards	0	10	Institutions of Higher Education	9.4
8	Parents	0	11	Parents	0

TABLE 50

CONSORTIUM II: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED PROCESSES ARE USED FOR PLANNING AND EVALUATING PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AND AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent are the following processes used in the planning, implementation, and evaluation of professional development programs?												
Assessment of Teachers' needs F %	12	32			2 16.7	6 18.8	1 8.3	7 21.9	5 41.7	14 43.8	4 33.3	6 18.8
Process for Prioritizing Needs F %	12	32	1 8.3		1 8.3	6 18.8	4 33.3	11 34.4	3 25	12 37.5	3 25	3 9.4
Development of Goals to Meet Needs F %	12	32	1 8.3		1 8.3	8 25	4 33.3	12 37.5	5 41.7	8 25	1 8.3	4 12.5
Development of Objectives For Each Goal F %	12	32	2 16.7	2 6.3	2 16.7	8 25	4 33.3	10 31.3	4 33.3	8 25		4 12.5
Identification of Resources Human and Material F %	12	32			1 8.3	7 21.9	1 8.3	9 28.1	8 66.7	13 40.6	2 16.7	3 9.4
Evaluation of Professional Development Programs F %	12	32	1 8.3			8 25	1 8.3	12 37.5	4 33.3	8 25	6 50	4 12.5
Evaluation of the Performance of Participants F %	12	32	2 16.7	1 3.1	1 8.3	5 15.6	5 41.7	13 40.6	3 25	8 25	1 8.3	5 15.6

TABLE 51

CONSORTIUM II: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED PROCESSES ARE USED FOR PLANNING AND EVALUATION OF PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Identification of Resources Human and Material	83.4	1	Assessment of Teacher Needs	62.6
2	Evaluation of Professional Development Programs	83.3	2	Identification of Resources Human and Material	50
3	Process for Prioritizing Needs	50	3	Process for Prioritizing Needs	46.9
3	Developing Goals to Meet Needs	50	4	Evaluation of Performance of Participant	40.6
4	Assessment of Teacher Needs	45	5	Evaluation of Professional Development Programs	37.5
5	Development of Objectives for Each Goal	33.3	6	Developing Goals to Meet Needs	37.5
5	Evaluation of the Performance of Participants	33.3	6	Development of Objectives for Each Goal	37.5

TABLE 52

CONSORTIUM II: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE OF GROUPS ON THE SELECTION OF INSTRUCTIONAL PERSONNEL FOR PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
How much influence do these groups have on the selection of instructional personnel for professional development programs.												
Teachers F %	12	32			1 8.3	4 12.5	7 58.3	11 34.5	4 33.3	15 46.9		2 6.3
Administrators F %	12	32			1 8.3	4 15.6	7 58.3	11 62.5	4 33.3	15 18.8		2 3.1
Local School Boards F %	12	32	7 58.3	15 46.9	4 33.3	9 28.1	1 8.3	6 18.8		2 6.3		
Professional Development Policy Board F %	12	32		1 3.1		1 3.1	2 16.7	4 12.5	3 25	13 40.6	7 58.3	13 40.6
Intermediate School District Personnel F %	12	32	1 8.3	6 18.8		5 15.6	6 50	12 37.5	3 25	6 18.8	2 16.7	3 9.8
Universities F %	12	32	2 16.7	5 15.6	3 25	4 43.8	4 33.3	12 37.5	3 25			1 3.1
State Department of Education Personnel F %	12	31	5 41.7	15 48.3	4 33.3	10 32.3	2 16.7	5 16.1	1 8.3	1 3.2		

TABLE 53

CONSORTIUM II: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE SELECTION OF INSTRUCTIONAL PERSONNEL FOR PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Professional Development Policy Board	83.3	1	Professional Development Policy Board	81.2
2	Intermediate School District Personnel	41.7	2	Teachers	53.2
3	Teachers	33.3	3	Intermediate School District Personnel	28.6
3	Administrators	33.3	4	Administrators	21.9
4	State Department of Education Personnel	8.3	5	State Department of Education Personnel	19.3
5	Local School Boards	0	6	Local School Boards	6.3

TABLE 54

CONSORTIUM II: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH TYPES OF PERSONNEL ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS. (IP= INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SONE		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent are the following types of personnel used to staff professional development programs?													
Teachers	F %	12	32			2 16.7	5 15.6	4 33.3	19 59.4	3 25	6 18.8	3 25	2 6.3
Administrators	F %	12	32	2 16.7	3 9.4	3 25	7 2.9	5 41.7	19 59.4	2 16.7	2 6.3		1 3.1
Consultants from Intermediate School Districts	F %	12	32			3 25	6 18.8	6 50	22 68.8	3 25	3 9.4		1 3.1
University Personnel	F %	12	32	1 8.3	2 6.3	5 41.7	3 9.4	3 25	14 43.8	1 8.3	12 37.5	1 3.1	
Consultants from the State Department	F %	12	32	3 25	3 9.4	4 33.3	9 28.1	1 8.3	15 46.9	2 16.7	5 15.6	2 16.7	
Consultants from the Private Corporations	F %	12	32	3 25	3 9.4	3 25	11 34.4	3 25	13 40.6	2 16.7	5 15.6	1 8.3	

Summary - Planning

The process for planning professional development programs began with the assessment of needs.

The consortium coordinator indicated a formal needs assessment was done in 1978. Information assessment is done in local districts on an annual basis. The top 10 needs from the assessment as reported in its annual report to the Office of Professional Development for 1979-80 were as follows:⁸¹

<u>Need to Know About</u>	<u>Desire for Inservice</u>
1. Reluctant Learner	1. Reluctant Learner
2. Development of Self Concept	2. Development of Self Concept
3. Gifted and Academically Talented Students	3. Gifted and Academically Talented Students
4. Diagnosis of Reading Problems	4. Diagnosis of Reading Problems
5. Teaching of Reading	5. Teaching of Reading
6. Behavior Modification	6. Mainstreaming
7. Creative Problem Solving	7. Behavior Modification
8. Individualization of Instruction	8. Individualized of Instruction
9. Working with Special Education Students in Regular Classrooms	9. Creative Problem-Solving
10. Crisis Prevention and Intervention Strategies	10. Development of Student Competencies

Respondents to the questionnaire indicated the basis for prioritizing needs as indicated on the questionnaire was teacher and administrator opinion. Test data and community opinion were indicated as the least likely to form a basis for prioritizing needs.

Interviews with superintendents in local districts, especially in the small districts, indicated a dependence on the annual county-wide inservice day as the major professional development activity. Spin offs from the county-wide inservice days were identified in three of the local districts visited. They included; the setting up of a kindergarten screening program, a course in mastery learning, continuous progress curriculum, and a testing program. The assistant superintendents in at least one district gave credit to the consortium coordinator for assisting in the development of these spin off programs. Local leadership was also credited by the coordinator with developing the spin off programs and managing their development.

Teacher associations at the local level were relatively neutral in their support. The regional university office was actively involved in the initial organization of the consortium but has since been neutral.

The groups with significant influence on determining goals for professional development as indicated by those responding on the questionnaire were the policy board, administrators, teachers, and superintendents. The consortium coordinator indicated that his role was a strong one, necessitated by lack of organization the first year.

The planning process in Consortium II involved the meeting of local district committees to discuss needs. The needs were prioritized and put in the form of a proposal

that was transmitted to the policy board for approval as a mini grant. The consortium coordinator reviewed the proposals and then they were submitted to the policy board for approval. Where appropriate, the proposals were incorporated into the county-wide program.

The identification of resources, human and material, was an informal process. Resources were collected by the consortium coordinator through suggestions by policy board members, and past experience in working with presenters.

The planning processes used most extensively as indicated by respondents to the questionnaire were the assessment of teacher needs, process for prioritizing needs, developing goals to meet needs, the identification of resources, human and material, and the evaluation of professional development programs. The least extensively used were the development of objectives and the evaluation of the performance of participants.

The selection of personnel to staff professional development programs was extensively influenced as indicated by respondents to the questionnaire by the professional development policy board, teachers, intermediate school district personnel, administrators. The least influential as indicated by respondents were State Department of Education personnel and local school boards.

ImplementationIntroduction

Tables 54, 56, 58, 60, 62 in this section show a comparison of responses to the questionnaire by instructional personnel and administrators in Consortium II. Their responses were to the following implementation issues.

Table 54 is a comparison of responses by instructional personnel and administrators on the extent to which teachers, administrators, university personnel, consultants from the state department, consultants from private corporations, and consultants from intermediate school districts are used to staff professional development programs.

Table 56 is a comparison of responses by instructional personnel on the extent to which funds from special education, gifted and talented, career education, vocational education, Title One, local district money, and state professional development funds were used to support professional development programs.

Table 58 is a comparison of responses by instructional personnel and administrators. Their responses indicated the extent to which professional development programs were delivered in the following formats; visitations to model programs, training for adoption of model programs, conferences, one-day workshops, evening workshops, after school workshops, programs during the work day, and a series of programs on the same topic during the school year.

Table 60 indicates the extent to which presentation of theory, information presented by lecture, techniques were demonstrated, supervised trials were conducted, participants developed a product they could use, participants received feedback on their performance, and follow-up support for implementation, were experienced during professional development programs attended during the last two years.

Table 62 indicates the extent to which salary increments, and solving instructional problems were factors motivating participants in attending professional development programs.

Tables 55, 57, 59, 61, 63 indicates how the categories, in each preceding table was ranked highest to lowest based on the intensity of responses by instructional personnel and administrators. The intensity was figured by adding the percentages of responses for considerable and a great deal for each category.

The highlights of the findings from the interviews and questionnaire are included in a summary at the end of this section.

TABLE 55

CONSORTIUM II: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH TYPES OF PERSONNEL ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Teachers	50	1	University Personnel	40.6
2	Consultants from State Department	33.4	2	Teachers	25.1
3	Consultants from Private Corporations	25	3	Consultants from State Department	15.6
3	Consultants from Intermediate School Districts	25	3	Consultants from Private Corporations	15.6
4	Administrators	16.7	4	Consultants from Intermediate School Districts	12.5
5	University Personnel	8.3	5	Administrators	9.4

TABLE 56

CONSORTIUM II: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED FUNDING SOURCES ARE USED TO SUPPORT PROFESSIONAL DEVELOPMENT PROGRAMS.
(IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent have these funding sources been used to support professional development programs?													
Special Education	F %	10	26	3 30	11 42.3	4 40	3 11.5	2 20	11 42.3	1 10	1 3.8		
Gifted and Talented	F %	10	24	2 18.2	8 33.3	2 18.2	6 25	2 18.2	9 37.5	4 36.4	1 4.2	1 9.1	
Career Education Funds	F %	10	24	2 20	7 29.2	3 20	3 12.5	2 20	11 45.8	2 20	1 4.2	1 10	2 8.3
Vocational Education Funds	F %	10	24	3 30	11 45.8	3 30	6 25	3 30	4 16.7	1 10	2 8.3		1 4.2
Title One Funds	F %	10	24	4 40	11 45.8	3 30	3 12.5	3 30	9 37.5		1 4.2		
Local District Money	F %	11	27	2 18.2	2 7.4	4 36.4	7 25.9	3 27.3	6 22.2	2 18.2	12 44.4		
State Professional Development Funds	F %	9	28		1 3.6	1 11.1	1 3.6	1 11.1	4 14.3	2 22.2	6 21.4	5 55.6	16 57.1

TABLE 57

CONSORTIUM II: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT FUNDING SOURCES ARE USED TO SUPPORT PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	State Professional Development Funds	77.8	1	State Professional Development Funds	78.5
2	Gifted and Talented Funds	45.5	2	Local District Money	44.4
3	Career Education Funds	30	3	Career Education Funds	12.5
4	Local District Money	18.2	3	Vocational Education Funds	12.5
5	Vocational Education Funds	10	4	Gifted and Talented Funds	4.2
5	Special Education Funds	10	4	Title One Funds	4.2
6	Title One Funds	0	5	Special Education Funds	3.8

TABLE 58

CONSORTIUM II: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT SPECIFIC FORMATS ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent are professional development programs delivered in the following formats?													
Visitations to Model Programs	F %	12	30	5 41.7	6 20	6 50	16 53.3		7 23.3	1 8.3	1 3.3		
Training for Adoption of Model Programs	F %	12	31	2 16.7	6 19.4	4 33.3	13 41.9	3 25	9 29	2 16.7	3 9.7	1 8.3	
Conferences	F %	12	31	4 33.3	4 12.9	1 8.3	4 12.9	3 25	13 41.9	3 25	8 25.8	1 8.3	2 6.5
One Day Workshops	F %	12	32	1 8.3	1 3.1	2 16.7	2 6.3	2 16.7	6 18.8	2 16.7	11 34.4	5 41.7	12 37.5
After School Workshops	F %	12	32		1 3.1	2 16.7	6 18.8	1 8.3	11 34.4	5 41.7	10 31.3	4 33.3	4 12.5
Programs During the Work Day	F %	12	32	4 33.3	5 15.6	2 16.7	10 31.3	2 16.7	8 25	4 33.3	7 21.9		2 6.3
Evening Workshops	F %	12	32		5 15.6	1 8.3	10 31.3	5 41.7	8 25	5 41.7	7 21.9	1 8.3	2 6.3
A Series of Programs on the Same Topic During the School Year	F %	12	32		4 12.5	8 66.7	11 34.4	3 25	11 34.4	1 8.3	4 12.5		2 6.3

TABLE 59

CONSORTIUM II: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT SPECIFIC FORMATS ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Rank	Instructional Personnel		Rank	Administrators	
		Percent			Percent
1	After School Workshops	75	1	One-Day Workshops	71.9
2	One-Day Workshops	58.4	2	After School Workshops	43.8
3	Evening Workshops	50	3	Conferences	32.3
4	Conferences	33.3	4	Programs During the Work Day	28.2
4	Programs During the Work Day	33.3	5	Evening Workshops	18.8
5	Training for Adoption of Model Programs	25	5	A Series of Programs on the Same Topic During the School Year	18.8
6	Visitation to Model Programs	8.3	6	Training for Adoption of Model Programs	9.7
6	A Series of Programs on the Same Topic During the School Year	8.3	7	Visitation to Model Programs	3.3

TABLE 60

CONSORTIUM II: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH IDENTIFIED TECHNIQUES WERE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS ATTENDED BY RESPONDENTS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent have the following activities occurred during professional development programs that you have attended during the last two years?													
Presentation of Theory	F %	12	30		2 6.7	5 41.7	9 30	5 41.7	12 40	2 16.7	5 16.7		2 6.7
Information Presented by Lecture	F %	12	31		1 3.2	1 8.3	1 3.2	3 25	15 48.4	6 50	8 25.8	2 16.7	6 19.4
Techniques Were Demonstrated	F %	12	31		2 6.5			6 50	14 45.2	6 50	11 35.5		4 12.9
Supervised Trials Were Conducted	F %	12	29	3 25	12 41.4	3 25	10 34.5	4 33.3	5 17.2	2 16.7	2 6.9		
Participants Developed A Product They Could Use	F %	12	31	1 8.3	6 19.4		5 16.1	5 41.7	9 29	5 41.7	8 25.8	1 8.3	3 9.7
Participants Received Feedback on Their Performance	F %	12	30	3 25	6 20	3 25	8 26.7	2 16.7	9 30	3 25	7 23	1 8.3	
Follow-up Support for Implementation	F %	12	30	4 33.3	5 16.7	1 8.3	11 36.7	4 33.3	10 33.3	2 16.7	2 6.7	1 8.3	2 6.7

TABLE 61

CONSORTIUM II: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED TECHNIQUES WERE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS ATTENDED BY RESPONDENTS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Information Presented by Lecture	66.7	1	Techniques Were Demonstrated	48.4
2	Techniques Were Demonstrated	50	2	Information Presented by Lecture	45.2
2	Participants Developed A Product They Could Use	50	3	Participants Developed A Product They Could Use	35.5
3	Participants Received Feedback On Their Performance	33.3	4	Presentation Of Theory	23.4
4	Follow-up Support for Implementation	25	5	Participants Received Feedback On Their Performance	23
5	Presentation of Theory	16.7	6	Follow-up Support for Implementation	13.4
5	Supervised Trials Were Conducted	16.7	7	Supervised Trials Were Conducted	6.9

TABLE 62

CONSORTIUM II: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH FACTORS MOTIVATED PARTICIPANTS IN PROFESSIONAL DEVELOPMENT PROGRAMS.
(IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent do the following factors describe the motivation of participants in attending professional development programs?													
Salary Increments	F %	12	31	9 75	21 67.7	2 16.7	5 16.1	1 8.3	3 9.7		2 6.5		
Solving Instructional Problems	F %	12	31	1 8.3	1 3.2	2 16.7	2 6.5		12 38.7	4 33.3	10 32.3	5 41.7	6 19.4

TABLE 63

CONSORTIUM II: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH FACTORS MOTIVATED PARTICIPANTS IN PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Solving Instructional Problems	75	1	Solving Instructional Problems	51.7
2	Salary Increments	0	2	Salary Increments	6.5

Summary - Implementation

The consortium coordinator indicated the staffing of professional development programs drew a wide variety of groups including; consultants from intermediate school districts, local teachers, administrators, and university personnel. The coordinator indicated that there were no best sources, only appropriate ones.

Respondents to the questionnaire indicated the groups used most extensively to staff professional development programs, as teachers, university personnel, consultants from the state department, consultants from intermediate school districts and private corporations. The least used group was administrators.

The consortium coordinator indicated funding sources other than state professional development funds as; special education and gifted and talented funds. Interviews with local superintendents in six districts indicated five of the six relying totally on state professional development funds, with the largest district using Title IVC funds to support professional development programs locally.

The funding sources used most extensively for professional development programs as indicated by respondents to the questionnaire were state professional development funds, gifted and talented and career education funds. The least used included vocational education, special education, and Title One funds.

The formats for programs were mostly one-day short-term workshops. The coordinator indicated that most of the programs were not packaged, but involved negotiation with the presenter to modify the presentation to a particular audience.

The most extensively used formats for professional development programs indicated by respondents on the questionnaire were after school workshops, one-day workshops, evening workshops, conferences and programs during the work-day. The least used included training for adoption of model programs, and a series of programs on the same topic during the school year.

The respondents on the questionnaire indicated the most extensively used methods of presentation of material in professional development programs as; information presented by lecture, demonstration of techniques, developed a product, and participants received feedback on their performance. The last used were follow-up support for implementation, and supervised trials were conducted.

Interviews with the coordinator and superintendents in local districts on the primary motivation for attending professional development programs indicated a range of responses from cynical to positive. The coordinator was convinced that the major motivation was improvement, "this motivation was characteristic of most teachers," he observed. Superintendents interviewed in six local districts identified

incentives as, its required use for problem solving, and the infusion of new ideas.

The respondents to the questionnaire indicated the most extensive motivating factor for attending professional development programs was solving of instructional problems.

Evaluation

Introduction

Table 64 is a comparison of responses by instructional personnel and administrators. They were responding on the extent to which the following methods were used to evaluate professional development programs; academic grades, written comments, self assessment by participants, and reaction to the program recorded on a rating scale.

Table 65 indicates how the categories in each table and figure ranked highest to lowest based on the intensity of responses by instructional personnel and administrators. The level of intensity was figured by adding the percentages of responses for considerable and a great deal for each category.

The highlights of the findings from the interviews and questionnaire are included in a summary at the end of this section.

TABLE 64

CONSORTIUM II: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH IDENTIFIED METHODS ARE USED IN EVALUATING PROFESSIONAL DEVELOPMENT PROGRAMS.
(IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent were the following methods used in evaluating professional development programs?													
Academic Grades Were Given	F %			9 75	28 90.3	1 8.3	2 6.5	1 8.3	1 3.2	1 8.3			
Written Comments	F %			2 16.7			5 15.6	3 25	5 15.6	4 33	17 53.1	3 25	5 15.6
Self Assessment by Participants Based on Specific Performance Objectives	F %			3 25	9 28.1	5 41.7	8 25	2 16.7	11 34.4	2 16.7	3 9.4		1 3.1
Reaction to the Program Recorded on a Rating Scale	F %			1 8.3	3 16.1	2 16.7	6 19.4	2 16.7	8 25.8	2 16.7	12 38.7	5 41.7	2 6.5

TABLE 65

CONSORTIUM II: A COMPARISON OF INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH IDENTIFIED METHODS ARE USED IN EVALUATING PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Reaction to the Program Recorded on a Rating Scale	58.4	1	Written Comments	68.7
2	Written Comments	58	2	Reactions to the Program Recorded on a Rating Scale	45.2
3	Self-Assessment By Participants Based On Specific Performance Objectives	16.7	3	Self-Assessment By Participants Based On Specific Performance Objectives	12.5
4	Academic Grades Were Given	8.3	4	Academic Grades Were Given	0

Summary - Evaluation

Respondents to the questionnaire indicated the methods used extensively in evaluating professional development programs as reactions recorded on a rating scale and written comments. The least used methods were self assessments by participants on specific performance objectives and academic grades.

SUMMARY

Consortium II

The seven interviews done in Consortium II contained two sections asking the coordinator and local district administrators to describe the characteristics of professional development, improvements, benefits, and an overview of major issues and problems. The following is a summary of those comments.

Characteristics of Professional Development

The coordinator indicated that even though programming was brief and haphazard, it was still well received by local districts participating.

Improvements in programming as suggested by the coordinator should include; programs developed in local districts preferably at the building level. They should identify a local problem and develop a strategy for solving these problems using resources of the consortium.

The benefits to local districts as identified by the coordinator were less paper work, exposure to a wider array of resources, and the spin off of programs in local districts.

Overview of Issues

The most important issue for Consortium II as indicated by the coordinator, was the development of site specific programs, specifically at the building level.

Positive characteristics of programming in Consortium II as identified by the coordinator were the willingness by teachers and administrators and local districts to plan cooperatively. The major negative characteristic was the lack of involvement by more professionals.

Major Problem

The major problem with the State Model was the lack of assistance in establishing a collaborative structure to foster professional development programming. Technical assistance should have been provided for coordinators and members of policy boards.

Overview - Representatives in Local Districts

Positive characteristics of professional development programming in Consortium II as identified by those interviewed in local districts included; fostering of spin off programs to solve local problems, wider array of resources, and a chance to improve and change.

Comments by local district personnel indicating negative characteristics included; too much money spent on planning, first county-wide inservice poorly managed, and the whole concept was over funded.

The major problems with State Model as indicated by superintendents were more general fund money, professional development was not a top priority, the 51 percent teacher majority caused polarization and slowed cooperation.

FIGURE 3

CONSORTIUM II

Profile

Total Allocation 1979-1981	\$45,050.28
Number of Professionals	1,204
Experience Before Consortium	Brief workshops usually on contractual inservice days.

Policy Board (meets monthly)

Purpose.....	Planning implementation, and evaluation of professional development programs funded through Section 97, monies and other resources under its jurisdiction.
Membership.....	Total 27, 14 teachers, 11 administrators, 1 Board member, 1 parent.
Funding Policy.....	First and second year mini grants to local district.
Role of Consortium Coordinator.....	Strong leadership, strong advocate.
Standing Committees.....	Executive committee, review committee, and planning committee.

Planning

Needs Assessment.....	Written 1978. List needs and prioritize.
Basis for Prioritization.....	Teacher opinion, administrator opinion, test data.
Groups Influencing the Determination of Goals for Professional Development..	Policy Board, principals, teachers.
Processes Identified.....	Assessment of Teacher needs, identification of resources: human and material, evaluation of professional development programs.
Groups Influence Selection of Instructional Personnel for Programs.....	Policy Board, intermediate school district personnel, teachers.

Implementation

Types of Staff Used in Programs.....	Teachers, university personnel, consultants from the state department.
Funding Sources.....	State professional development funds, gifted and talented, local district money.
Program Formats.....	After school workshops, one-day workshops, evening workshops.
Techniques Used in Programs.....	Lecture, demonstration of Techniques, participants developed a product they can use.
Incentives for Attendance.....	Solving instructional problems.
Methods of Evaluation.....	Reaction to the program recorded on a rating scale, written comments, self assessment by participants based on specific performance objectives.

CONSORTIUM III

Background

Consortium III, the smallest of the three studied, included five local districts with 905 professionals. The intermediate school district was the fiscal agent for Professional Development Entitlement funds totalling \$24,449.84 in 1979-80 and \$15,484.55 in 1980-81 for a total of \$39,934.34 during 1979-81.⁸²

Professional development programs before formation of the consortium were tied to contractual days in local districts. Cooperation with the intermediate was incidental with intermediate-sponsored programs related to categorical grants it received.

Professional Development Entitlement funding in 1979 initiated the formation of the consortium with five local districts and the intermediate pooling their resources.

The policy board was formed in 1979 with the following purpose.

The purpose of this organization shall be to facilitate improved pupil learning by:⁸³

- 1) Identifying the professional development needs of educational staff members who work within the boundaries of the intermediate school district.
- 2) Planning and/or approving programs to meet these needs;
- 3) Carrying out and/or funding these planned programs;
and

4) Evaluating these programs.

The membership of the policy board consists of 19 voting members and one non-voting member. The breakdown of membership includes 10 teachers, nine administrators, and the consortium coordinator as an exofficio member. Teachers are appointed by their local associations and administrators by their local district administrations.

The policy board functions as a policy making body designing recommending and approving programs for implementing professional development programs in accordance with rules and regulations promulgated by the State Department of Education.⁸⁴

The policy board committee structure is as follows:

The intent of the following committee structure is to better serve the needs of local districts in their efforts to provide quality inservices.⁸⁵

- 1) Evaluation - Because of the need for the policy board to tabulate hours of inservice, number of participants and responses to "what did you learn" questions for the Office of Professional Development, this committee would be responsible for:
 - a. Insuring evaluations are submitted from the locals in a timely fashion.
 - b. Overseeing that the data collected is complete.
 - c. Making the board aware of the results of evaluations as to the response to various inservices.

- 2) Planning - To insure that the overall direction of the consortium is appropriate and that any inservices sponsored by the board are well planned and publicized. Specific tasks could include:
 - a. Planning inservices sponsored by the consortium.
 - b. Developing long range goals for the goard.
 - c. Developing policy board philosophy.
- 3) Review - The basic purpose of this committee would be to give approval of mini grants submitted by the local professional development committees. The specific tasks could be as follows:
 - a. Review the criterion for approval of mini grants for its appropriateness.
 - b. Give recommendations to the fiscal agent for reimbursement of costs.
 - c. Report unusual or extenuating circumstances to the board as appropriate.
- 4) Local Resource - The purpose of this committee is to establish a resource file of name and types of inservices that have been or could be useful to the consortium. The more specific tasks could be as follows:
 - a. Develop a file system that reports what inservices have occurred in the consortium.
 - b. Collect and report information of up coming inservices to the board.

administrators from local districts. The members of the board initially split into two groups, teachers and administrators, highly suspicious of each other. The lack of trust slowed the development of policy and procedures the first year. Funding for programs is handled through the submission of mini grant proposals by local districts.

Characteristics of Respondents to Questionnaire

Tables 66 to 72 cover the questionnaire returns rate in Consortium III, ages of respondents, level of education, years of service in local districts and in education, role of respondents, and experience in attending types of programs. Tables are listed consecutively with highlights for each table in the summary at the end of this section.

TABLE 66

RESPONSE RATES FOR QUESTIONNAIRES IN CONSORTIUM III BY GROUPS SURVEYED

Groups	Number Contacted	Number Returned	Group Percent	Total Percent
Instructional Personnel on Policy Boards	9	8	88	25.8
Administrators on Policy Board	12	11	91.6	35.5
Administrators not on Policy Boards	16	12	75 .	38.7
Total	37	31		83.7

TABLE 67

AGES OF RESPONDENTS TO THE QUESTIONNAIRE
IN CONSORTIUM III
(N=31)

	Age Groups				
	25 and under	26-35	36-45	46-55	55 & over
F		11	10	8	2
%		35.5	32.3	25.8	6.5

TABLE 68

LEVEL OF EDUCATION FOR THOSE RESPONDING
TO THE QUESTIONNAIRE IN CONSORTIUM III
(N=29)

	Degrees Held			
	B.A.	M.A.	Ed.S.	Ph.D.
F	2	17	7	3
%	6.9	58.6	14.3	10.3

TABLE 69

YEARS OF SERVICE IN LOCAL DISTRICTS FOR
THOSE RESPONDING TO THE QUESTIONNAIRE
IN CONSORTIUM III
(N=30)

	Years of Service				
	5 or less	6-10	11-17	18-24	25 & over
F	4	11	12	3	
%	25	36.7	40	10	

TABLE 70

YEARS OF SERVICE IN EDUCATION FOR THOSE
RESPONDING TO THE QUESTIONNAIRE
IN CONSORTIUM III
(N=31)

	Years of Service				
	5 or less	6-10	11-17	18-24	25 & over
F	1	4	10	10	6
%	3.2	12.9	32.3	32.3	19.4

TABLE 71

ROLE OF RESPONDENTS IN PROFESSIONAL DEVELOPMENT
FOR THOSE RESPONDING TO THE QUESTIONNAIRE
IN CONSORTIUM III
(N=25)

	Role of Respondents			
	Members of Policy Board	Local District Committee	Building Committee	Interested Party
F	20	2	1	2
%	80	8	4	8

TABLE 72

TYPES OF PROFESSIONAL DEVELOPMENT PROGRAMS BY
RESPONDENTS IN CONSORTIUM III
IN THE LAST TWO YEARS

Types of Programs	Number of Responses Attended					
	N		0	1-4	5-8	9-10
Graduate Courses	31	F	23	6	1	1
		%	74.1	19.4	3.2	3.2
Visitations to Model Programs	31	F	16	15		
		%	51.6	48.4		
One-Day Workshops	31	F	4	25	1	1
		%	12.9	80.6	3.2	3.2
Conferences	31	F	4	23	3	1
		%	12.9	74.2	9.7	3.2
Training for Adoption of Model Programs	30	F	20	8	2	
		%	66.6	26.6	6.6	
After School Workshops	31	F	1	27	2	
		%	3.2	87.1	6.5	3.2
Evening Workshops	31	F	10	19		2
		%	32.3	61.3		6.5
Programs During the Work day	31	F	9	15	5	2
		%	29	48.4	61.1	6.5
A Series of Programs on the Same Topic During the School Year	31	F	18	12		1
		%	58.1	38.7		3.2

Summary

A total of 37 questionnaires was sent with 31 usable questionnaires returned for a return rate of 83.7 percent. Administrators on the policy board had the highest return rate with 11 or 91.6 percent responding.

Respondents ranged in age from 26 to 55 and over. The largest group of respondents, 29 or 93.6 percent, were in the 26-55 age group.

The level of education for respondents in Consortium III included 17 or 58.6 percent with Masters degrees. Respondents with Masters degrees and beyond represented 27 or 83.2 percent of respondents. Years of service in local districts indicated experienced respondents with 26 or 86.7 percent between six and 24 years of service.

Respondents with 11 years or more of service in education represented 26 or 84 percent of those responding. The predominate role of respondents was as members of the policy board with 20 or 80 percent responding.

Respondents indicated that they frequently attended after school workshops, one-day workshops, conferences and evening workshops. The least attended types of programs were graduate courses, training for adoption of model programs, and a series of programs on the same topic during the school year.

PlanningIntroduction

Tables 73, 75, 77, 79 in this section are a comparison of responses to the questionnaire by instructional personnel and administrators in Consortium III. Their responses were to the following planning issues.

Table 73 indicates the extent to which the basis for prioritizing needs was teacher opinion, administrator's opinion, community opinion or test data.

Table 75 indicates the extent to which a small group of teachers, teachers in a general, instructional personnel, administrators, principals, superintendents, central office administrators, local school boards, teacher associations, parents, the professional development policy board, and institutions of higher education influence the determination of goals for professional development programs.

Table 77 indicates the extent to which assessment of teacher needs, process for prioritizing needs, development of goals to meet needs, development of objectives for each goal, identification of resources human and material, evaluation of professional development programs, and the evaluation of the performance of participants were used as processes for planning, implementation, and evaluating professional development programs.

Table 79 indicates the extent of influence by teachers, administrators, local school boards, professional

development policy board, universities, intermediate school district personnel, and state department personnel on the selection of instructional personnel for professional development programs.

Tables 74, 76, 78, 80 indicates how the categories in each preceding table was ranked from highest to lowest based on the intensity of responses by instructional personnel and administrators. The intensity was figured by responses for considerable and a great deal for each category.

The findings from the interviews and questionnaire are included in a summary at the end of this section.

TABLE 73

CONSORTIUM III: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE BASIS FOR PRIORITIZING NEEDS FOR PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent was the prioritization of needs based on:												
Teacher Opinion F %	7	24						6 25	5 71.4	10 41.7	2 28.6	8 33.3
Administrator Opinion F %	7	24			2 28.6	6 25	4 57.1	14 58.3	1 14.3	3 12.5		1 4.2
Community Opinion F %	6	23	4 66.7	13 56.5	1 16.7	8 34.8	1 16.7	2 8.7				
Test Data F %	7	24	4 57.1	6 25		7 29.2	3 42.9	9 37.5		2 8.3		

TABLE 74

CONSORTIUM III: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL
AND ADMINISTRATORS ON THE BASIS FOR PRIORITIZING NEEDS RANKED BY LEVEL
OF INTENSITY

Groups					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Teacher Opinion	100	1	Teacher Opinion	75
2	Administrator Opinion	14.3	2	Administrator Opinion	16.7
3	Test Data	0	3	Test Data	8.3
3	Community Opinion	0	4	Community Opinion	0

TABLE 75

CONSORTIUM III: A COMPARISON OF THE RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE DETERMINATION OF GOALS FOR PROFESSIONAL DEVELOPMENT PROGRAMS.
IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent do the following groups influence the determination of goals for professional development programs?													
A Small Group of Teachers	F %	7	24				4 16.7	2 28.6	7 29.2	3 42.9	10 41.7	2 28.6	3 12.5
Teachers In General	F %	7	24		1 4.2	1 14.3	2 8.3	3 42.9	9 37.5	3 42.9	10 41.7		2 8.3
You	F %	7	24				9 37.5	2 28.6	10 41.7	4 54.1	2 8.3	1 14.3	3 12.5
Principals	F %	7	24			1 14.3	6 25	4 54.1	13 54.2	1 14.3	4 16.7		1 4.2
Superintendents	F %	7	24	1 14.3	2 8.3	2 28.6	12 50	3 42.9	7 29.2	1 14.3	3 12.5		
Central Office Administrators	F %	7	24	2 28.6	6 25	3 42.9	7 29.2	1 14.3	6 25	1 14.3	4 16.7		1 4.2
Local School Board	F %	7	24	5 71.4	13 54.2	2 28.6	7 29.2		4 16.7				
Teacher Association	F %	7	24	1 14.3	2 8.3	4 54.1	7 29.2	2 28.6	6 25		8 33.3		1 4.2
Parents	F %	7	24	5 71.4	16 66.7	2 28.6	6 25		2 8.3				
Professional Development Policy Board	F %	7	24		2 8.3		2 8.3		3 12.5	2 28.6	12 50	5 71.4	5 20.8
Institutions of Higher Education	F %	7	24	2 28.6	12 50	5 71.4	6 25		6 25				

TABLE 76

CONSORTIUM III: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE DETERMINATION OF GOALS RANKED BY LEVEL OF INTENSITY

Groups					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Professional Development Policy Board	100	1	Professional Development Policy Board	70.8
2	Small Groups of Teachers	71.5	2	Small Groups of Teachers	54.2
3	You	68.4	3	Teachers in General	50
4	Teachers in General	42.9	4	Teacher Associations	37.5
5	Principals	28.6	5	Principals	20.9
6	Central Office Administrators	14.3	5	Central Office Administrators	20.9
6	Superintendents	14.3	6	You	20.8
7	Local School Boards	0	7	Superintendents	12.5
7	Parents	0	8	Local School Boards	0
7	Teachers Association	0	8	Parents	0
7	Institutions of Higher Education	0	8	Institutions of Higher Education	0

TABLE 77

CONSORTIUM III: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED PROCESSES ARE USED FOR PLANNING AND EVALUATION OF PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL AND AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent are the following processes used in the planning, implementation, and evaluation of professional development programs?												
Assessment of Teachers' Needs F %	7	24				1 4.2	2 28.6	10 41.7	4 57.1	7 29.2	1 14.3	6 2.5
Process for Prioritizing Needs F %	7	24				2 8.3		10 41.7	6 85.7	9 37.5	1 14.3	3 12.5
Development of Goals to Meet Needs F %	7	23		4 17.4	1 14.3	4 17.4	1 14.3	9 39.1	4 57.1	6 26.1	1 14.3	
Development of Objectives for Each Goal F %	6	23		6 26.1	2 33.3	7 30.4	1 16.7	8 34.8	2 33.3	2 8.7	1 16.7	
Identification of Resources Human and Material F %	7	23		2 8.7	1 14.3	3 13	2 28.6	11 47.8	4 57.1	6 2.6		1 4.3
Evaluation of Professional Development Programs F %	7	23		1 4.3	1 14.3	8 34.8	4 57.1	11 47.8	1 14.3	2 8.7	1 14.3	1 4.3
Evaluation of the Performance of Participants F %	7	24	1 14.3	4 16.7	1 14.3	3 12.5	2 28.6	11 45.8	2 28.6	4 16.7	1 14.3	1 4.2

TABLE 78

CONSORTIUM III: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED PROCESSES ARE USED FOR PLANNING AND EVALUATION OF PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Groups					
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Process for Prioritizing Needs	100	1	Assessment of Teachers Needs	54.2
2	Assessment of Teacher Needs	71.4	2	Process for Prioritizing Needs	50
2	Development of Goals to Meet Needs	71.4	3	Identification of Resources Human and Material	30.3
3	Identification of Resources Human and Material	57.1	4	Development of Goals to Meet Needs	26.1
4	Development of Objectives for Each Goal	50	5	Evaluation of the Performance of Participants	20.9
5	Evaluation of Performance of Participants	42.9	6	Evaluation of Professional Development Programs	13
6	Evaluation of Professional Development Programs	28.6	6	Development of Objectives for Each Goal	8.7

TABLE 79

CONSORTIUM III: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE OF GROUPS ON THE SELECTION OF INSTRUCTIONAL PERSONNEL FOR PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
How much influence do these groups have on the selection of instructional personnel for professional development programs?												
Teachers F %	7	24	1 4.2		1 14.3	1 4.2	2 28.6	7 29.2	4 57.1	11 45.8		4 16.7
Administrators F %	7	24		1 4.2	4 57.1	7 29.2		6 25	3 42.9	7 29.2		3 12.5
Local School Boards F %	7	24	6 85.7	17 70.8		6 25	1 14.3	1 4.2				
Professional Development Policy Board F %	7	24		2 8.3		2 8.3	3 42.9	5 20.8	2 28.6	11 45.8	2 28.6	4 16.7
Intermediate School District Personnel F %	7	24		2 8.3	2 28.6	7 29.2	2 28.6	10 41.7	3 42.9	4 16.7		1 4.2
Universities F %	7	24	2 28.6	10 41.7	3 42.9	3 12.5	2 28.6	9 37.5		2 8.3		
State Department of Education Personnel F %	6	24	3 50	12 50	1 16.7	8 33.3	2 33.3	3 12.5		1 4.2		

TABLE 80

CONSORTIUM III: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE SELECTION OF INSTRUCTIONAL PERSONNEL FOR PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

			Groups		
Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Professional Development Policy Board	57.2	1	Teachers	62.5
2	Teachers	57.1	1	Professional Development Policy Board	62.5
3	Administrators	42.9	2	Administrators	41.7
3	Intermediate School District Personnel	42.9	3	Intermediate School District Personnel	20.9
4	Universities	0	4	Universities	8.3
4	Local School Boards	0	5	State Department of Education Personnel	4.2
4	State Department of Education Personnel	0	6	Local School Boards	0

Summary - Planning

The needs assessment in Consortium III was finished in April of 1980. The assessment was based on teacher and administrator opinion. The top 10 needs identified in the Consortium III are as follows:⁸⁶

- 1) Motivating Students to Learn
- 2) Stress Management
- 3) Classroom Management
- 4) Individualized Instruction
- 5) Time Management
- 6) Gifted and Talented Instruction
- 7) Student Self Image
- 8) Matching Teaching and Learning Styles
- 9) Innovative Reading Programs
- 10) Insreading and Maintaining Parent Involvement

Respondents to the questionnaire indicated that the basis for prioritizing needs was teacher and administrator opinion. Test data and community opinion were least likely to form a basis for prioritizing needs.

The coordinator indicated his role as; screening of mini grants before presentation to the policy board, distributing information on state guidelines, and insisting in logistics of county inservice programs. The coordinator indicated that teacher involvement in professional development programming has varied from district to district. Teacher associations have been cooperative.

The groups with significant influence on determining goals for professional development as indicated by those responding on the questionnaire were the policy board and teachers.

The process for planning professional development programs as described in interviews with the consortium coordinator and local district administrators included the following:

- 1) Local district committees met to determine local needs and the types of programs needed.
- 2) Representatives from the policy board worked with committees to put local needs in mini grant format and present it to the policy board.
- 3) Mini grants were screened by the consortium coordinator and sent to policy board for final approval.

Respondents to the questionnaire indicated a process for prioritizing needs, assessment of teacher needs, development of goals to meet needs, and the identification of resources human and material as the most extensively used planning processes.

The selection of instructional personnel for professional development programs was done by those directly involved in planning the program. The consortium coordinator maintains a file of potential presenters. This information is shared with groups planning programs in the

consortium. There were no formalized methods of identifying resources human and material. The coordinator admitted his file was based on word-of-mouth by professionals in the district. He also received recommendations from other consortium coordinators.

Respondents to the questionnaire indicated the selection of instructional personnel for professional development programs was influenced extensively by the Professional Development Policy Board, teachers, administrators, and intermediate school district personnel.

The consortium coordinator had a central role in planning, especially during the first year when teachers and administrators were polarized.

Implementation

Introduction

Tables 81, 83, 85, 87, 89 in this section are a comparison of responses to the questionnaire by instructional personnel and administrators in Consortium III. Their responses were to the following implementation issues.

Table 81 indicates the extent to which teachers, administrators, university personnel, consultants from the state department, consultants from private corporations, and consultants from intermediate school districts are used to staff professional development programs.

Table 83 indicates the extent to which funds from special education, gifted and talented, career education, vocational education, Title One, local district money, and state professional development funds were used to support professional development programs.

Table 85 indicates the extent to which professional development programs were delivered in the following formats; visitations to model programs, training for adoption of model programs, conferences, one-day workshops, evening workshops, after school workshops, programs during the work day, and a series of programs on the same topic during the school year.

Table 87 indicates the extent to which presentation of theory, information presented by lecture, techniques were demonstrated, supervised trials were conducted, participants developed a product they could use, participants received feedback on their performance, and follow-up support for implementation, were experienced during professional development programs attended during the last two years.

Table 89 indicates the extent to which salary increments, and solving instructional problems were factors motivating participants in attending professional development programs.

Tables 82, 84, 86, 88, 90 indicate how the categories in each preceding table and figure ranked highest to lowest

based on the intensity of responses by instructional personnel and administrators. The intensity was figured by adding the percentages of responses for considerable and a great deal for each category.

The highlights of the findings from the interviews and questionnaires are included in a summary at the end of this section.

TABLE 81

CONSORTIUM III: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH TYPES OF PERSONNEL ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS. (IP= INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent are the following types of personnel used to staff professional development programs?												
Teachers F %	7	24		2 8.3	3 42.9	8 33.3	3 42.9	8 33.3	1 14.3	5 20.8		1 4.2
Administrators F %	7	24	3 42.9	3 12.5	4 57.1	7 29.2		12 50		2 8.3		
Consultants from Intermediate School Districts F %	7	24		4 16.7	2 28.6	5 20.8	3 42.9	9 37.5	2 28.6	5 20.8		1 8.3
University Personnel F %	7	24	1 14.3	2 8.3	3 42.9	5 20.8	2 28.6	11 45.8	1 14.3	5 20.8		1 8.3
Consultants from the State Department F %	7	24	3 42.9	4 16.7	2 28.6	8 33.3	2 28.6	8 33.3		4 16.7		
Consultants from Private Corporations F %	7	24		5 20.8	1 14.3	5 20.8	5 71.4	8 33.3	1 14.3	4 16.7		2 8.3

TABLE 82

CONSORTIUM III: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH TYPES OF PERSONNEL ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Consultants from Intermediate School Districts	28.6	1	University Personnel	29.1
2	Teachers	14.3	1	Consultants from Intermediate School Districts	29.1
2	University Personnel	14.3	2	Teachers	25
2	Consultants from Private Corporations	14.3	2	Consultants from Private Corporations	25
3	Administrators	0	3	Consultants from State Department	16.7
3	Consultants from State Department	0	4	Administrators	8.3

TABLE 83

CONSORTIUM III: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED FUNDING SOURCES ARE USED TO SUPPORT PROFESSIONAL DEVELOPMENT PROGRAMS.
(IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent have these funding sources been used to support professional development programs?												
Local District Money F %	7	24	2 28.6	7 29.2	2 28.6	5 20.8		10 41.7	3 42.9	2 8.3		
Title One Funds F %	6	22	2 33.3	11 50	3 50	6 27.3	1 16.7	5 22.7				
Special Education F %	6	22	1 16.7	11 50	2 37.3	3 13.6	3 50	7 31.8		1 4.5		
Gifted and Talented F %	7	22		11 50	1 14.3	5 22.7	6 85.7	6 27.3				
Vocational Education F %	7	23	3 42.9	7 30.4	3 42.9	6 26.1	1 14.3	6 26.1		3 13		1 4.3
Career Education Funds F %	7	24	1 14.3	5 20.8	2 28.6	4 16.7	4 57.1	11 45.8		2 8.3		2 8.3
State Professional Development Funds F %	7	24		2 8.3			1 14.3	5 20.8	1 14.3	8 33.3	5 71.4	9 37.5

TABLE 84

CONSORTIUM III: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT FUNDING SOURCES ARE USED TO SUPPORT PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	State Professional Development Funds	85.7	1	State Professional Development Funds	70.8
2	Local District Money	42.9	2	Vocational Education Funds	17.3
3	Special Education Funds	0	3	Career Education Funds	16.6
3	Gifted and Talented Funds	0	4	Local District Money	8.3
3	Career Education Funds	0	5	Title One Funds	0
3	Vocational Education Funds	0	5	Gifted and Talented Funds	0
3	Title One Funds	0	5	Special Education	0

TABLE 85

CONSORTIUM III: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT SPECIFIC FORMATS ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	ID	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent are professional development programs delivered in the following formats?												
Visitations to Model Programs F %	7	24	1 14.3	3 12.5	3 42.9	11 45.8	2 28.6	9 37.5	1 14.3	1 4.2		
Training for Adoption of Model Programs F %	6	22	3 50	3 13.6	2 33.3	11 50	1 16.7	8 36.4				
Conferences F %	7	24			1 14.3	3 12.5		14 58.3	5 20.8	5 20.8	1 14.3	2 8.3
One Day Workshops F %	7	24			1 14.3	1 4.2	2 28.6	8 33.3	2 28.6	10 41.7	2 28.6	5 20.8
After School Workshops F %	7	23			2 28.6	4 17.4	2 28.6	11 47.8	2 28.6	8 34.9	1 14.3	
Programs During the Work Day F %	7	24	2 28.6	4 16.7	3 42.9	6 25	1 14.3	8 33.3	1 14.3	4 16.7		2 8.3
Evening Workshops F %	7	24	2 28.6	3 12.5	2 28.6	6 25	2 28.1	10 41.7	1 14.3	5 20.8		
A Series of Programs On The Same Topic During the School Year F %	7	24	3 42.9	8 33.3	3 42.9	9 37.5	1 14.3	6 25		1 4.2		

TABLE 86

CONSORTIUM III: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT SPECIFIC FORMATS ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Conferences	85.7	1	One-Day Workshops	62.5
2	One-Day Workshops	57.2	2	After School Workshops	34.9
3	After School Workshops	42.9	3	Conferences	29.1
4	Evening Workshops	14.3	4	Programs During the Work Day	25
4	Programs During the Work Day	14.3	5	Evening Workshops	20.8
5	Visitations to Model School Programs	4.3	6	Visitations to Model Programs	4.2
6	Training for Adoption of Model Programs	0	6	A Series of Programs On the Same Topic During the School Year	4.2
6	A Series of Programs On the Same Topic During the School Year	0	7	Training for Adoption of Model Programs	0

TABLE 87

CONSORTIUM III: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED TECHNIQUES WERE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS ATTENDED BY RESPONDENTS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent have the following activities occurred during professional development programs that you have attended during the last two years?												
Presentation of Theory	F	7	24	1	3	1	7	4	7	1	4	3
	%			14.3	12.5	14.3	29.1	57.1	29.1	14.3	16.7	12.5
Information Presented by Lecture	F	7	24				3	3	7	2	10	4
	%						12.5	42.9	29.1	28.6	41.7	16.7
Techniques Were Demonstrated	F	7	24	1	2	2	7	3	8	1	5	2
	%			14.3	8.3	28.6	29.1	42.9	33.3	14.3	20.8	8.3
Supervised Trials Were Conducted	F	7	24	3	10	3	9	1	3		1	1
	%			42.9	41.7	42.9	37.5	14.3	12.5		4.2	4.2
Participants Developed A Product They Could Use	F	7	24	1	8	3	8	2	4		3	1
	%			14.3	33.3	42.9	33.3	28.6	16.7		12.5	4.2
Participants Received Feedback on Their Performance	F	7	24	2	8	3	3	1	10		2	1
	%			28.6	33.3	42.9	12.5	14.3	41.7		8.3	4.2
Follow-up Support for Implementation	F	7	24	3	8	1	8	3	6		1	1
	%			42.9	33.3	14.3	33.3	42.9	25		4.2	4.2

TABLE 88

CONSORTIUM III: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED TECHNIQUES WERE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS ATTENDED BY RESPONDENTS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Information Presented by Lecture	57.2	1	Information Presented by Lecture	58.4
2	Presentation of Theory	14.3	2	Presentation of Theory	29.2
2	Techniques were Demonstrated	14.3	3	Techniques were Demonstrated	29.1
2	Supervised Trials were Conducted	14.3	4	Participants Developed Products they Could Use	16.7
2	Participants Developed Products they Could Use	14.3	5	Participants Received Feedback on their Performance	12.5
2	Participants Received Feedback On Their Performance	14.3	6	Supervised Trials Were Conducted	8.4
3	Follow-up Support for Implementation	0	7	Follow-up Support for Implementation	8.4

TABLE 89

CONSORTIUM III: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH FACTORS MOTIVATED PARTICIPANTS IN PROFESSIONAL DEVELOPMENT PROGRAMS.
(INTENSITY IS MEASURED AS THE COMBINED PERCENTAGES OF THE RESPONSES TO CONSIDERABLE AND A GREAT DEAL.) IP = INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	ID	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent to the following factors describe the motivation of participants in attending professional development programs?												
Salary Increments F %	7	23	5 71.4	17 73.9	1 14.3	5 21.7		1 4.3			1 14.3	1 4.3
Solving Instructional Problems F %	7	24			1 14.3	5 20.8	1 14.3	8 33.3	3 42.9	9 37.5	2 28.6	2 8.3

TABLE 90

CONSORTIUM III: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL
AND ADMINISTRATORS ON THE EXTENT TO WHICH FACTORS MOTIVATED PARTICIPANTS
IN PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Solving Instructional Problems	71.5	1	Solving Instructional Problems	45.8
2	Salary Increments	14.3	2	Salary Increments	4.3

Summary - Implementation

The consortium coordinator indicated that staff for professional development programs were usually consultants from intermediate school districts with some university personnel.

Staffing for professional development programs as indicated by respondents to the questionnaire, were in descending order; consultants from intermediate school districts, university personnel, teachers and consultants from private corporations. The least used, according to respondents, were administrators and State Department of Education personnel.

The consortium coordinator indicated that additional funding sources for professional development programs included special education and substance abuse grants. When questioned about career education, the coordinator refused to discuss the use of career education funds, saying only "they went their own way." Interviews in four of the seven local districts revealed that one of the four districts used local funds, in this case, local grant funds. The three other districts indicated no local funds supporting professional development programs.

The funding for professional development programs indicated by respondents in descending order, were funded by state professional development funds, local district money, vocational education funds, and career education

funds. Interviews with administrators in the four selected districts out of seven indicated only one of the four using funds other than state professional development money.

The consortium coordinator indicated that programs developed in the consortium were modified to meet the needs of participants. He indicated that they were no longer accepting prepackaged presentations. A common inservice calendar was not a reality and caused problems in planning consortium-sponsored events.

Respondents to the questionnaire indicated that activities occurring in programs they attended during the last two years were in descending order of frequency; lecture, presentation of theory, demonstration of techniques, supervised trials, and the development of products by participants. The activity with the least frequency of occurrence was follow-up support for implementation.

Professional development programs were usually short-term, one-day workshops. Respondents to the questionnaire indicated the extent to which in descending order the following formats were used; conferences, one-day workshops, after school workshops, programs during the work day, and evening workshops. The least used were training for the adoption of model programs and a series of programs on the same topic during the school year.

EvaluationIntroduction

Table 91 is a comparison of responses by instructional personnel and administrators. They were responding on the extent to which the following methods were used to evaluate professional development programs; academic grades, written comments, self assessment by participants, and reaction to the program recorded on a rating scale.

Table 92 indicates how the categories in each table and figure ranked highest to lowest based on the intensity of responses by instructional personnel and administrators. The intensity was figured by adding the percentages of responses for considerable and a great deal in each category.

The highlights of the findings from the interviews and questionnaire are included in a summary at the end of this section.

TABLE 91

CONSORTIUM III: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH IDENTIFIED METHODS ARE USED IN EVALUATING PROFESSIONAL DEVELOPMENT PROGRAMS.
(IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent were the following methods used in evaluating professional development programs?													
Academic Grades Were Given	F %	7	24	6 85.7	22 91.7	1 14.3	1 4.2		1 4.2				
Written Comments	F %	7	24		1 4.2		2 8.3	2 28.6	5 20.8	4 57.1	14 58.3	1 14.3	2 8.3
Self Assessment By Participants Based On Specific Performance Objectives	F %	7	24	1 14.3	8 34.8	3 42.9	4 17.4	2 28.6	6 26.1	1 14.3	5 21.7		
Reaction to the Program Recorded On A Rating Scale	F %	7	24	1 14.3	3 12.5		3 12.5	1 14.3	9 37.5	2 28.6	5 20.8	3 42.9	4 16.7

TABLE 92

CONSORTIUM III: A COMPARISON OF INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH IDENTIFIED METHODS ARE USED IN EVALUATING PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Reactions to the Program Recorded on a Rating Scale	71.5	1	Written Comments	66.6
2	Written Comments	71.4	2	Reactions to the Program Recorded on a Rating Scale	37.5
3	Self-Assessment by Participants Based on Specific Performance Objectives	14.3	3	Self-Assessment by Participants Based on Specific Performance Objectives	21.7
4	Academic Grades Were Given	0	4	Academic Grades Were Given	0

Summary - Evaluation

Respondents to the questionnaire indicated the extent to which in descending order, methods of evaluations were used as the following; reactions to the program on a rating scale, and written comments. The least used method was the self assessment of participants based on specific performance objectives and the use of academic grades.

The consortium coordinator indicated that evaluation was done to satisfy compliance standards mandated by the state. When asked how the evaluations were used by the consortium, his response was that they looked them over.

Summary

Interviews with the consortium coordinator and four local district representatives on the policy board contained sections that asked respondents to characterize professional development programs in the consortium and identify problems and issues. The summary that follows provides an overview, first from the perspective of the consortium coordinator and secondly, from the four local district representatives on the policy board.

Characteristics of Professional Development Programs

The consortium coordinator indicated programs were predominately sponsored by the consortium rather than local districts. The program formats were brief inspirational presentations with little or no follow-up.

The coordinator's suggestions for improvement included; the movement to site specific programs, specifically at the building or local district level; programs at the building or district level should be developmental in approach. The programs should identify the problem and its elements and deal with them in a progressive manner. The benefits to local districts were less paperwork and increased resources.

Overview of Issues by Consortium Coordinator

The most important issue for the consortium coordinator was the movement to a developmental approach in professional development at the local district and building level.

The major positive characteristic was the level of trust that had developed between members of the policy board over the last two years. This was a significant event because of the suspicion and mistrust that existed between administrators and teachers the first year.

The major negative characteristic was lack of an effective communication network to local districts by the consortium.

The major problems with the State Model were; professional development programs were taking too long to impact on students, and the continual inconsistency in guidelines, and funding from the State Department of Education.

FIGURE 4
CONSORTIUM III

Profile

Total Allocation 1979-1981	\$39,934.34
Number of Professionals	905
Experience Before Consortium	Tied to contractual days in local districts.

Policy Board (Meets Monthly)

Purpose.....	Identify, plan, implement and evaluate professional development programs.
Membership.....	Total 19, 10 teachers, 9 administrators.
Funding Policy.....	First and second year mini grants to locals on a reimbursement basis.
Role of Consortium Coordinator.....	Strong, leadership, advocate for site specific.
Standing Committees.....	Evaluation, planning, review, local resource.

Planning

Needs Assessment.....	Written 1980. List of needs with prioritization.
Basis for Prioritization.....	Teacher opinion, administrator opinion, test data.
Groups Influencing Determination of Goals	Policy board, small group of teachers, teachers in general.
Processes Identified.....	Process for prioritizing needs, assessment of teachers needs, development of goals to meet needs.
Groups Influencing Selection of Personnel for Professional Development Programs.	Policy board, teachers, administrators, intermediate school district personnel

Implementation

Types of Staff Used in Programs.....	Consultants from intermediate school districts, university personnel, teachers.
Funding Sources.....	State professional development funds, local district money, vocational education funds.
Program Formats.....	Conferences, one-day workshops, after school workshops.
Techniques Used In Programs.....	Lecture, presentation of theory, demonstration of techniques.
Incentives for Attendance.....	Solving instructional problems, reactions to the program recorded on a rating scale.
Methods of Evaluation.....	Written comments, self assessment by participants based on specific performance objectives.

Overview: Representatives in Local Districts

The positive characteristics of participation in the consortium as indicated by local district representatives on the policy board were the collaboration and sharing of ideas and resources.

The long planning process, lack of a strong commitment by districts and their representatives, initial polarization of teachers and administrators, and the difficulty in securing release time for teachers were the negative characteristics indicated.

The major problem with the State Model for professional development cited by representatives in the local districts are as follows: More training and assistance are needed in managing the model. There needs to be more commitment by participants to be trainers of trainers. Universities should be involved to a greater extent, providing resource people and proven strategies for improvement. Assistance should be provided for more release time for teachers.

ALL CONSORTIA

Background

Consortium I, the largest of the three studied had 13 local districts, 2,945 professionals and received \$128,759. in state professional development funds between 1979-1981. Consortium II, the second in size had 12 local districts, 1,204 professionals, and received \$45,050.28 between 1979-1981. Consortium III, the smallest, had five local districts, 905 professionals, and \$39,934.34 in allocations between 1979-1981.

Consortium I had a long history of involvement in professional development programs. It was designated one of the original Professional Development Advisory Council demonstration sites in 1977-78. Professional development programs were provided to local districts on a voluntary basis.

Consortia II and III had similar backgrounds before formation of the consortia. They provided incidental programs to local districts based on categorical grants received by the intermediate district.

The State Professional Development Entitlement Funds (Section 97) funding brought the formation of consortia with the intermediate school districts as the fiscal agents. Consortium I built on its experience as a demonstration site, with the refinement of policies and procedures, and local districts received reimbursement for locally sponsored

programs. Consortium II and III began from a background of incidental cooperation with local districts to build a coordinated professional development program in their counties.

The formation of policy boards as the monitoring body that formalized policies and procedures took place in each consortium. Membership as mandated by state guidelines included a majority of teachers. Consortium I had a policy board of 29, 15 teachers and 14 administrators. Consortium II had 27 members, 14 teachers, 13 administrators on its policy board. Consortium III had 19, 10 teachers and 9 administrators on its policy board. Consortium coordinators were exofficio members of each board. All the consortia studied, established a set of by-laws by which the policy board operated. Consortium I had the most sophisticated and detailed set, reflecting their extensive background in professional development.

The policy board in Consortium I met monthly the first year and found it unwieldly trying to plan with the whole board present. The second year they met twice a year as a full board, once in the Spring and once in the Fall. Subcommittees were formed to facilitate management of professional development programs. The committees were finance, program planning, resource identification, and operating procedures which usually met monthly.

Policy boards in Consortia II and III met monthly as full boards. Subcommittees in Consortium II included; executive committee, review committee, and planning committee. Consortium III formed subcommittees that included; evaluation, planning, review, and local resource.

The planning process was similar in all the consortia studied. The process had these elements.

- 1) Local districts formed committees and determined and prioritized needs.
- 2) Using approved formats the local districts submitted proposals for local programs to the policy boards for approval.
- 3) Where consortium-sponsored programs are identical to local district needs the local usually opts to participate in the consortium-sponsored activity.
- 4) Funding in Consortium II and III were handled through mini grants on a reimbursement basis.

Consortium I sends 75 percent of the local district allocation to the local. The consortium (intermediate) keeps 25 percent of the allocation for administration and to use in supporting consortium-wide programs.

Characteristics of Respondents to the Questionnaire

Tables 93 to 99 cover the questionnaire return rate, ages of respondents, level of education, years of service in local districts, and education, the role of response

in professional development, and experience in attending programs in all consortia studied. The highlights for each table are included in a summary at the end of this section.

TABLE 93

THE RETURN RATE FOR THOSE GROUPS THAT
WERE SENT A QUESTIONNAIRE FOR
ALL CONSORTIA STUDIED
(N=146)

Groups	Number Contacted	Number Returned	Group Percent	Total Percent
Instructional Personnel on Policy Board	38	36	94.7	28.8
Administrators on Policy Boards	38	34	89.5	27.2
Administrators not on Policy Boards	70	55	78.6	44.0
Total	146	125		85.6

TABLE 94

A COMPARISON OF THE AGES OF RESPONDENTS
TO THE QUESTIONNAIRE BY CONSORTIUM
(N=124)

		Age Group			
Con- sortium	25 & under	26-35	36-45	46-55	55 & over
I	F	10	22	14	4
	%	20.0	44.0	28.8	8.0
II	F	7	19	14	3
	%	16.3	44.2	32.6	7
III	F	11	10	8	2
	%	35.5	32.3	25.8	6.5
All		28	51	36	9
Con- sortia	F %	22.6	41.1	29	7.3

TABLE 95

A COMPARISON OF LEVELS OF EDUCATION
FOR ALL CONSORTIA STUDIED
(N=119)

Consortium		Level of Education			
		B.A.	M.A.	Ed.S.	Ph.D.
I	F	3	36	7	3
	%	6.1	73.5	14.3	6.1
II	F	2	25	8	6
	%	4.9	61.0	19.5	14.6
III	F	2	17	7	3
	%	6.9	58.6	14.3	10.3
All	F	7	78	22	12
	%	5.9	65.5	18.5	10.1

TABLE 96

A COMPARISON OF YEARS OF SERVICE IN LOCAL
DISTRICTS FOR RESPONDENTS IN ALL CONSORTIA
(N=120)

Consortia		Years of Service				
		5 or less	6-10	11-17	18-24	25 and over
I	F	4	13	14	13	4
	%	8.3	27.1	29.2	27.1	8.3
II	F	11	6	17	5	3
	%	26.2	14.3	40.5	11.9	7.1
III	F	4	11	12	3	
	%	25	36.7	40	10	
All	F	19	30	43	21	7
	%	15.8	25	35.8	17.5	5.8

TABLE 97

A COMPARISON OF YEARS OF SERVICE IN EDUCATION
FOR THOSE RESPONDING TO THE QUESTIONNAIRE
IN ALL CONSORTIA
(N=124)

Consortia		Years of Service in Education				
		5 or less	6-10	11-17	18-24	25 and over
I	F		7	12	22	9
	%		14	24	44	18
II	F	1	4	14	17	7
	%	2.3	9.3	32.6	39.5	16.3
III	F	1	4	10	10	6
	%	3.2	12.9	32.3	32.3	19.4
All	F	2	15	36	49	22
	%	1.6	12.1	29.1	39.5	17.7

TABLE 98

A COMPARISON OF THE ROLE OF RESPONDENTS
IN PROFESSIONAL DEVELOPMENT PROGRAMS IN
ALL CONSORTIA STUDIED
(N=105)

Consortia		Role			
		Member of Policy Board	Local District Committee	Building Committee	Interested Party
I	F	27	13	1	2
	%	62.0	30.2	2.3	4.7
II	F	24	9	1	3
	%	64.9	24.3	2.7	8.1
III	F	20	2	1	2
	%	80	8	4	8
All	F	71	24	3	7
	%	67.6	22.9	2.9	6.7

TABLE 99

FREQUENCY OF ATTENDANCE AT TYPES OF PROFESSIONAL
DEVELOPMENT PROGRAMS BY RESPONDENTS IN ALL
CONSORTIA IN THE LAST TWO YEARS

Types of Programs	Number of Programs Attended					
	N		0	1-4	5-8	9-10
Graduate Courses	125	F	89	29	5	2
		%	71.2	23.2	4	1.6
Visitations to Model Programs	125	F	58	63	4	
		%	46.4	50.4		3.2
One-Day Workshops	122	F	11	80	24	7
		%	9	65.5	19.7	5.7
Conferences	125	F	22	88	12	3
		%	17.6	70.4	9.6	2.4
Training for Adoption of Model Programs	124	F	84	33	7	
		%	67.7	26.6	5.6	
After School Workshops	124	F	24	76	21	3
		%	19.4	61.3	16.9	24.2
Evening Workshops	124	F	45	68	6	5
		%	36.3	54.8	4.8	4
Programs During the Workday	122	F	31	59	25	7
		%	25.4	48.4	20.5	5.7
A Series of Programs on the Same Topic During the School Year	125	F	60	60	4	1
		%	48	48	3.2	.8

Summary - Characteristics

A total of 146 questionnaires was sent with 125 usable questionnaires returned for a return rate of 85.6 percent.

The majority of respondents across all consortia studied were in the 36-55 age range. The education of respondents was characterized by 112 or 94.1 percent of respondents with Masters' degrees and beyond. Respondents had six or more years of service in local districts with 101 or 84.1 percent with six or more years. Respondents 107 or 86.3 percent had 11 or more years of service in education, members of policy boards were the largest group of respondents to the questionnaire. The largest group of respondents to the questionnaire. The largest group of respondents, 67.6 percent, were members of policy boards.

The most frequently attended type of programs for respondents were conferences, one-day workshops, and after school workshops. The least frequently attended programs were graduate courses, training for adoption of model programs, and a series of programs on the same topic during the school year.

In summary, respondents to the questionnaire were over 30 years old, holding Masters' degrees and beyond. They had at least six years of experience in local districts and at least 11 years in education. The majority of responses were members of policy boards. Respondents frequently attended conferences and one-day workshops.

PlanningIntroduction

Tables 100, 102, 104, 106 in this section show a comparison of responses to the questionnaire by instructional personnel and administrators in all consortia studied. Their responses were to the following planning issues.

Table 100 indicates the extent to which the basis for prioritizing needs was teacher opinion, administrator's opinion, community opinion or test data.

Table 102 indicates the extent to which a small group of teachers, teachers in a general, instructional personnel, administrators, principals, superintendents, central office administrators, local school boards, teacher associations, parents, the professional development policy board, and institutions of higher education influence the determination of goals for professional development programs.

Table 104 indicates the extent to which assessment of teacher needs, process for prioritizing needs, development of goals to meet needs, development of objectives for each goal, identification of resources human and material, evaluation of professional development programs, and the evaluation of the performance of participants were used as processes for planning, implementation, and evaluating professional development programs.

Table 106 indicates the extent of influence by teachers, administrators, local school boards, professional development policy board, universities, intermediate school district personnel, and state department personnel on the selection of instructional personnel for professional development programs.

Tables 101, 103, 105, 107 follow each figure indicating how the categories in each preceding table and figure were ranked from highest to lowest based on the intensity of responses by instructional personnel and administrators.

The findings from the interviews and questionnaire are included in a summary at the end of this section.

TABLE 100

ALL CONSORTIA: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE BASIS FOR PRIORITIZING NEEDS FOR PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent was the prioritization of needs based on:													
Teacher Opinion	F %	32	92	1 3		1 3	2 2.2	4 12.5	15 16.3	16 50	43 46.7	10 31.3	32 34.8
Administrator Opinion	F %	32	93	1 3.1		6 18.8	15 16.1	17 53.1	46 49.5	6 18.8	26 28	2 6.3	6 6.5
Community Opinion	F %	30	89	16 53.3	39 43.8	8 26.6	32 35.9	5 16.7	16 17.9	1 3.2	2 2.5		
Test Data	F %	31	91	11 35.5	21 23.1	4 12.9	26 28.6	8 25.8	32 35.2	6 19.4	10 11	2 6.5	2 2.2

FIGURE 5

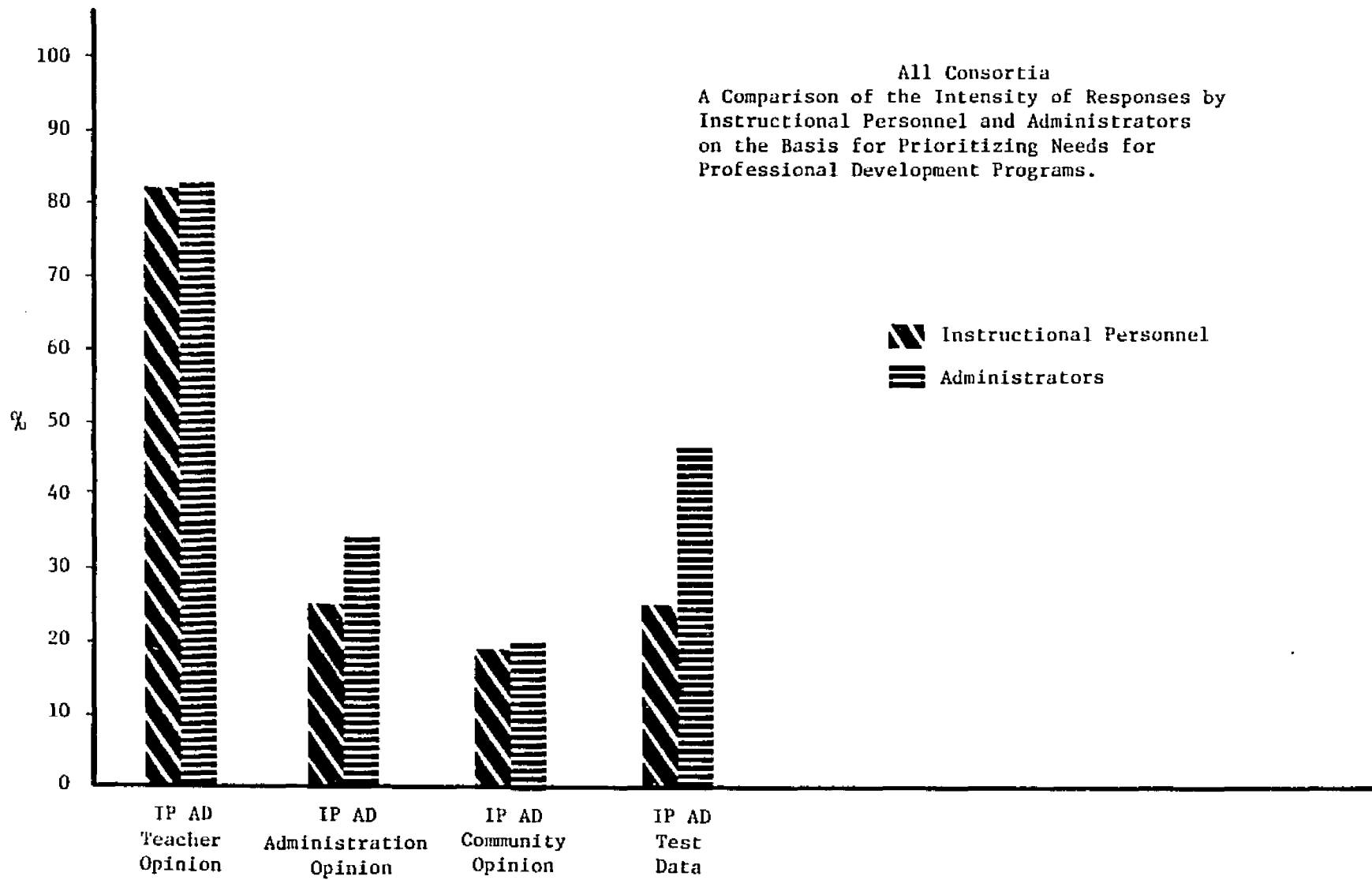


TABLE 101

ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL
AND ADMINISTRATORS ON THE BASIS FOR PRIORITIZING NEEDS RANKED BY
LEVEL OF INTENSITY

Rank	Instructional Personnel		Rank	Administrators	
		Percent			Percent
1	Teacher Opinion	81.3	1	Teacher Opinion	81.5
2	Test Data	25.9	2	Test Data	46.4
3	Administrator Opinion	25.1	3	Administrator Opinion	34.5
4	Community Opinion	20	4	Community Opinion	20.4

TABLE 102

ALL CONSORTIA: A COMPARISON OF THE RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE DETERMINATION OF GOALS FOR PROFESSIONAL DEVELOPMENT PROGRAMS.
(IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent do the following groups influence the determination of goals for professional development programs?													
A Small Group of Teachers	F %	32	91	1 3.1		6 18.8	15 16.5	11 34.4	33 36.3	8 25	28 30.8	6 18.8	15 16.5
Teachers In General	F %	32	92		3 3.3	5 15.6	10 10.9	16 50	36 39.1	9 28.1	33 35.9	2 6.3	10 10.9
You	F %	32	89	3 9.4	1 1.1	2 6.3	18 20.2	5 15.6	35 39.3	12 37.5	26 29.2	10 31.3	9 10.1
Principals	F %	32	93			6 18.8	17 18.3	16 50	43 46.2	9 28.1	28 30.1	1 3.1	5 5.4
Superintendents	F %	32	92	2 6.3	3 3.3	14 43.8	29 31.9	7 21.9	34 37.4	7 21.9	22 24.2	2 6.3	4 4.4
Central Office Administrators	F %	31	91	7 22.6	14 15.2	12 38.7	20 21.7	7 22.6	36 39.1	14 12.9	20 21.7	1 3.2	2 2.2
Local School Board	F %	32	91	18 56.3	28 30.8	11 34.4	37 40.7	3 9.4	20 22		3 3.3		3 3.3
Teacher Association	F %	32	92	3 9.4	10 10.9	15 46.9	29 31.5	9 28.1	26 28.3	4 12.5	23 25	1 3.1	4 4.3
Parents	F %	32	92	21 65.6	43 46.7	11 34.4	34 37		15 16.3				
Professional Development Policy Board	F %	32	92	1 3.1	7 7.6	1 3.1	6 6.5	3 9.4	13 14.1	10 31.3	40 43.5	17 53.1	26 28.3
Institutions of Higher Education	F %	32	92	10 31.3	29 31.5	12 37.5	35 38	8 25	24 26.1	2 6.3	3 3.3		1 1.1

FIGURE 6

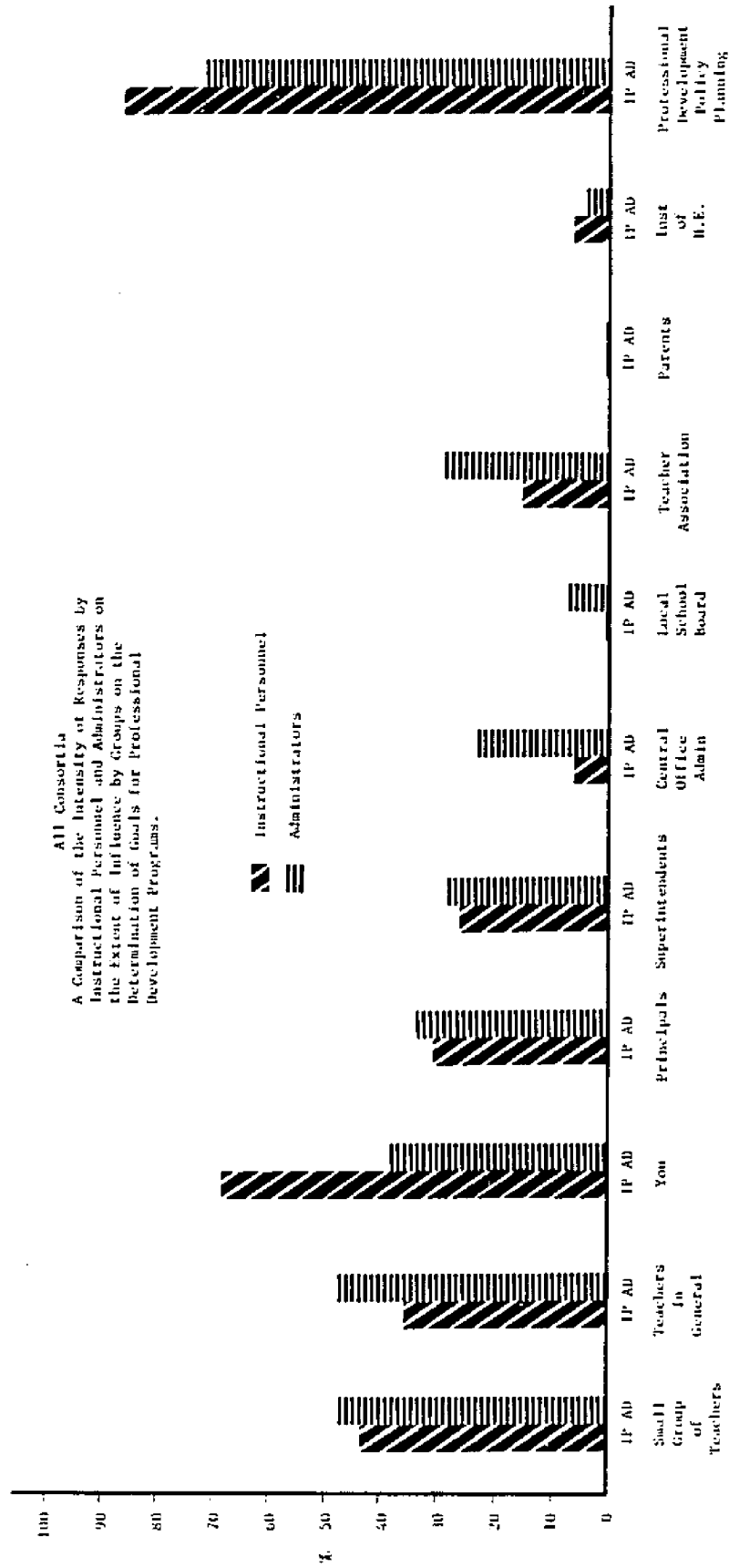


TABLE 103

ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE DETERMINATION OF GOALS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Professional Development Policy Boards	84.4	1	Professional Development Policy Boards	71
2	You	68.8	2	Small Group of Teachers	47.3
3	Small Groups of Teachers	43.8	3	Teachers in General	46.8
4	Teachers in General	34.4	4	You	39.3
5	Principals	31.2	5	Principals	35.5
6	Superintendents	28.2	6	Teacher Associations	29.3
7	Teacher Associations	15.6	7	Superintendents	28.6
8	Institutions of Higher Education	6.3	8	Central Office Administrators	23.9
9	Central Office Administrators	6.1	9	Local School Boards	6.6
10	Local School Board	0	10	Institutions of Higher Education	4.4
10	Parents	0	11	Parents	0

TABLE 104

ALL CONSORTIA: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED PROCESSES ARE USED FOR PLANNING AND EVALUATION OF PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AND AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent are the following processes used in the planning, implementation, and evaluation of professional development programs?													
Assessment of Teachers' Needs	F %	32	92			4 12.5	7 7.7	6 18.8	24 26.1	15 46.9	37 40.2	7 21.9	24 26.1
Process for Prioritizing Needs	F %	32	92	2 6.3	1 1.1	5 15.6	10 10.9	7 21.9	26 28.3	13 40.6	41 44.6	5 15.6	14 15.2
Development of Goals to Meet Needs	F %	32	91	2 6.3	4 4.3	5 15.6	20 21.7	11 34.4	35 38	12 37.5	26 28.3	2 6.3	6 6.5
Development of Objectives for Each Goal	F %	31	91	5 16.1	8 8.8	9 29	23 25.3	9 29	36 39.6	7 22.6	19 20.9	1 3.2	5 5.5
Identification of Resources Human and Material	F %	32	91	2 6.3	2 2.1	4 12.5	13 14.3	8 25	31 34.1	16 50	40 44	2 6.3	5 5.5
Evaluation of Professional Development Programs	F %	32	91	2 6.3	1 1.1	5 15.6	24 26.4	9 28.1	35 38.5	9 28.1	22 24.2	7 21.8	9 9.9
Evaluation of the Performance of Participants	F %	32	92	5 15.6	7 7.7	6 18.8	16 17.6	11 12.1	38 41.8	8 25	24 26.4	2 6.3	7 7.7

FIGURE 7

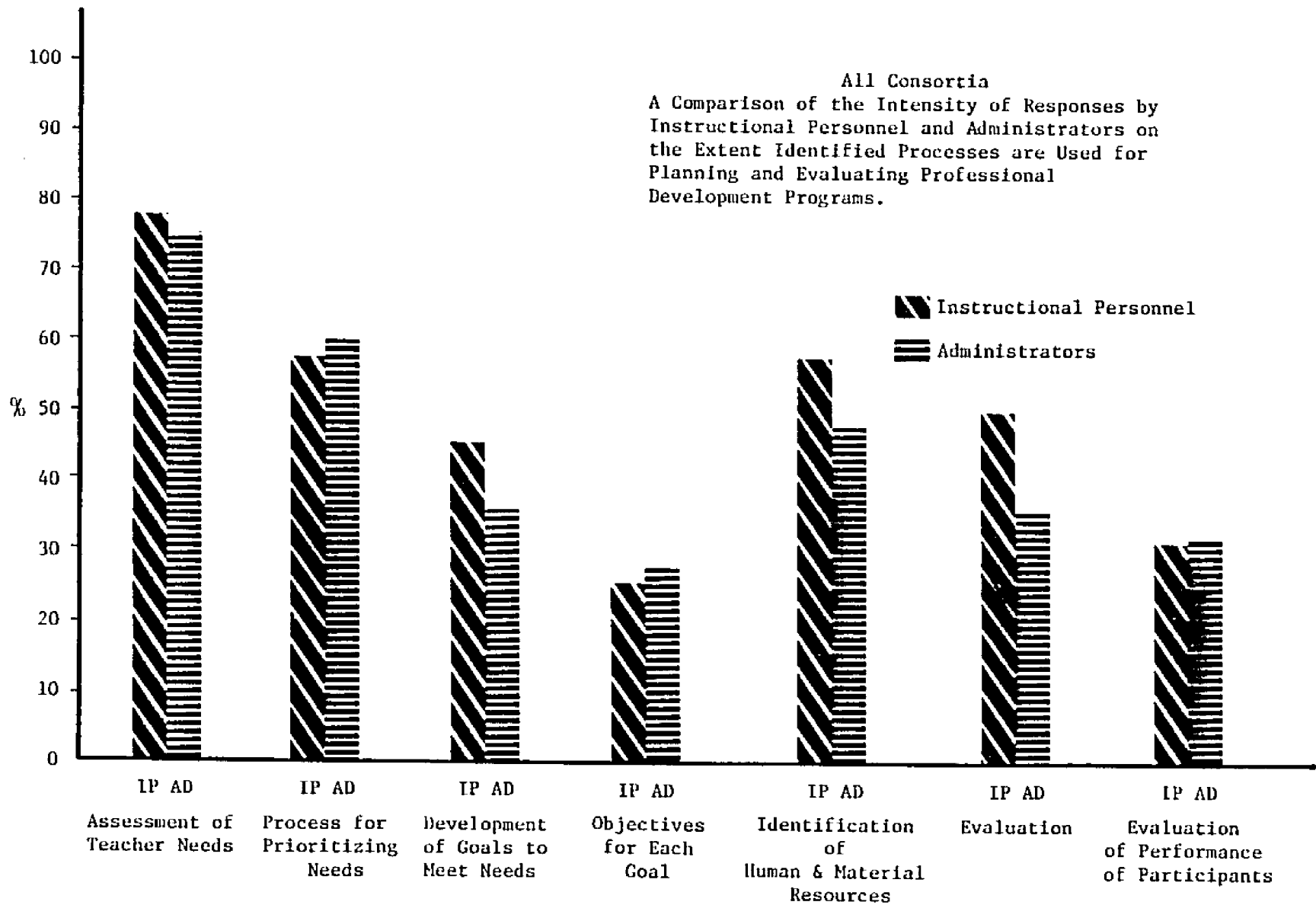


TABLE 105

ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED PROCESSES ARE USED FOR PLANNING AND EVALUATION OF PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Rank	Instructional Personnel		Rank	Administrators	
		Percent			Percent
1	Assessment of Teachers Needs	68.8	1	Assessment of Teachers Needs	66.3
2	Identification of Resources Human and Material	56.3	2	Process for Prioritizing Needs	59.8
3	Process for Prioritizing Needs	56	3	Identification of Resources Human and Material	49.5
4	Evaluation of Professional Development Programs	49.9	4	Development of Goals to Meet Needs	34.8
5	Development of Goals to Meet Needs	43.8	5	Evaluation of Professional Development Programs	34.1
6	Evaluation of Performance of Participants	31.3	5	Evaluation of Performance of Participants	34.1
7	Development of Objectives for Each Goal	25.8	6	Development of Objectives for Each Goal	

TABLE 106

ALL CONSORTIA: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE OF GROUPS ON THE SELECTION OF INSTRUCTIONAL PERSONNEL FOR PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
How much influence do these groups have on the selection of instructional personnel development programs?													
Teachers	F %	31	92	2 6.5	4 4.3	3 9.7	8 8.7	13 41.9	28 30.4	12 38.7	43 46.7	1 3.2	9 9.8
Administrators	F %	32	92	1 3.1	4 4.3	6 18.8	4 15.2	13 40.6	36 39.1	9 28.1	31 33.7	3 9.4	7 7.6
Local School Boards	F %	31	92	24 77.4	49 53.3	5 16.1	26 28.3	2 6.5	13 14.1		4 4.3		
Professional Development Policy Board	F %	31	91	3 9.7	5 5.5	1 3.2	7 7.6	5 16.1	15 16.3	11 35.5	40 43.5	11 35.5	24 26.1
Intermediate School District Personnel	F %	32	92	5 15.6	13 14.1	3 19.4	18 19.6	13 40.6	36 39.1	8 25	17 18.5	3 19.4	8 8.7
Universities	F %	30	92	9 30	27 29.3	10 33.3	28 30.4	7 23.3	31 33.7	4 13.3	4 4.3		2 2.2
State Department of Education Personnel	F %	30	92	15 30	41 44.6	9 30	31 33.7	5 16.7	16 17.4	1 3.3	3 32.6		

FIGURE 8

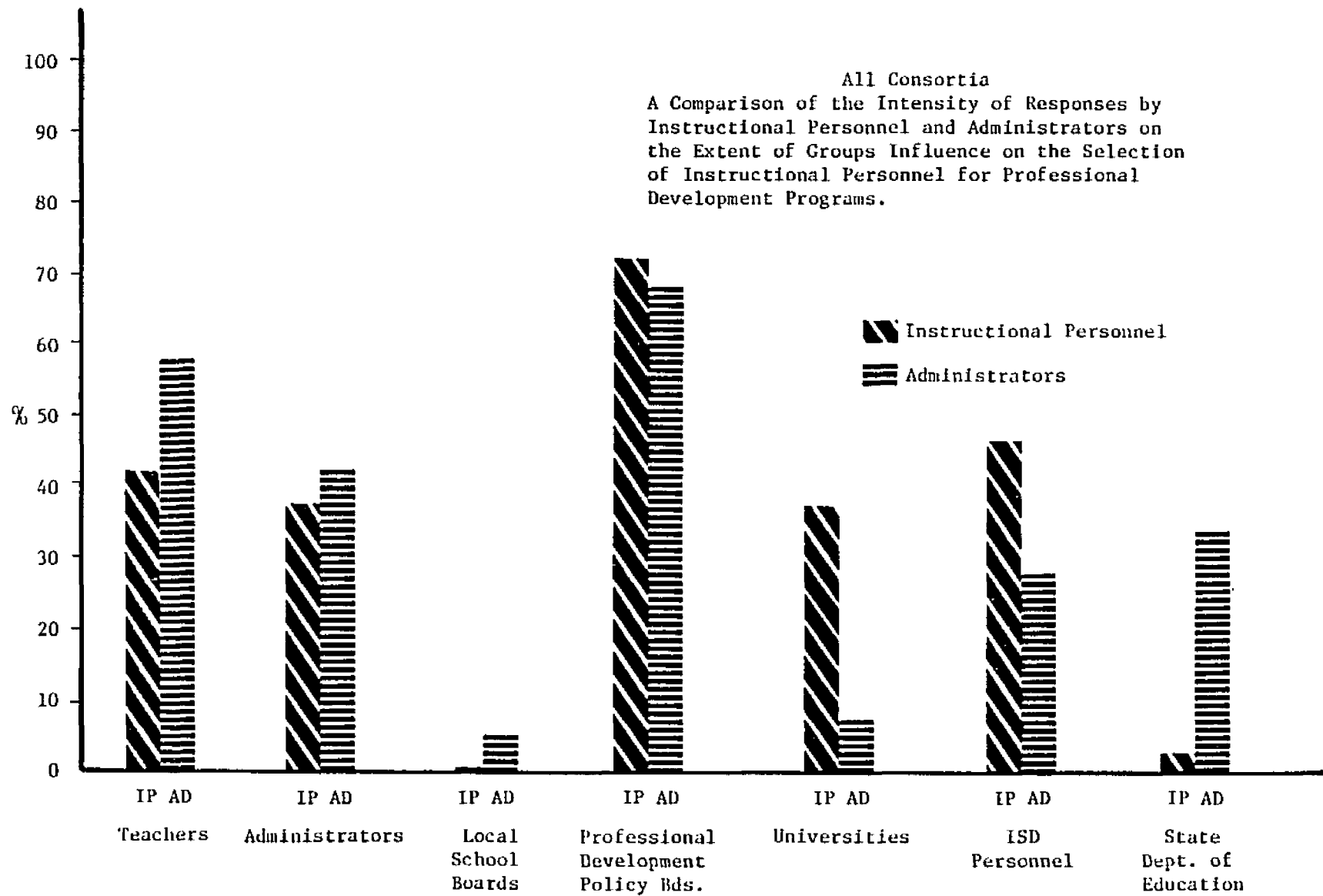


TABLE 107

ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT OF INFLUENCE BY GROUPS ON THE SELECTION OF INSTRUCTIONAL PERSONNEL FOR PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Professional Development Policy Board	71	1	Professional Development Policy Board	69.6
2	Intermediate School District Personnel	44.4	2	Teachers	56.5
3	Teachers	41.9	3	Administrators	41.3
4	Administrators	37.5	4	State Department of Education Personnel	32.6
5	Universities	36.6	5	Intermediate School District Personnel	27.2
6	State Department of Education Personnel	3.3	6	Universities	6.5
7	Local School Boards	0	7	Local School Boards	4.3

All Planning - Summary

A formal written needs assessment was done in all three consortia. Respondents were asked to prioritize a list of needs. The sophistication of analysis varied, with Consortium I providing a breakdown by district and building.

Instructional personnel and administrators in the consortia indicated that prioritization of needs was based on teacher opinion, test data, and administrator opinion. The least extensive basis was community opinion.

The policy board was the dominant group influencing the determination of goals for professional development programs. Respondents to the questionnaire indicated that local school boards, institutions of higher education, and parents had the least influence. Instructional personnel saw themselves exerting more influence in the determination of goals for professional development programs than administrators.

Processes for planning indicated by respondents in All Consortia were assessment of teacher needs, identification of resources human and material, and a process for prioritizing needs. The processes for planning identified as being the least extensive were the evaluation of the performance of participants, development of goals to meet needs, and development of objectives for each goal.

Generally, respondents to the questionnaire and those interviewed indicated that the policy board and intermediate

school district personnel were the primary groups influencing the selection of personnel for professional development programs. Instructional personnel indicated that personnel from intermediate school districts were the most influential group in determining personnel to staff professional development programs after policy boards. Administrators indicated policy boards, teachers, administrators, and State Department of Education personnel as more influential than personnel from intermediates.

Implementation

Introduction

Tables 108, 110, 112, 114, 116 in this section are a comparison of responses to the questionnaire by instructional personnel and administrators in all consortia studied. Their responses were to the following implementation issues.

Table 108 indicates the extent to which teachers, administrators, university personnel, consultants from the state department, consultants from private corporations, and consultants from intermediate school districts are used to staff professional development programs.

Table 110 indicates the extent to which funds from special education, gifted and talented, career education, vocational education, Title One, local district money, and state professional development funds were used to support professional development programs.

Table 111 indicates the extent to which professional development programs were delivered in the following formats; visitations to model programs, training for adoption of model programs, conferences, one-day workshops, evening workshops, and after school workshops, programs during the work day, and a series of programs on the same topic during the school year.

Table 112 indicates the extent to which presentation of theory, information presented by lecture, techniques were demonstrated, supervised trials were conducted, participants developed a product they could use, participants received feedback on their performance, and follow-up support for implementation, were experienced during professional development programs attended during the last two years.

Table 113 indicates the extent to which salary increments, and solving instructional problems were factors motivating participants in attending professional development programs.

Tables 109, 111, 113, 115, 117 follow each figure indicates how the categories in each preceding table and figure ranked highest to lowest based on the intensity of responses by instructional personnel and administrators.

The highlights of the findings from the interviews and questionnaire are included in a summary at the end of this section.

TABLE 108

ALL CONSORTIA: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH TYPES OF PERSONNEL ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		1P	AD	1P	AD	1P	AD	1P	AD	1P	AD	1P	AD
To what extent are the following types of personnel used to staff professional development programs?													
Teachers	F %	32	92		4 4.3	6 18.8	14 15.2	14 43.8	43 46.7	8 25	26 28.3	4 12.5	5 5.4
Administrators	F %	31	91	6 19.4	7 7.7	9 29	22 24.2	12 38.7	46 50.5	7 9.7	14 15.4	1 3.2	2 2.2
Consultants From Intermediate School Districts	F %	32	92	1 3.2	4 4.3	5 15.6	14 15.2	15 46.9	39 42.4	7 21.9	28 30.4	4 4.4	7 7.6
University Personnel	F %	32	91	6 18.8	6 6.6	12 37.5	14 15.4	8 25	37 40.7	4 12.5	30 33	2 6.3	4 4.4
Consultants From the State Department	F %	32	90	12 37.5	9 10	8 25	30 33.3	6 18.8	36 40	4 12.5	15 16.7	2 6.3	
Consultants From the Private Corporations	F %	32	91	9 28.1	13 14.3	5 15.6	24 26.4	13 40.6	32 35.2	4 12.5	19 20.9	1 3.2	2 2.2

FIGURE 9

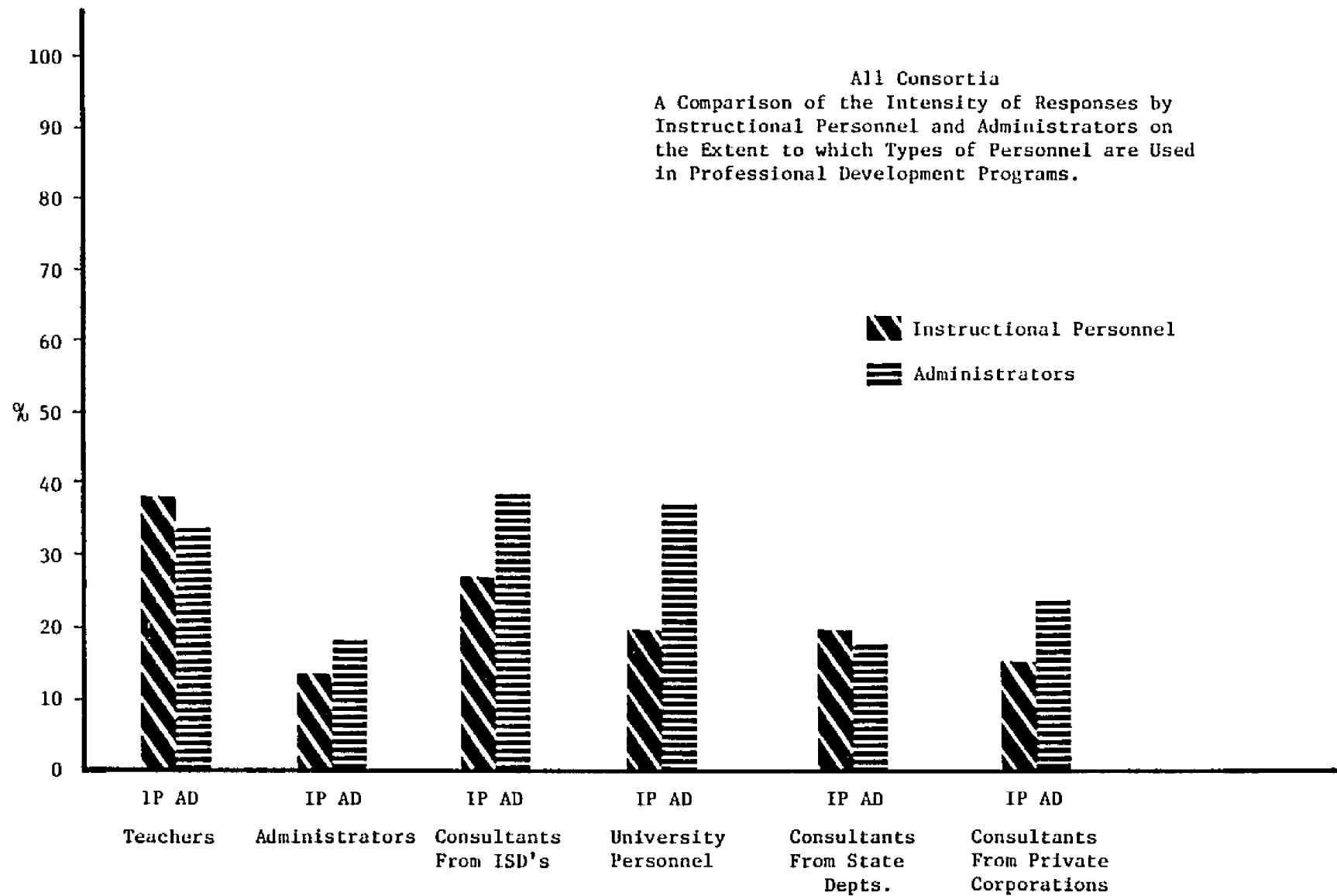


TABLE 109

ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH TYPES OF PERSONNEL ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Rank	Instructional Personnel		Rank	Administrators	
		Percent			Percent
1	Teachers	37.5	1	Consultants from Intermediate School Districts	38
2	Consultants from Intermediate School Districts	26.3	2	University Personnel	37.4
3	University Personnel	18.8	3	Teachers	33.7
3	Consultants from the State Department	18.8	4	Consultants from Private Corporations	23.1
4	Consultants from Private Corporations	15.7	5	Administrators	17.6
5	Administrators	12.9	6	Consultants from the State Department	16.7

TABLE 110

ALL CONSORTIA: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED FUNDING SOURCES ARE USED TO SUPPORT PROFESSIONAL DEVELOPMENT PROGRAMS.
(IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent have these funding sources been used to support professional development programs?													
Special Education	F %	28	79	8 28.6	33 41.8	8 28.6	11 13.9	9 32.1	31 39.2	3 10.7	4 5.1		
Gifted and Talented	F %	29	80	5 17.2	31 38.8	8 27.6	17 21.3	10 34.5	28 35	4 13.8	4 5	2 6.9	
Career Education Funds	F %	29	82	6 20.7	17 20.7	8 27.6	16 19.5	11 37.9	39 47.6	3 10.3	5 6.1	1 3.5	5 6.1
Vocational Education Funds	F %	28	87	11 40.7	27 33.8	8 29.6	22 27.5	7 25.9	23 28.8	1 3.7	6 7.5		2 2.5
Title One Funds	F %	27	77	10 37	31 40.3	9 33.3	18 23.4	6 22.2	24 31.2	1 3.7	4 5.2	1 3.7	
Local District Money	F %	29	80	6 20.7	10 11.5	7 24.1	19 21.8	8 27.6	26 29.9	8 27.6	23 26.4		9 10.3
State Professional Development Funds	F %	28	87		8 9.2	1 3.6	2 2.3	3 10.7	17 9.5	6 21.4	23 26.4	18 64.3	37 42.5

FIGURE 10

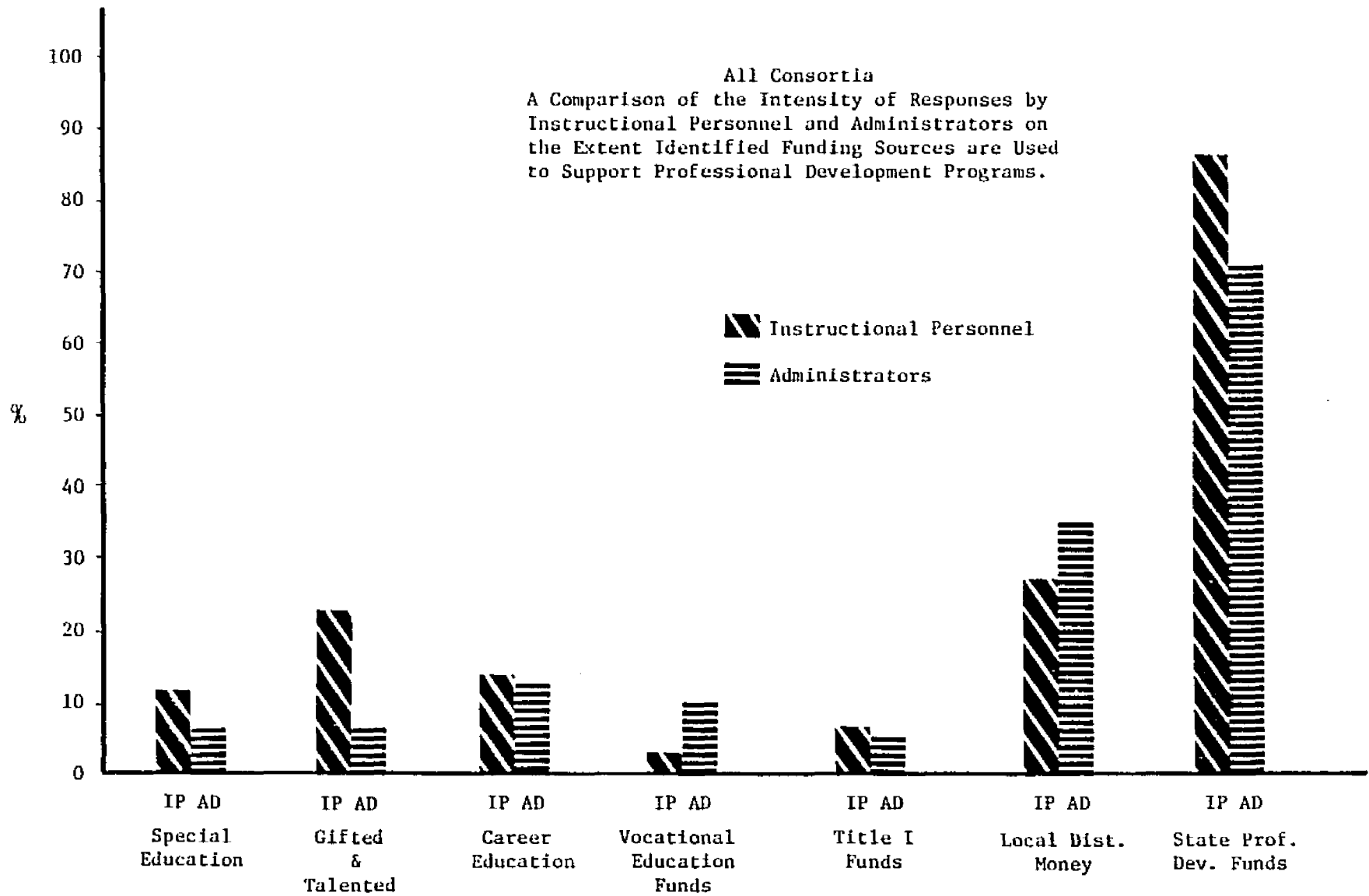


TABLE 111

ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT FUNDING SOURCES ARE USED TO SUPPORT PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Rank	Instructional Personnel		Rank	Administrators	
		Percent			Percent
1	State Professional Development Funds	85.7	1	State Professional Development Funds	68.9
2	Local District Money	27.6	2	Local District Money	36.7
3	Gifted and Talented Funds	20.7	3	Career Education Funds	12.2
4	Career Education Funds	13.5	4	Vocational Education Funds	10
5	Special Education Funds	10.7	5	Title One Funds	5.2
6	Title One Funds	7.4	6	Special Education Funds	5.1
7	Vocational Education Funds	3.7	7	Gifted and Talented Funds	5

TABLE 112

ALL CONSORTIA: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT SPECIFIC FORMATS ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent are professional development programs delivered in the following formats?													
Visitations to Model Programs	F %	31	88	8 25	10 11.4	13 41.9	39 44.3	8 25	31 35.2	2 6.6	7 8	1 1.1	
Training for Adoption of Model Programs	F %	31	87	9 29	15 17.2	12 38.7	30 34.5	7 22.6	32 36.8	2 6.5	10 11.5	1 3.2	
Conferences	F %	32	91	6 18.8	5 5.5	3 9.4	12 13.2	11 34.4	42 46.2	10 31.3	25 27.5	2 6.3	7 7.7
One Day Workshops	F %	32	93	2 6.3	1 1.1	5 15.6	9 9.7	7 21.9	20 21.5	11 34.4	38 40.9	7 21.9	25 26.9
After School Workshops	F %	32	91	1 3.1	6 6.6	6 18.8	17 18.7	12 37.5	35 38.5	8 25	28 30.8	5 15.6	5 5.5
Programs During the Work Day	F %	32	93	6 18.8	10 10.8	8 25	22 23.7	8 25	28 30.1	8 25	25 26.9	2 6.3	9 9.7
Evening Workshops	F %	31	92	5 16.1	16 17.4	5 16.1	23 25	14 45.2	35 38	6 19.4	16 17.4	1 3.2	2 2.2
A Series of Programs on the Same Topic During the School Year	F %	32	91	5 15.6	18 19.8	16 50	30 33	9 28.1	30 33	2 6.3	11 12.1		2 2.2

FIGURE 11

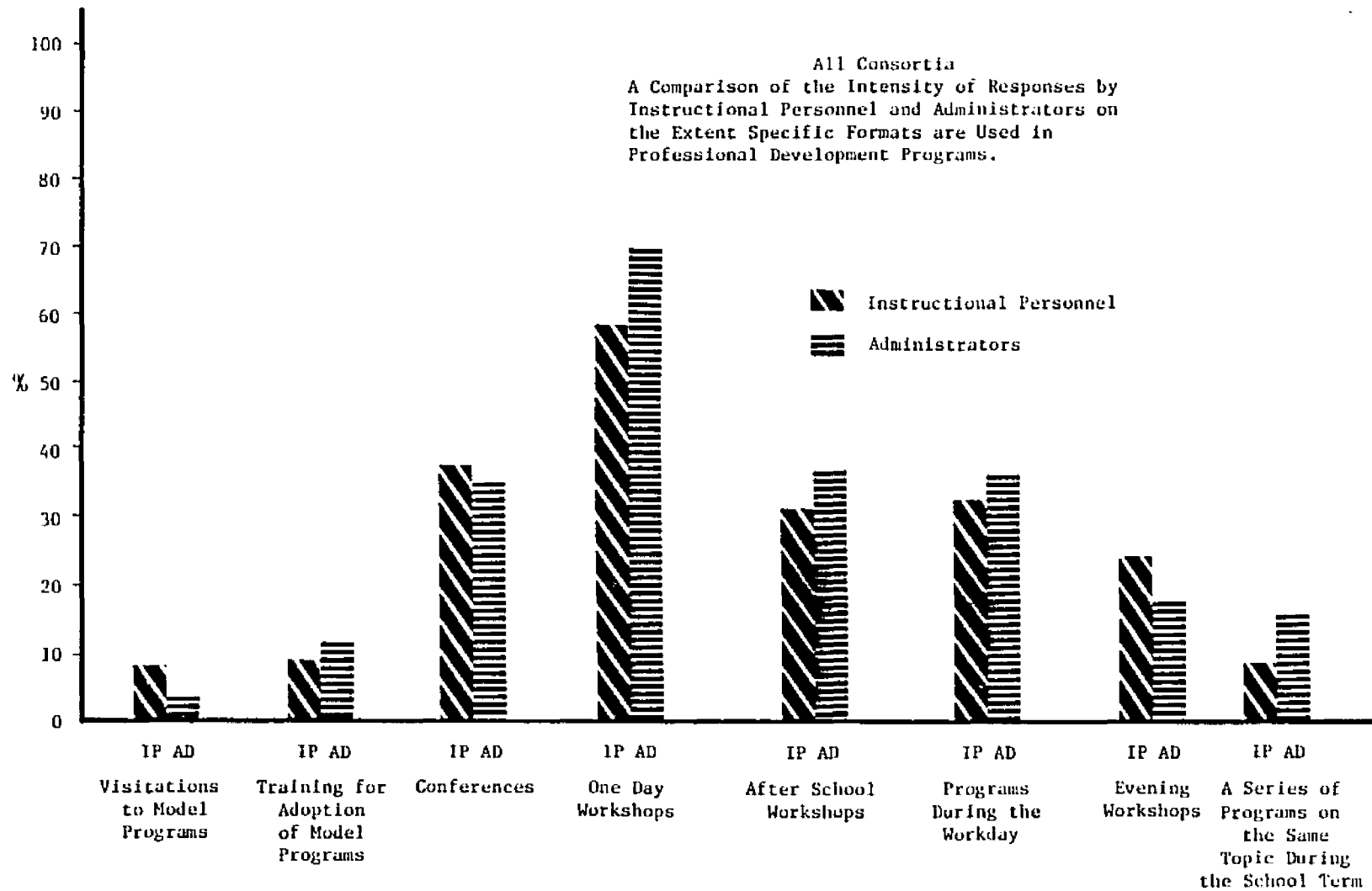


TABLE 113

ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT SPECIFIC FORMATS ARE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	One-Day Workshops	56.3	1	One-Day Workshops	67.8
2	Conferences	37.6	2	Programs During the Work Day	36.6
3	Programs During the Work Day	31.3	2	After School Workshops	36.6
4	After School Workshops	30.6	3	Conferences	35.2
5	Evening Workshops	22.6	4	Evening Workshops	19.6
6	Training for Adoption of Model Programs	9.7	5	A Series of Programs on the Same Topic During the School Year	14.3
7	Visitations to Model Programs	6.6	6	Training for Adoption of Model Programs	11.5
8	A Series of Programs on the Same Topic During the School Year	6.3	7	Visitations to Model Programs	3.9

TABLE 114

ALL CONSORTIA: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED TECHNIQUES WERE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS ATTENDED BY RESPONDENTS. (IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES	N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent have the following activities occurred during professional development programs that you have attended during the last two years?												
Presentation of Theory F %	31	89	2 6.5	6 6.7	12 38.7	24 27	13 41.9	35 39.3	4 12.9	19 21.3		5 5.6
Information Presented by Lecture F %	30	90		2 2.2	2 6.7	7 7.8	9 30	34 37.8	15 50	35 38.9	4 13.3	12 13.3
Techniques Were Demonstrated F %	31	90	1 3.2	6 6.6	4 12.9	12 13.3	16 51.6	36 40	10 32.3	30 33.3		6 6.6
Supervised Trials Were Conducted F %	31	88	15 48.4	33 37.5	9 29	30 34.1	5 16.1	16 18.2	2 6.5	7 8		2 2.3
Participants Developed A Product They Could Use F %	31	90	5 16.1	22 24.4	8 25.8	20 22.2	9 29	24 26.7	8 25.8	18 20	1 3.2	6 6.7
Participants Received Feedback On Their Performance F %	31	89	11 35.5	23 25.8	11 35.5	17 19.1	4 12.9	25 28.1	3 9.7	21 23.6	2 6.5	3 3.4
Follow-up Support for Implementation F %	31	89	13 41.9	19 21.3	6 19.4	29 32.6	9 29	26 29.2	2 6.5	12 13.5	1 3.2	3 3.4

FIGURE 12

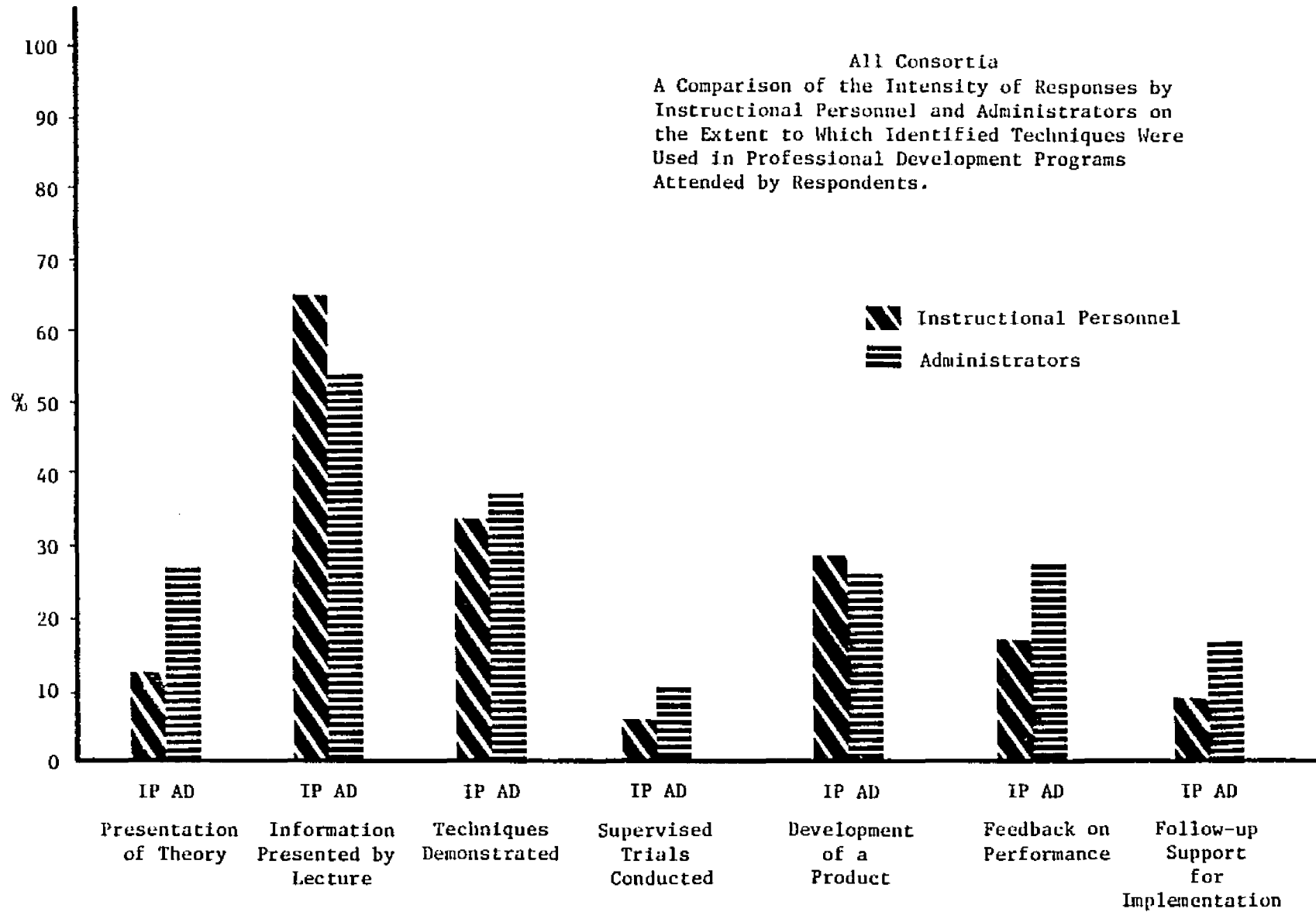


TABLE 115

ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT IDENTIFIED TECHNIQUES WERE USED IN PROFESSIONAL DEVELOPMENT PROGRAMS ATTENDED BY RESPONDENTS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Information Presented By Lecture	63.3	1	Information Presented By Lecture	52.2
2	Techniques Were Demonstrated	32.3	2	Techniques Were Demonstrated	36.6
3	Participants Produced A Product They Could Use	29	3	Participants Received Feed-back On Their Performance	27
4	Participants Received Feed-back On Their Performance	16.2	4	Presentation of Theory	26.9
5	Presentation of Theory	12.9	5	Participants Produced A Product They Could Use	26.7
6	Follow-up Support Was Provided	9.7	6	Follow-up Support Was Provided	16.9
7	Supervised Trials Were Conducted	6.5	7	Supervised Trials Were Conducted	6.5

TABLE 116

ALL CONSORTIA: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH IDENTIFIED METHODS ARE USED IN EVALUATING PROFESSIONAL DEVELOPMENT PROGRAMS. (IP= INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent were the following methods used in evaluating professional development programs?													
Academic Grades Were Given	F %	31	90	26 83.9	77 85.6	3 9.7	8 8.9	1 3.2	4 4.4	1 3.2	1 1.1		
Written Comments	F %	31	92	3 9.7	3 3.3		7 7.6	10 32.3	25 27.2	13 41.9	45 48.9	5 16.1	12 13
Self Assessment By Participants Based On Specific Performance Objectives	F %	31	89	8 25.8	27 30.3	12 38.7	20 22.5	6 19.4	26 29.2	5 16.1	14 15.7		2 2.3
Reaction to the Program Recorded On A Rating Scale	F %	31	91	2 6.5	11 12.1	3 9.7	10 11	7 22	23 25.3	8 25.8	34 37.4	11 35.5	13 14.3

FIGURE 13

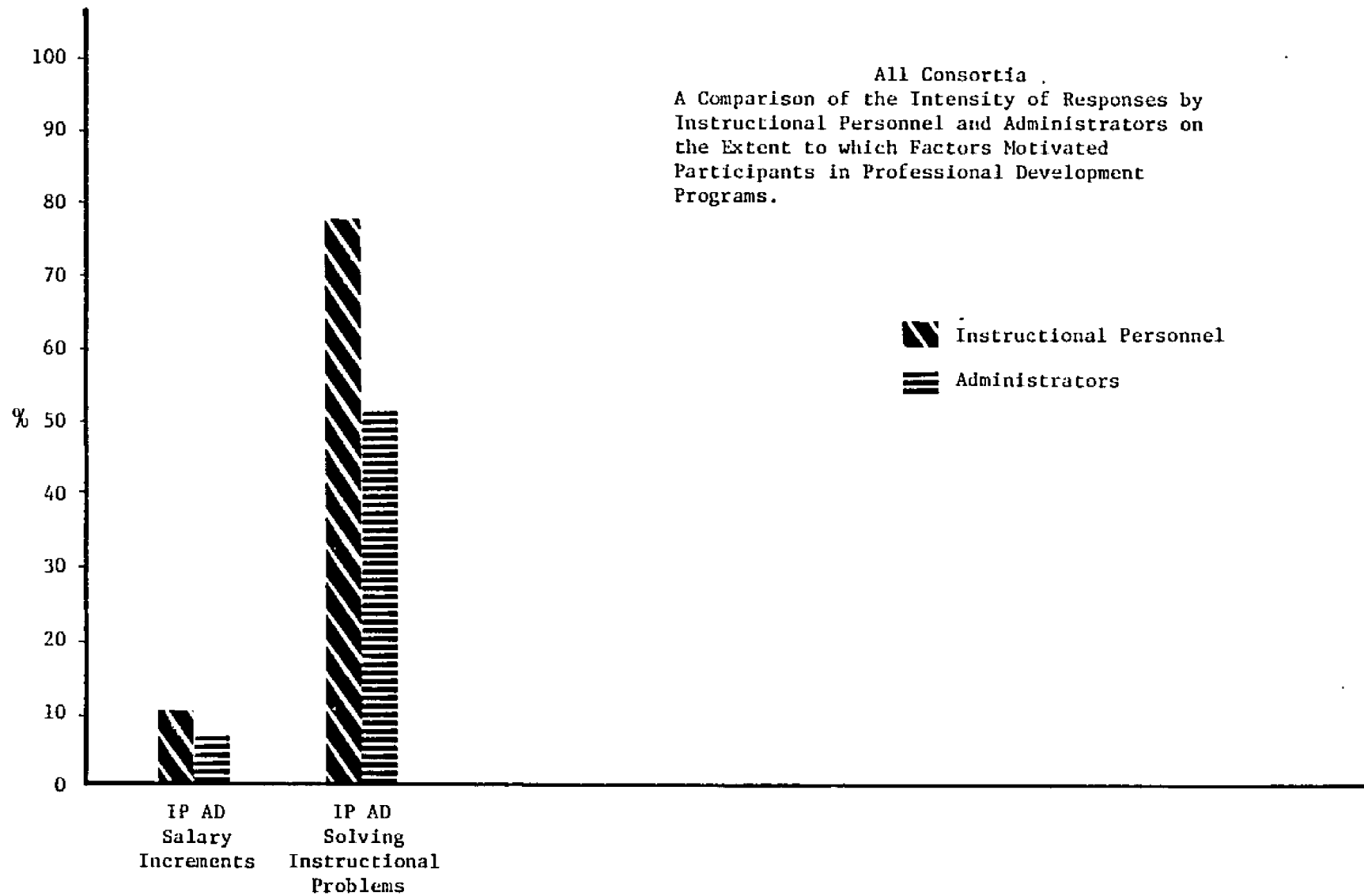


TABLE 117

ALL CONSORTIA: A COMPARISON OF THE INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH FACTORS MOTIVATED PARTICIPANTS IN PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Solving Instructional Problems	75	1	Solving Instructional Problems	50
2	Salary Increments	9.1	2	Salary Increments	6.8

Summary - Implementation

Generally, respondents to the questionnaire indicated that teachers, consultants from the intermediate school district, and university personnel, were the principal types of personnel used to staff professional development programs. Instructional personnel indicated teachers were used most frequently to staff professional development programs. Administrators indicated consultants from intermediate school districts as most frequently used to staff programs.

Although the response rate was low for questions on funding, those responding indicated a reliance on state professional development funds and local district money. Instructional personnel and administrators disagreed on the extent to which gifted and talented funds were used to fund professional development programs. Instructional personnel indicated gifted and talented funds as the third most frequent source of funding. Administrators saw it as the least frequent source. Those interviewed indicated some sharing of funds from other grants, but this was only an incidental occurrence.

Professional development programs were primarily one-day workshops during the work day with conferences and after school workshops also used as formats.

Respondents indicated on the questionnaires that information presented by lecture, demonstration of techniques,

and the development of a product by participants were frequent activities in professional development programs. The least frequent occurring activities included follow-up support for implementation and supervised trials.

The incentive for attending professional development programs indicated by respondents to the questionnaire and those interviewed was solving instructional problems.

Evaluation

Introduction

Table 118 is a comparison of responses by instructional personnel and administrators. They were responding on the extent to which the following methods were used to evaluate professional development programs; academic grades, written comments, self assessment by participants, and reaction to the program recorded on a rating scale.

Figure 14 follows the table indicating the intensity of responses for each category in the table for instructional personnel and administrators. The intensity was figured by adding the percentages of responses for considerable and a great deal for each category. The level of intensity is displayed for instructional personnel and administrators in each group.

Table 119 follows figure 14 indicating how the categories in the preceding table and figure ranked highest to lowest based on the intensity of responses by instructional personnel and administrators.

The highlights of the findings from the interviews and questionnaire are included in a summary at the end of this section.

TABLE 118

ALL CONSORTIA: A COMPARISON OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH FACTORS MOTIVATED PARTICIPANTS IN PROFESSIONAL DEVELOPMENT PROGRAMS.
(IP=INSTRUCTIONAL PERSONNEL, AD=ADMINISTRATORS)

VARIABLES		N		NONE		A LITTLE		SOME		CONSIDERABLE		A GREAT DEAL	
		IP	AD	IP	AD	IP	AD	IP	AD	IP	AD	IP	AD
To what extent do the following factors describe the motivation of participants in attending professional development programs?													
Salary Increments	F %	32	88	24 75	63 71.6	3 9.4	12 13.6	2 6.3	7 8	2 6.3	3 3.4	1 3.1	3 3.4
Solving Instructional Problems	F %	32	92	1 3.1	2 2.2	2 6.3	10 10.9	5 15.6	34 37	15 46.9	33 35.9	9 28.1	13 14.1

FIGURE 14

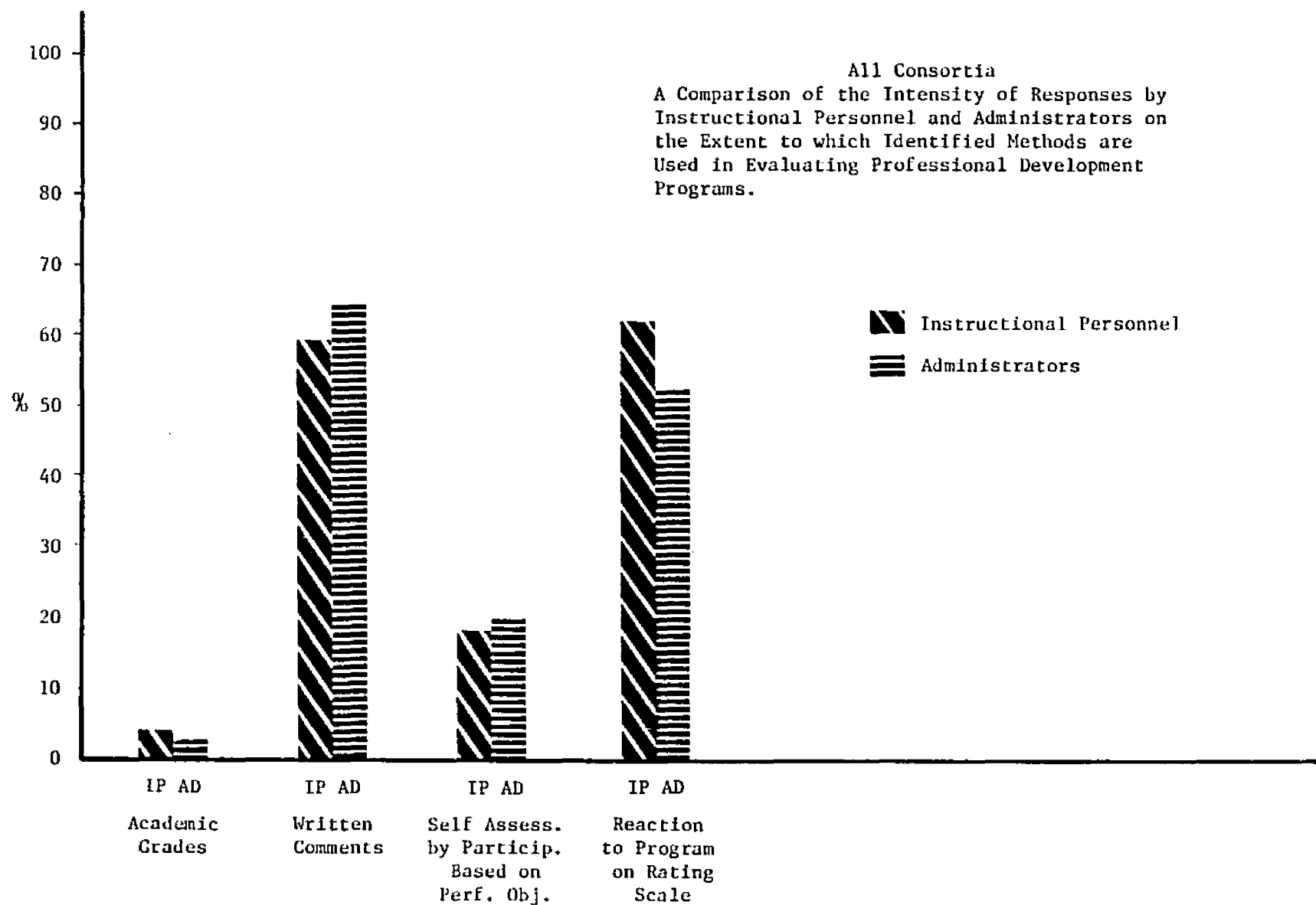


TABLE 119

ALL CONSORTIA: A COMPARISON OF INTENSITY OF RESPONSES BY INSTRUCTIONAL PERSONNEL AND ADMINISTRATORS ON THE EXTENT TO WHICH IDENTIFIED METHODS ARE USED IN EVALUATING PROFESSIONAL DEVELOPMENT PROGRAMS RANKED BY LEVEL OF INTENSITY

Instructional Personnel			Administrators		
Rank		Percent	Rank		Percent
1	Reactions to the Program Recorded on a Rating Scale	61.3	1	Written Comments	61.9
2	Written Comments	58	2	Reactions to the Program Recorded on a Rating Scale	51.9
3	Self-Assessment by Participants Based On Specific Performance Objectives	16.1	3	Self-Assessment By Participants Based On Specific Performance Objectives	18
4	Academic Grades Were Given	3.2	4	Academic Grades Were Given	1.1

Evaluation - Summary

The evaluation methods used in the consortia as indicated by respondents to the questionnaire and those interviewed were reactions to the program recorded on the rating scale and written comments.

SUMMARY

All Consortia

Interviews with the three consortia coordinators and local district personnel contained sections asking coordinators and personnel in local districts to describe the characteristics of professional development, improvement, benefits, and an overview of major issues and problems. The following is a summary of those comments.

Characteristics of Professional Development

The coordinators indicated that most professional development programs were one-day, brief inspirational with no follow-up.

The recommendation for improvement of programs included the development of professional development programs at the local district and building level. All three coordinators concurred with this recommendation.

Coordinators indicated the benefits to local districts as exposure to wider array of resources and less paper work.

Overview of Issues

Two of the three coordinators indicated the most important issue was development of long range programs at the local district and building level. The other coordinator was concerned with a political struggle between a large local district and the intermediate. It was felt that a takeover of professional development would destroy the consortium.

The major positive characteristics were the willingness by teachers and administrators to plan cooperatively, with an equal voice in the programming of professional development regardless of the size of the district.

The negative characteristics included:

- 1) The threatened takeover by the largest local district.
- 2) The lack of more involvement by professionals.
- 3) An ineffective communication network to local districts.

Overview: Representatives in Local Districts

Those interviewed in local districts across All Consortia indicated satisfaction with exposure to more resources for professional development programs. They also commented on the collaboration in the consortia.

The negative characteristic cited by personnel in local districts included the long and unproductive first year of planning and the polarization of administrators and teachers on the policy board.

Major problems with the State Model for Professional Development included the concept of 51 percent teachers, inconsistent guidelines, more technical assistance on managing the Model and the need for increased involvement by universities. A profile of major characteristics across All Consortia follows.

FIGURE 15

ALL CONSORTIA

Profile

Total Allocation	\$213,744.30
Number of Professionals	5,054
Experience Before Consortium	Brief workshops tied to contractual days. One consortium demonstration site.
<u>Policy Board (two met monthly, one biannually)</u>	
Purpose	To plan, implement and evaluate professional development programs funded by Section 97 funds.
Membership	Total 75 members on board.
Funding Policy	Two consortia mini-grants. One consortium 75 percent of locals and 25 percent intermediate school district
Role of Consortium Coordinator	Two strong advocates and one assistant to the policy board.
Standing Committees	Review, planning, resource, evaluation.

Planning

Needs Assessment	All used written instruments.
Basis for Prioritization	Teacher opinion, test data, administrator opinion
Groups Influencing Determination of Goals	Policy Board, teachers, administrators
Processes Identified	Assessment of teachers needs. Process for prioritizing needs. Identification of resources human and material.
Groups Influencing Selection of Personnel for Professional Development Programs	Policy Board, teachers, intermediate school district personnel, administrators

Implementation

Types of Staff Used in Programs	Teachers, consultants from intermediate school districts, university personnel.
Funding sources	State professional development funds, local district funds, gifted and talented funds.
Program Formats	One-day workshops, conferences, programs during the workday.
Techniques Used in Programs	Information presented by lecture, techniques were demonstrated, participants produced a product they could use.
Incentives for Attendance	Solving instructional problems, salary increments.
Methods of Evaluation	Reaction to the program recorded on a rating scale, written comments, self-assessment by participants based on specific performance objectives.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

Introduction

This chapter will present a summary of the study, conclusions that were derived from the findings, recommendations for further research and management, and reflections.

Summary

The study had three purposes:

- 1) To identify and describe the background and setting for professional development programs in selected consortia.
- 2) To identify and describe the processes for planning, implementation and evaluation of professional development programs.
- 3) To identify and describe similarities and differences between selected consortia.

The population for the study included members of policy boards and administrators in local districts in each consortium.

The instruments used to collect data for this study included a structured interview format, and a written questionnaire developed specifically for this study. Data

were collected in a series of 20 interviews with consortium coordinators and local district administrators over six weeks. Questionnaires and a cover letter were sent to 146 professionals in May of 1981. Recipients of the questionnaire included: 38 instructional personnel on policy boards; 48 administrators on policy boards; and 70 administrators not on policy boards. The return rate for the questionnaire was 125 or 85.6 percent.

Analysis of data from interviews with consortium coordinators and professionals in local districts were organized manually. Tables were constructed to display similarities and differences within and across consortia.

Data from questionnaires were analyzed using the Statistical Package for the Social Sciences on the CYBER 750 Computer at Michigan State University. Frequencies and crosstabs were run on data. The results were put in tables by instructional personnel and administrators in the following categories:

- 1) Demographic Information
- 2) Process for Planning Professional Development Programs
- 3) Implementation of Professional Development Programs
- 4) Evaluation of Professional Development Programs

Conclusions

The data collected for this study provided the basis for the descriptive characteristics of planning, implementation in the three consortia studies. The findings support the following conclusions:

- 1) Common themes in planning professional development programs, included assessing and prioritizing needs and identifying resources.
- 2) The professional development policy board exerted the strongest influence on consortia goals and the selection of personnel to staff programs; little influence was exerted by parents, higher education, and school boards.
- 3) Conflict between instructional personnel and administrators, on policy boards, limited program planning and implementation during the first year with this phenomenon declining the second year.
- 4) Peer consultants and practitioners were most frequently used to provide professional development programs. These were usually one-day workshops that included lecture, demonstrations, and product development.
- 5) Long range professional development programs at the building level were almost nonexistent in the consortia studied.

- 6) The desire to improve performance was the major motivation for attending professional development programs.
- 7) Consortium coordinators were aware that professional development programs at the local district and building level would have the most significant impact on the quality of instruction and student performance.

Recommendations

Based on the findings and conclusions derived from this study, the following recommendations are made for further research and management of professional development programs in Michigan.

Research

- 1) That additional research be conducted regarding the affects of county-wide professional development programs on building level practices.
- 2) That research be conducted to identify the implications of autonomous local and regional professional development programs for the role of higher education.
- 3) It is recommended that a study be done to identify and/or develop models for evaluation of the process, content, and product of professional development programs.

- 4) A comparative study be done to identify characteristics of professional development programs in consortia over and under 750 professionals.
- 5) That research be conducted on the cost benefit of the Michigan Model for Professional Development, identifying cost per professional for programs in consortia and local districts.
- 6) Further research should be done on the attitude and perception of teachers not on policy boards towards professional development programs in their consortium and local districts.
- 7) A study of the status and application of principles of adult learning in professional development programs.
- 8) That research be conducted on the effectiveness and utility of existing professional development needs assessments.

Management

The following are recommended changes in the management of professional development programs.

- 1) Funds should be provided for consortia leadership development and for training professional development resource personnel.

- 2) State planning and implementation models and technical assistance should be readily available to consortia and LEA's to insure quality professional development programs.
- 3) A model should be developed for the evaluation of professional development programs. It is the recommendation of this researcher that Robert Stake's model for evaluating curriculum be a starting point. Stake suggests that descriptive data be gathered on:

Intended and Observed Antecedents

Intended and Observed Transactions

Intended and Observed Outcomes

The congruence between the intended and the observed is then examined, that is, did what was intended actually happen? The state requires consortia to collect compliance information. This information might be placed in Stake's framework.

- 4) It is recommended that needs assessment procedures include:
 - a) Annual needs assessments of a stratified random sample of groups in the consortium.
 - b) Methods for the collection of data include; telephone surveys, structured interviews, and written questionnaires.

- c) A brief summary of results be sent to all professionals in the consortium, with a detailed analysis sent to members of the policy board.
- 5) Increased communications in consortia through leadership development programs and the use of technology i.e. computers, teleconferences should be considered by policy makers to improve the quality of professional development programs.

Reflections

Based on the findings, summary, and conclusions of this study the following are some reflections that include impressions, hunches, and guesses about professional development programs in consortia and the Michigan Model for Professional Development in general.

- 1) The structure of the Michigan Model for Professional Development provides a framework for the delivery of quality programs. Educators in Michigan public schools are following a rational planning, implementation and evaluation process. If they are to get funds they are forced by the state guidelines to identify and prioritize needs, identify resources, and delivery systems to meet that need, and evaluate the reaction of participants to the program. Additionally, this process

is a collective effort, between instructional personnel and administrators.

Change is slow and sometimes shortlived in education. Nevertheless, a rational planning process is in place where none existed before, a small triumph in a long struggle.

- 2) The evaluations of the professional development programs by the consortia studied were superficial. Methods of evaluation will remain at this level until reliable and simple methods for evaluation are available.
- 3) Consortia in this study are at a crossroads. They have demonstrated that they can successfully deliver county-wide professional development programs. The challenge, is the implementation of programs at the local district and building level.
- 4) Collective bargaining between teachers and administrators has left deep scars on the collective psyche of each group. This was evident from the deep suspicion and mistrust which hampered cooperation between teachers and administrators. It took almost two years for the parties in each consortium to cooperate in planning, implementing and evaluating professional development programs. If this same phenomenon has gone on in other

consortia, then all over the state small groups of teachers and administrators are at least beginning to cooperate.

- 5) The Michigan Department of Education, Office of Professional Development, is criticized frequently by participants in the study. Participants criticized the constantly changing guidelines and the poor timing in the distribution of funds. The criticism may have some validity, but anyone that understands the political process in the state legislature and the State Department of Education knows that many times no one can control these elements.
- 6) Universities were not part of the funding structure under the Michigan Model of Professional Development. The involvement of universities, as indicated by the study, tended to be as presenters at professional development programs. It is my guess that substantial expertise in planning, implementation, and evaluation is being overlooked.

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APPENDIX A
TEACHER CENTER APPROPRIATIONS

"PART A—TEACHER CORPS PROGRAM"

and by adding at the end thereof the following new part:

"PART B—TEACHER TRAINING PROGRAMS"

"AUTHORIZATION OF APPROPRIATIONS"

20 USC 1119.

"Sec. 531. There are authorized to be appropriated \$75,000,000 for the fiscal year 1977 and for each of the fiscal years ending prior to October 1, 1979, to carry out the provisions of this part. Of the sums so appropriated for any fiscal year not less than 10 per centum shall be available for each of the programs authorized by sections 532 and 533.

"TEACHER CENTERS"

Comm.
20 USC 1119a.

"Sec. 532. (a) (1) The Commissioner is authorized to make grants to local educational agencies in accordance with the provisions of this section to assist such agencies in planning, establishing, and operating teacher centers.

"Teacher
center."

"(2) For the purpose of this section, the term 'teacher center' means any site operated by a local educational agency (or a combination of such agencies) which serves teachers, from public and non-public schools of a State, or an area or community within a State, in which teachers, with the assistance of such consultants and experts as may be necessary, may—

"(A) develop and produce curricula designed to meet the educational needs of the persons in the community, area, or State being served, including the use of educational research findings or new or improved methods, practices, and techniques in the development of such curricula; and

"(B) provide training to improve the skills of teachers to enable such teachers to meet better the special educational needs of persons such teachers serve, and to familiarize such teachers with developments in curriculum development and educational research, including the manner in which the research can be used to improve their teaching skills.

"(b) Each teacher center shall be operated under the supervision of a teacher center policy board, the majority of which is representative of elementary and secondary classroom teachers to be served by such center fairly reflecting the make-up of all schoolteachers, including special education and vocational education teachers. Such board shall also include individuals representative of, or designated by, the school board of the local educational agency served by such center, and at least one representative designated by the institutions of higher education (with departments or schools of education) located in the area.

Application.

"(c) (1) Any local educational agency desiring to receive a grant under this section shall make application therefor at such time, in such manner, and containing or accompanied by such information, as the Commissioner may by regulation require. Each application shall be submitted through the State educational agency of the State in which the applicant is located. Each such State agency shall review the application, make comments thereon, and recommend each application the State agency finds should be approved. Only applications so recommended shall be transmitted to the Commissioner for his approval.

"(2) Any local educational agency which has submitted an application in accordance with paragraph (1) of this subsection which is dissatisfied with the action of the appropriate State educational agency may petition the Commissioner to request further consideration by the State educational agency.

"(d) In approving any application under this section, the Commissioner shall insure that there is adequate provision for the furnishing of technical assistance to, and dissemination of information derived from, the proposed teacher center by the appropriate State educational agency. Such State agency shall be adequately compensated by the Commissioner for such review of applications, recommendations, submissions, technical assistance, and dissemination services.

"(e) Any local educational agency having an application approved under this section may contract with an institution of higher education to carry out activities under, or provide technical assistance in connection with, such application.

"(f) Notwithstanding the provisions of subsection (a) (1) of this section with respect to the requirement that teacher centers be operated by local educational agencies, 10 per centum of the funds expended under this section may be expended directly by the Commissioner to make grants to institutions of higher education to operate teacher centers, subject to the other provisions of this section.

APPENDIX B

Sec. 97. (1) From the amount appropriated in section 11, there is allocated not to exceed, \$3,200,000.00 to applicant districts and intermediate districts for local professional staff development and career education in-service programs. Each district and intermediate district shall be eligible to receive \$25.00 per professional staff member. Each district or intermediate district with a professional staff equal to or greater than 750, or a consortium of districts, intermediate districts, or a combination of districts and intermediate districts with professional staff of 750 or more shall be eligible for an additional \$10.00 per professional staff member upon completion of an application as approved by the department to be submitted by December 15, 1979.

(2) Applications submitted for receipt of funds under this section shall include:

(a) Identification of the district, intermediate district, or consortium needs assessment for staff development by the local policy board.

(b) Identification of the goals and objectives of a staff development program by the local policy board.

(c) Identification of the process for program development and identification of potential resources such as colleges, universities, community colleges, and intermediate districts.

(d) Identification of the process for program evaluation.

(e) Designation of a program coordinator.

(f) Designation of a policy board with a minimum of 11 members. The teacher representatives shall be appointed by the teachers' collective bargaining agent or elected by all teachers in an area where there is not a collective bargaining agent. The policy board shall consist of a majority of teachers with the balance of the board composed of representatives of district or intermediate district boards of education, administrators, and other support personnel.

(g) Designation of a legal fiscal agent.

(h) Provision for the in-service of teachers and counselors on career education.

(3) Participation by professional staff may be voluntary.

(4) A 3-year plan shall be submitted which prioritizes utilization of staff development funds. This plan may include locally identified needs in the following areas:

(a) Equal educational opportunity, including title IX of the education amendments of 1972, Public Law 92-315, 68 Stat. 235; title VI of the civil rights act of 1964, Public Law 88-352, 78 Stat. 241; and section 504 of the rehabilitation act of 1973, 29 U.S.C. 794.

(b) Management training for administrators.

(c) Utilization of assessment results for district and building level improvement in the basic skills.

(d) Working with pupils with special needs including work in bilingual programs, mainstreaming programs, and academically talented pupils programs.

(5) Not more than 15% of the money received may be used for program coordination without department approval.

(6) The funds allocated under this section shall not be expended for facility rental, overhead charges, or stipend payments.

(7) A legal fiscal agent may be a district or an intermediate district.

(8) The department shall submit a progress report on all professional development activities to the legislature not later than April 1 each year.

(9) From the amount allocated in subsection (1), the department shall allocate \$5.10 per professional staff member to applicant districts and intermediate districts for the purpose of conducting career education professional development programs, as defined by the department. The career education professional development activities shall correspond to the professional development needs identified in the district or intermediate district career education plan for the current year. The career education in-service plan of each professional development program shall be approved by the career education planning district council representing the districts and intermediate districts involved. Programs and personnel funded under section 61 and 36 shall not be funded under this subsection.

(10) Additional general fund revenue which becomes available for districts or intermediate districts for local professional staff development and career education in-service programs, is appropriated for that purpose. An amount equal to the additional general fund revenue which becomes available for districts or intermediate districts for local professional staff development and career education in-service programs shall be deducted from the amount appropriated in section 11 as allocated pursuant to subsection (1) and shall be credited to the general fund of the state.

Introduced by Senators Faxon, Kammer, Faust, Engler, Sederburg, Allen, Pierce, and Mowat

ENROLLED SENATE BILL No. 1109

Sec. 97. (1) From the amount appropriated in section 11, there is allocated an amount not to exceed \$2,240,000.00 for 1980-81 to applicant districts and intermediate districts for local professional staff development and career education in-service programs. Each district and intermediate district shall be eligible to receive \$25.00 per professional staff member. Each district or intermediate district with a professional staff equal to or greater than 750, or a consortium of districts, intermediate districts, or a combination of districts and intermediate districts with professional staff of 750 or more shall be eligible for an additional \$10.00 per professional staff member upon completion of an application, as approved by the department, to be submitted by November 1, 1980.

(2) Applications submitted for receipt of funds under this section shall include:

(a) Identification of the district, intermediate district, or consortium needs assessment for staff development by the local policy board.

(b) Identification of the goals and objectives of a staff development program by the local policy board.

(c) Identification of the process for program development and identification of potential resources such as colleges, universities, community colleges, and intermediate districts.

(d) Identification of the process for program evaluation.

(e) Designation of a program coordinator.

(f) Designation of a policy board with a minimum of 11 members. The teacher representatives shall be appointed by the teachers' collective bargaining agent or elected by all teachers in an area where there is not a collective bargaining agent. The policy board shall consist of a majority of teachers with the balance of the board composed of representatives of district or intermediate district boards of education, administrators, and other support personnel.

(g) Designation of a legal fiscal agent.

(h) Provision for the in-service of teachers and counselors on career education.

(3) Participation by professional staff may be voluntary.

(4) A 3-year plan shall be submitted which prioritizes utilization of staff development funds. This plan may include locally identified needs in the following areas:

(a) Equal educational opportunity, including title IX of the education amendments of 1972, Public Law 92-318, 86 Stat. 235; title VI of the civil rights act of 1964, Public Law 88-352, 78 Stat. 241; and section 504 of the rehabilitation act of 1973, 29 U.S.C. 794.

(b) Management training for administrators.

(c) Utilization of assessment results for district and building level improvement in the basic skills.

(d) Working with pupils with special needs including work in bilingual programs, mainstreaming programs, and academically talented pupils programs.

(5) Not more than 15% of the money received may be used for program coordination without department approval.

(6) The funds allocated under this section shall not be expended for facility rental, overhead charges, or stipend payments.

(7) A legal fiscal agent may be a district or an intermediate district.

(8) The department shall submit a progress report on all professional development activities to the legislature not later than April 1 each year.

(9) As part of each district's and intermediate district's allocation, as provided in subsection (1), not less than an amount per professional staff member sufficient to provide a statewide total of \$570,000.00 shall be used for the purpose of conducting career education professional development programs, as defined by the department. The career education professional development activities shall correspond to the professional development needs identified in the district or intermediate district career education plan for the current year. The career education in-service plan of each professional development program shall be approved by the career education planning district council representing the districts and intermediate districts involved. Programs and personnel funded under sections 61 and 96 shall not be funded under this subsection.

(10) Additional general fund revenue which becomes available for districts or intermediate districts for local professional staff development and career education in-service programs, is appropriated for that purpose. An amount equal to the additional general fund revenue which becomes available for districts or intermediate districts for local professional staff development and career education in-service programs shall be deducted from the amount appropriated in section 11 as allocated pursuant to subsection (1) and shall be credited to the general fund of the state.

Section 26 of Public Act 101 of 1977 (Senate Bill 209)

77

Sec. 26. (1) The department shall develop plans for a state teacher professional development program that places fiscal responsibility with an intermediate school district, except for a program serving a first class school district. When more than 1 intermediate school district comprises the professional development program service area, the cooperating intermediate school district boards of education, by resolution of each board, shall agree to cooperate for professional development program purposes and shall designate 1 of the intermediate school districts as the fiscal agent for the professional development program consortium. The plans shall provide for participation by all school staff in the service area. The intermediate school district shall become the fiscal agent for the state teacher professional development program for every local school district, including a first class school district, by the 1978-79 fiscal year.

(2) For each professional development program service area, other than a first class school district during the 1977-78 fiscal year, policy shall be established by a governing board consisting of not less than 50% teachers, with the balance of the board made up of representatives of school boards, administrators, teacher education institutions, and other agencies considered appropriate. The governing board for the program serving a first class school district shall develop and present to the state board of education a proposed governance system for that program which reflects the above policy in regard to governance before May 1, 1978.

(3) Of the \$1,270,000.00 appropriated in section 1 for professional development, \$150,000.00 shall be allocated by the department to Wayne state university for the program serving a first class school district; \$200,000.00 shall be allocated by the department to support the operation of 2 professional development centers located outside of the area of a first class school district; \$50,000.00 shall be allocated by the department for planning additional centers to provide services to school staff other than the staff of a first class school district; and a sum shall be allocated to the department in section 1 for the administration of an office of professional development which shall monitor and evaluate professional development center programs. The department shall allocate the remaining \$570,000.00 to applicant local and intermediate school districts for the purpose of conducting career education professional development programs, as defined by the department. In those areas of the state where the state board of education has approved the establishment of a professional development center, funds provided under this section for local and intermediate school districts within the service area of the professional development center shall be allocated directly to the professional development center. In those instances, the professional development center shall provide career education professional development services to the staff of all local and intermediate school districts within its service area. The career education professional development activities shall correspond to the professional development needs identified in the local district career education plan for the current year. The career education inservice plan of each professional development center shall be approved by the career education planning district council representing the local districts involved. Programs and personnel funded under section 61 or 66 of Act No. 255 of the Public Acts of 1972, as amended, being sections 355.1161 and 355.1166 of the Michigan Compiled Laws, shall not be funded under this section.

(4) The funds appropriated for this program shall not be expended for facility rental or overhead charges.

(5) The department shall submit a progress report on all professional development activities to the legislature not later than April 1, 1978. Three years after the effective date of this act, the professional development program shall be evaluated for the purpose of determining whether these grants shall be continued.

APPENDIX C

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

March 20, 1980

EUGENE T. PASLOV
Interim Superintendent
of Public Instruction

STATE BOARD OF EDUCATION:
BARBARA ROBERTS MASON
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Governor
WILLIAM G. MILLIKEN
Ex-Officio

TO: State Board of Education

FROM: Eugene T. Paslov

SUBJECT: Report on Professional Staff Development Activities for
1979-80

Staff has prepared a report (Attachment A) relative to the Professional Staff Development and Career Education Inservice Funds appropriated in Section 97 of Public Act 94 of 1979.

The report describes the activities of the Office of Professional Development and the Office of Career Education relative to utilization of these funds and contains information about local and intermediate programs, policy board concerns, and activities.

It is recommended that the State Board of Education receive the report on Professional Staff Development and Career Education Inservice activities for 1979-80.



PROFESSIONAL STAFF DEVELOPMENT

Upon passage of Section 97 of Act 94 of 1979, staff mailed information and a letter of intent to every local and intermediate school district in Michigan. The letters of intent, indicating the number of interested districts and whether they planned to apply for funds as a single district or as part of a consortium, were due September 15, 1979. This information allowed staff to give local and intermediate districts a dollar figure for which to apply and begin planning for staff development. During October, 1979, staff held a series of five (5) regional meetings across the state to meet with local and intermediate teachers and administrators to discuss the application procedures and answer questions. Approximately 180 individuals attended these regional meetings.

Based on the December 15 applications, 127 applications were reviewed and approved. Of the professional staff development programs with over 750 professional personnel, 30 are consortia programs with 35 intermediate school districts and 357 local school districts participating. There are 13 single local district programs with over 750 professional personnel. This represents a total of 35 intermediate school districts and 370 local school districts in programs over 750 for a total of 84,694 professional personnel.

Of the programs under 750 professional personnel 11 are consortia programs with 11 intermediate school districts and 94 local school districts. There are 73 single school districts representing 5 intermediate school districts and 68 local school districts for a total of 19,406 professional personnel.

In summary 104,100 professional personnel (95%) are involved in professional staff development programs throughout the state. Of the 51 districts who did not apply for professional staff development funds, 34 were eligible and will receive Career Education staff development funds only. Career Education inservice funds will be spent on activities described in plans submitted and approved by the Office of Career Education in June of 1979. A list of approved programs and their allocated amount is attached. (Exhibit A)

During January, 1980, staff held twelve (12) regional meetings which were attended by 292 professional staff. A list of these meetings is attached. (Exhibit B) At these meetings, policy board chairpersons and policy board members were asked to respond to their concerns relative to the professional development program. A copy of this questionnaire is attached. (Exhibit C) Based on the questionnaire responses, staff prepared the attached report of policy board concerns. (Exhibit D) In an attempt to begin addressing these concerns, staff has also conducted a series of regional meetings in March. (Exhibit E)

Policy boards submitted a progress report on February 15, 1980, indicating the status of their activities to date. A summary of these reports is included for your information. (Exhibit F)

Staff members are attending local program policy board meetings upon request and as time permits. Summaries of these meetings will become part of the program's file.

Staff also has responsibility for a State Level Advisory Council. This group, composed of individuals from across the state representing teachers, administrators, institutions of higher education, and professional organizations, meets once a month and will be submitting a report of their activities to the State Board of Education in June, 1980.

The attached charts reveal the dollar amount per program depending on the number of professional personnel served.

In consortia and single district applications with over 750 professional personnel the dollar amount is \$27.07 per professional personnel for professional staff development.

In consortia and single district applications with under 750 professional personnel the dollar amount is \$18.01 per professional personnel for professional staff development.

The dollar allocation for Career Education inservice is \$5.555 regardless of the number of professional personnel.

Under the column "#Professionals Staff Development":

DNA = Did Not Apply
S/D = Single district application

The name of the district appearing in parentheses indicates the district which is the fiscal agent for the professional staff development program.

Under the column "# Professionals Career Education":

N/E = Not Eligible
N/R = Not on the Career Education Records
S/D = The district receives Career Education funds as a single district.
DNA = Did Not Apply

The name of a district appearing in parentheses indicates that district is the fiscal agent.

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Bay-Arenac ISD S	Bay-Arenac ISD	88	88			
	Arenac-Eastern	31	31			
	Angus-Sims	32	32			
	Barger Township	177	177			
	Bay City Public	619	619			
	Essexville-Hampton	116	116			
	Pinconning Area	142	142			
	Standish-Sterling	111	111			
	Iosco ISD	15	N/E			
	Hale Area	40	40			
	Oscoda Area	212	N/E			
	Tawas Area	96	96			
	Whittemore Prescott	70	N/E			
		1,749	1,452	\$ 47,356.34	\$ 8,454.81	\$ 55,811.15
Calhoun ISD	Calhoun ISD	85	85			
	Allenton	170	170			
	Athens	54	54			
	Battle Creek	602	602			
	Bellevue (Eaton)	72	72			
	Harper Creek	182	182			
	Homor	72	72			
	Lakeview	233	238			
	Mar Lee	17	17			
	Marshall	165	165			
	Olivet (Eaton)	69	69			
	Pennfield	107	107			
	Springfield	78	78			
	Tekonsha	36	36			
	Union City	79	79			
		2,026	2,026	54,856.46	11,254.57	66,111.03

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Delta-Schoolcraft ISD	Delta-Schoolcraft ISD	58	58			
	1 Bark River-Harris	40	40			
	2 Big Bay De Noc	30	30			
	3 Escanaba Area	230	230			
	4 Gladstone Area	119	119			
	5 Ministique Area	78	78			
	6 Mid Peninsula	35	35			
	7 Rapid River	42	42			
	8 Menominee County ISD	17	17			
	9 Carney-Nadeau	21	21			
	10 Menominee Area	136	136			
	11 North Central	50	50			
	12 Stephenson Area	66	66			
		<u>922</u>	<u>922</u>	24,964.29	5,121.77	30,086.06
Eaton ISD	Eaton ISD	46	46			
	1 Charlotte	201	201			
	2 Eaton Rapids	179	179			
	3 Grand Ledge	317	317			
	4 Maple Valley	101	101			
	5 Onondaga #3 - Strange	1	N/R			
	6 Potterville	57	57			
	7 Roxand #12 - Loucks	1	N/R			
		<u>903</u>	<u>901</u>	24,449.84	5,005.12	29,454.96
Flushing Community	1 Denton	180	S/D			
	2 Flushing	272	272			
	3 Linden	132	(Genesee ISD)			
	4 Mt. Morris	173	S/D			
	5 Westwood Heights	100	(Genesee ISD)			
		<u>857</u>	<u>272</u>	23,204.34	1,510.98	24,715.32

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Genesee ISD S	Genesee ISD	130	130			
	1 Atherton	99	99			
	2 Beecher	283	S/D			
	3 Bentley	99	99			
	4 Clio	260	S/D			
	5 Genesee	47	47			
	6 Montrose	106	106			
	7 Bendle		107			
	8 Goodrich		86			
	9 Lake Fenton (Grand Blanc)		107			
	10 Lakeview		159			
	11 Linden (Flushing)		132			
	12 Westwood Heights (Flushing)		100			
		1,029	1,172	27,861.45	6,510.54	34,371.99
Grand Blanc	1 Grand Blanc	390	390			
	2 Carman-Ainsworth	390	S/D			
	3 Lake Fenton	107	(Genesee ISD)			
	4 Swartz Creek	262	S/D			
		1,149	390	31,110.60	2,166.48	33,277.08
Gratiot-Isabella ISD	Gratiot-Isabella ISD	72	72			
	1 Alma Public Schools	178	S/D			
	2 Ashley Community Schools	35	S/D			
	3 Beal City Public Schools	36	S/D			
	4 Breckenridge Comm. Schools	78	S/D			
	5 Fulton Schools	63	S/D			
	6 Ithaca Public Schools	104	S/D			
	7 Mt. Pleasant Public Schools	284	S/D			
	8 St. Louis Public Schools	101	S/D			
	9 Shepherd Public Schools	108	S/D			
		1,059	72	28,673.74	399.96	29,073.70

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Ingham ISD 9	Ingham ISD	132	132			
	1 Dansville	59	59			
	2 Haslett	121	121			
	3 Holt	233	233			
	4 Leslie	98	N/E			
	5 Mason	190	190			
	6 Okemos	203	203			
	7 Stockbridge	113	N/E			
	8 Waverly	243	243			
	9 Webberville	49	49			
	10 Williamston	104	S/D			
		1,545	1,230	41,832.79	6,832.73	48,665.52
Jackson County ISD	Jackson ISD	157	157			
	1 Columbia	116	116			
	2 Concord Community	57	57			
	3 East Jackson	100	N/E			
	4 Grass Lake Community	53	53			
	5 Hanover-Horton	72	72			
	6 Jackson	565	565			
	7 Michigan Center	89	89			
	8 Napoleon Community	88	N/E			
	9 Northwest	213	213			
	10 Springport Public	58	N/E			
	11 Vandercook Lake	68	68			
	12 Western	132	132			
	Hillsdale ISD	44	(Hillsdale ISD)			
	Camden Frontier	43	(Hillsdale ISD)			
	Hillsdale Community	131	S/D			
	Jonesville Community	70	S/D			
	Litchfield Community	43	S/D			
	North Adams Community	44	S/D			
	Pittsford Area	44	S/D			
	Reading Community	60	S/D			
	13 Waldron Area	34	S/D			
		2,281	1,522	61,760.90	8,454.81	70,215.71

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Jenison Public Sch	Coopersville	135	S/D			
	Grand Haven	371	S/D			
	Hudsonville	120	(Spring Lake)			
	Jenison	244	244			
	West Ottawa	239	S/D			
	Zeeland	129	S/D			
		1,188	244	32,166.57	1,355.44	33,522.01
Kalamazoo Valley ISD	Otsego Public Schools (Allegan)	121	(Allegan)			
	Plainwell Comm. Schls (Allegan)	139	S/D			
	Barry ISD	7	7			
	Delton Kellogg Schools	128	123			
	Hastings Area Schools	200	200			
	Branch ISD	131	131			
	Bronson Comm. Schools	80	80			
	Coldwater Comm. Schools	219	219			
	Quincy Comm. Schools	69	69			
	Kalamazoo Valley ISD	92	92			
	Climax-Scotts Schools	52	52			
	Comstock Public	172	172			
	Galesburg-Augusta Schools	92	92			
	Gull Lake Comm. Schools	166	166			
	Kalamazoo Public Schools	996	996			
	Parchment School District	123	123			
	Portage Public Schools	575	575			
	Schoolcraft Comm. Schools	52	52			
	Vicksburg Comm. Schools	151	151			
	St. Joseph ISD	53	(St. Joseph)			
	Burr Oak Comm. Schools	26	(St. Joseph)			
	Centreville Schools	59	(St. Joseph)			
	Colon Community Schools	64	(St. Joseph)			
	Constantine Schools	94	(St. Joseph)			
	Mendon Community Schools	60	(St. Joseph)			
	Nottawa Community School	9	N/R			
	Sturgis Public Schools	162	(St. Joseph)			
	Three Rivers Schools	184	(St. Joseph)			

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION:		
				Professional Development	Career Education	Total
1 Kalamazoo Valley (continued)	2 White Pigeon Schools	69	(St. Joseph)			
	22 Bangor Public Sch (Van Buren)	96	S/D			
	2 Bloomingdale Sch (Van Buren)	76	S/D			
	2 Cobles Public Sch (Van Buren)	59	S/D			
	2 Hartford Sch (Van Buren)	83	S/D			
	2 Lawrence Sch (Van Buren)	44	S/D			
	2 Mattawan Cons (Van Buren)	110	S/D			
	2 Paw Paw Sch (Van Buren)	115	S/D			
		4,928	3,305	133,431.71	18,359.50	151,791.21
12 Kent ISD	Kent ISD	110	110			
	1 Byron Center	95	95			
	2 Caledonia	115	115			
	2 Cedar Springs	132	132			
	2 Comstock Park	85	85			
	2 East Grand Rapids	164	164			
	2 Forest Hills	283	283			
	2 Grand Rapids	2,440	2,440			
	2 Grandville	218	218			
	2 Godfrey Lee	101	101			
	2 Godwin Heights	149	149			
	2 Kelloggville	124	S/D			
	2 Kenowa Hills	181	181			
	2 Kent City	79	79			
	2 Kentwood	361	361			
	2 Lowell	161	S/D			
	2 Northview	186	186			
	2 Rockford	205	205			
	2 Sparta	144	144			
	2 Thornapple Kellogg (Barry)	108	S/D			
	2 Wyoming	490	490			
	2 Ionia ISD	25	S/D			
	2 Belding	127	127			
	2 Ionia	184	184			
	2 Ionia Berlin Twp. #3	2	N/R			
	2 Ionia Berlin Twp. #5	1	N/R			
	2 Ionia Easton Twp. #6	1	N/R			
	2 Ionia Orleans Twp. #9	1	N/R			
	2 Ionia Orleans Twp. #10	1	N/R			

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Kent ISD (continued)	9 Ionia Twp. #2	2	N/R			
	7 Ionia Twp. #3	1	N/R			
	10 Lake Odessa	153	N/R			
	11 Palo	10	N/R			
	12 Portland	117	N/E			
	3 Sarnac	63	S/D			
		<u>6,619</u>	<u>5,849</u>	179,217.63	32,491.59	211,709.22
Lenawee ISD S	Lenawee ISD	112	112			
	1 Addison Community Schools	83	83			
	2 Adrian Public Schools	284	284			
	3 Blissfield Comm. Schools	93	93			
	4 Britton-Macon Area Schools	34	34			
	5 Clinton Community Schools	66	66			
	6 Deerfield Public Schools	28	28			
	7 Hudson Area Schools	79	79			
	8 Madison School District	50	50			
	9 Morenci Area Schools	58	58			
	10 Onsted Community Schools	87	87			
	11 Sand Creek Community Schools	53	53			
	12 Tecumseh Public Schools	177	177			
		<u>1,204</u>	<u>1,204</u>	32,599.79	6,688.30	39,288.09
Livingston ISD S	Livingston ISD	83	83			
	1 Brighton	286	286			
	2 Fowlerville	120	120			
	3 Hartland	174	174			
	4 Howell	313	313			
	5 Pinckney	163	S/D			
		<u>1,139</u>	<u>976</u>	30,839.84	5,421.75	36,261.59

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Livonia P/S	1 Cherry Hill (Wayne)	169	N/E			
	2 Garden City* (Wayne)	411	411			
	3 Livonia (Wayne)	1,435	1,435			
	4 Northville (Wayne)	352	352			
	5 Plymouth-Canton (Wayne)	825	825			
	6 Redford Union (Wayne)	301	301			
	7 South Redford (Wayne)	251	N/E			
	*minus 19 EMU participants	3,725	3,324	100,858.99	18,465.05	119,324.04
Macomb ISD	Macomb ISD	225	225			
	1 Armada	82	82			
	2 Anchor Bay	247	247			
	3 Centerline	250	250			
	4 Chippewa Valley	307	307			
	5 Clintondale	250	250			
	6 East Detroit	470	470			
	7 Fitzgerald	228	228			
	8 Fraser	373	373			
	9 Lakeshore	346	346			
	10 Lakeview	293	293			
	11 L'Anse Creuse	472	472			
	12 Mount Clemens	298	298			
	13 New Haven	66	66			
	14 Richmond	109	109			
	15 Romeo	283	283			
	16 Roseville	481	481			
	17 Southlake	179	179			
	18 Van Dyke	288	N/E			
	19 Warren Woods	377	377			
		5,624	5,336	352,276.77	29,641.84	181,918.61

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Marquette-Alger ISD S	Marquette-Alger ISD	58	58			
	1 Au Train-Onota	3	N/R			
	2 Burt	11	11			
	3 Gwin	187	187			
	4 Ishpeming	82	82			
	5 Marquette City	298	298			
	Marquette Twp.	17	N/R			
	7 Mathias	11	11			
	8 Munising	75	75			
	9 Negaunee	112	112			
	10 NICE	111	111			
	11 Powell	7	N/R			
	12 Republic-Michigamme	37	N/E			
	13 Rock River-Limestone	26	26			
	14 Wells	6	N/R			
		<u>1,041</u>	<u>971</u>	28,186.37	5,393.97	33,580.34
Midland ISD	Midland ISD	18	18			
	1 Bullock Creek Schools	129	129			
	2 Coleman Community Schools	74	74			
	3 Meridian Public Schools	116	116			
	4 Midland Public Schools	<u>623</u>	<u>623</u>	25,993.19	5,332.87	31,326.06
		960	960			
Monroe ISD	Monroe ISD	58	58			
	1 Airport	163	S/D			
	2 Bedford	310	S/D			
	3 Dundee	97	S/D			
	4 Ida	115	N/E			
	5 Jefferson	142	S/D			
	6 Mason Cons.	96	S/D			
	7 Monroe*	410	S/D			
	8 Summerfield	60	S/D			
	9 Whiteford Agr. School	53	S/D			
	Annex 20 EMU participants	<u>1,484</u>	<u>58</u>	40,181.14	322.19	40,503.33

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Montcalm ISD	Montcalm ISD 1 Carson City 2 Central Montcalm 3 Greenville 4 Lakeview 5 Montabella 6 Tri-County 7 Vestaburg	41 90 122 184 103 76 88 51 755	41 90 122 184 103 76 88 51 755			
				20,442.56	4,194.08	24,636.64
Muskegon Area ISD	Muskegon Area ISD 1 Duck Creek 2 Holton 3 Mona Shores 4 Montague 5 Muskegon 6 Muskegon Heights 7 North Muskegon 8 Oakridge 9 Orchard View 10 Ravenna	59 8 50 275 98 526 181 64 106 169 70 1,606	59 8 (Orchard View) N/E S/D S/D 181 N/E (Orchard View) (Orchard View) (Orchard View) 248			
				43,484.44	1,377.66	44,862.10
Niles Community S	1 Niles Community (Berrien) 2 Benton Harbor (Berrien) 3 St. Joseph (Berrien)	327 559 195 1,681	327 S/D (Berrien) 327			
				29,269.42	1,816.51	31,085.93
Riverview	1 Allen Park* (Wayne) 2 Ecorse (Wayne) 3 Flat Rock (Wayne) 4 Gibraltar (Wayne) 5 Grosse Ile (Wayne) 6 Huron (Wayne) 7 Lincoln Park (Wayne) 8 Mevindale Allen Park (Wayne) 9 River Rouge (Wayne) 10 Riverview (Wayne) Salaries 20 EDW participants	153 154 98 211 136 135 359 201 202 178	QNA 154 98 211 135 135 359 201 202 178			

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Riverview (continued)	# Southgate (Wayne) 1 Woodhaven (Wayne) 3 Wyandotte (Wayne)	331 240 313 <u>2,691</u>	331 240 313 <u>2,558</u>	72,862.16	14,209.86	87,072.02
2' Saginaw ISD	Saginaw ISD 1 Birch Run 2 Bridgeport 3 Buena Vista 4 Carrollton 5 Chesaning 6 Frankenmuth 7 Freeland 8 Hemlock 9 Merrill 10 Saginaw City 11 Saginaw Township 12 St. Charles 13 Swan Valley	26 131 272 146 127 188 80 94 121 89 1,077 355 103 136 <u>2,945</u>	26 N/E 272 146 127 188 80 N/E N/E 89 1,077 355 103 136 <u>2,599</u>	79,739.53	14,437.62	94,177.15
26 St. Clair ISD	St. Clair ISD 1 Algonac Community 2 Capac Community 3 East China Township 4 Marysville Public 5 Memphis Community 6 Yale Public	82 158 90 263 136 59 112 <u>900</u>	82 158 90 263 136 59 112 <u>900</u>	24,368.62	4,999.56	29,368.18
27 Shiawassee ISD	Shiawassee ISD Byron Area 2 Corunna Public 3 Durand Area 4 Laingsburg Community 5 Morrice Area 6 New Lothrop Area 7 Oshtemo Public 8 Perry Public	64 68 146 161 60 46 70 262 108 <u>991</u>	64 68 146 161 60 46 70 263 108 <u>991</u>	26,832.55	5,505.07	32,337.62

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
15 Traverse Bay Area ISD	Charlevoix-Emmet ISD	37	(Charlevoix-Emmet)			
	1 Beaver Island	6	"			
	2 Boyne City	80	"			
	3 Boyne Falls	20	"			
	4 Charlevoix	92	"			
	5 Cross Village	1	"			
	6 East Jordan	70	"			
	7 Harbor Springs	48	"			
	8 Littlefield	26	"			
	9 Pellston	41	"			
	10 Petoskey	156	"			
	11 Lake ISB	4	(Mason)			
	12 Baldwin	66	(Mason)			
	13 Mason ISD	21	(Mason)			
	14 Freesoil	10	(Mason)			
	15 Ludington	186	(Mason)			
	16 Mason County Central	60	(Mason)			
	17 Mason County Eastern	35	(Mason)			
	18 Manistee ISD	11	(Mason)			
	19 Bear Lake	29	(Mason)			
	20 Kaleva-Norman-Dickson	42	(Mason)			
	21 Onckama Consolidated	41	(Mason)			
	22 Manistee	124	(Mason)			
	23 Marion (Osceola)	48	S/D			
	24 Pine River (Osceola)	72	S/D			
	25 Traverse Bay ISD	109	N/E			
	26 Bellaire	34	N/E			
	27 Benzle	89	N/E			
	28 Buckley	19	S/D			
	29 Central Lake	35	(Charlevoix-Emmet)			
	30 Elk Rapids	66	N/E			
	31 Ellsworth	17	(Charlevoix-Emmet)			
	32 Excelsior #1	2	N/R			
	33 Forest Area	36	S/D			
	34 Frankfort	46	N/E			
	35 Glen Lake	47	N/E			
	36 Kalkaska	107	N/E			

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Traverse Bay ISD (continued)	35 Leland	25	N/E			
	36 Mancelona	58	N/E			
	57 Northport	24	N/E			
	21 Suttons Bay	41	N/E			
	22 Traverse Bay	474	S/D			
	Wexford-Missaukee ISD	54	S/D			
	23 Cadillac	183	S/D			
	24 Falmouth	5	N/R			
	44 Lake City	58	S/D			
	46 Manton Consolidated	46	S/D			
	22 McBain Rural Agr.	37	S/D			
	45 Slick Consolidated	38	S/D			
		2,976	-0-	81,120.42	- 0 -	81,120.42
Tuscola ISD	Tuscola ISD	92	92			
	1 Akron Fairgrove	51	51			
	2 Caro	141	141			
	3 Cass City	103	103			
	4 Kingston	42	42			
	5 Mayville	85	85			
	6 Millington	133	133			
	7 Unionville-Sebewing	77	77			
	8 Vassar	104	104			
	9 Reese	65	65			
		828	893	22,419.13	4,960.68	27,379.81
Wayne-Westland	1 Crestwood	180	N/E			
	2 Dearborn Heights #7	188	188			
	3 Inkster*	228	N/E			
	4 North Dearborn Heights	86	86			
	5 Romulus**	348	348			
	6 Van Buren	371	371			
	7 Wayne-Westland***	1,204	1,204			
	8 Westwood	188	188			
	*minus 16 EMU participants					
	**minus 20 EMU participants					
	***minus 40 EMU participants					
		2,717	2,385	73,566.14	13,248.84	86,814.98
	75 LEA'S, 157 LEA'S			51,595,927.72	5243,915.15	51,819,842.87

Part II - Single District Applications
750 Professional Personnel & Over

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Ann Arbor	Ann Arbor*	1,176	(Washtenaw)	\$ 31,300.13	\$ - 0 -	\$ 31,300.13
Dearborn	Dearborn*	997	997	26,453.49	5,538.40	31,991.89
Detroit	Detroit	11,525	11,525	312,063.20	64,022.14	376,085.34
Farmington	Farmington	783	783	21,200.70	4,349.62	25,550.32
Flint	Flint	2,105	2,105	56,995.49	11,673.42	68,668.91
Lansing	Lansing	1,696	1,696	45,921.30	9,421.40	55,342.70
Pontiac	Pontiac*	1,201	1,201	31,977.04	6,671.64	38,648.68
Port Huron	Port Huron	856	856	23,177.26	4,755.14	27,932.40
Southfield	Southfield	776	776	21,011.16	4,310.73	25,321.89
Taylor	Taylor**	975	975	25,018.45	5,416.19	30,434.64
Utica	Utica	1,410	1,410	38,177.50	7,832.65	46,010.15
Warren Consolidated	Warren Consolidated	1,481	1,481	40,099.91	8,227.06	48,326.97
Waterford	Waterford	882	882	23,881.24	4,899.56	28,780.80
	13 LEA's	25,752	24,687	\$ 697,276.87	\$ 137,137.95	\$ 834,414.82
	*minus 20 EMU participants **minus 51 EMU participants					
	SUBTOTAL 35 ISD's, 370 LEA's			\$2,293,204.59	\$ 381,072.10	\$2,674,276.69

Part III - Consortia Applications
Under 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Alpena-Montmorency- Alcona ISD	Alpena-Montmorency-Alcona ISD Alcona Atlanta Hillman	23 73 34 36 <u>166</u>	23 73 34 36 <u>166</u>	\$ 2,991.17	\$ 922.14	\$ 3,913.31
Lewis-Cass ISD	Lewis-Cass ISD Cassopolis Dowagiac Edwardsburg Marcellus	Did not apply " " " " " " " " " " " "	26 108 212 116 <u>62</u> 524	- 0 -	2,910.86	2,910.86
Cheboygan-Otsego- Presque Isle ISD	Cheboygan-Otsego-Presque Isle Inland Lakes Johannesburg-Lewiston Mackinaw City Posen Consolidated Rogers City Wolverine Cheboygan	59 44 41 18 26 65 <u>22</u> 253	59 44 41 18 26 65 <u>131</u> 406	4,558.84	2,255.36	6,814.20
Clinton ISD	Clinton ISD Barb Community DeWitt Public Fowler Public Ovid-Elsie Area Pewamo-Westphalia Community St. Johns Public	40 73 102 43 126 51 <u>206</u> 641	40 73 102 43 126 N/E <u>206</u> 590	11,550.26	3,277.49	14,827.75
COOR ISD	COOR ISD Crawford AuSable Fairview Corrish-Higgins Houghton Nio AuSable West Branch-Rose City	42 113 31 78 92 49 <u>505</u>	42 113 N/E 78 N/E 49 <u>423</u>	7,297.74	2,149.79	9,447.53

**Part III - Consortia Applications
Under 750 Professional Personnel**

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Copper Country ISD	Copper Country ISD	26	26			
	Adams Township	39	39			
	Arvon Township	2	N/R			
	Baraga Township	44	44			
	Calumet Public	106	106			
	Chassell Township	18	18			
	Covington Township	5	N/R			
	Elm River Township	2	N/R			
	Graft Township	1	N/R			
	Hancock Public	65	65			
	Lake Linden-Hubbell	40	40			
	L'Anse Township	61	61			
	Osceola	26	26			
	Portage Township	64	64			
	Stanton Township	6	6			
		<u>505</u>	<u>495</u>	9,099.66	2,749.76	11,849.42
Dickinson-Iron ISD	Dickinson-Iron ISD	34	34			
	Breitung	113	113			
	Forest Park	49	49			
	Iron Mountain	85	N/E			
	North Dickinson	36	S/D			
	Norway	51	S/D			
	West Iron	<u>101</u>	<u>S/D</u>			
		470	196	8,468.99	1,088.79	9,557.78
Eastern Upper Peninsula ISD	Eastern Upper Peninsula ISD	36	36			
	Bois Blanc Pines	1	N/R			
	Crimley	31	31			
	DeTour	28	28			
	Engadine	30	30			
	Les Cheneaux	27	27			
	Mackinac Island	11	N/E			
	Noran Township	8	N/R			
	Pickford	24	24			
	Radyard	51	N/E			
	St. Ignace Area	53	53			
	St. Ignace Township	7	N/R			
	Sault Ste. Marie	253	N/E			

Part III - Consortia Applications
Under 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Eastern Upper Peninsula ISD (continued)	13 Tahquamenon	80	80	11,712.43	1,772.07	13,484.50
	14 Whitefish	10	10			
		650	319			
Gogebic-Ontonagon ISD	Gogebic-Ontonagon ISD	27	27	7,369.82	2,272.02	9,641.84
	1 Bergland Community	18	18			
	2 Bessemer City	35	35			
	3 Bessemer Township	16	16			
	4 Even-Trout Creek Cons.	42	42			
	5 Ironwood Area	102	102			
	6 Marquette	13	13			
	7 Ontonagon Area	66	66			
	Wakefield Township	42	42			
	Watersmeet Township	18	18			
	White Pine	30	30			
		409	409			
Huron ISD	Huron ISD	25	25	8,072.57	2,422.01	10,494.58
	1 Bad Axe	83	83			
	2 Bloomfield Twp. #4	1	N/R			
	3 Bloomfield Twp. #7	1	N/R			
	4 Caseville	22	22			
	5 Church	2	N/R			
	6 Colfax #1	1	N/R			
	7 Elkton-Pigeon-Bay Port	81	81			
	8 Harbor Beach	63	63			
	9 North Huron	56	56			
	10 Owenton	30	30			
	11 Port Hope	14	14			
	12 Red	1	N/R			
	13 Sheridan #5	1	N/R			
	14 Sigel Twp. #3	1	N/R			
	15 Sigel Twp. #4	1	N/R			
	16 Sigel Twp. #6	2	N/R			
	17 Uby	62	62			
	18 Verona #1	1	N/R			
		440	436			

Part III - Consortia Applications
Under 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Newaygo ISD	Newaygo ISD	58	N/E	10,451.09	- 0 -	10,451.09
	Big Jackson	3	N/R			
	Grant	88	N/E			
	Hesperia	60	N/E			
	Newaygo	59	N/E			
	Pineview	4	N/R			
	White Cloud	66	N/E			
	Oceana ISD	12	S/D			
	Ferry Community	9	N/E			
	Hart	96	N/E			
	Pentwater	21	(Pentwater)			
	Shelby	77	(Pentwater)			
	Walkerville	27	N/E			
		580	-0-			
Wolverine Community Schools	Wolverine Community Schools	22	22	846.90	122.21	969.11
	Vanderbilt Area Schools	25	N/E			
		47	22	\$ 82,419.47	\$22,142.50	\$104,561.97
	12 ISD's, 98 LEA's					

**Part IV - Single District Applications
Under 750 Professional Personnel**

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
1 Almont Community Sch	Almont Community Schools	65	(Lapeer ISD)	\$ 1,171.24	\$ - 0 -	\$ 1,171.24
2 Alpena	Alpena	358	358	6,450.85	1,988.71	8,439.56
3 Avondale	Avondale	187	187	3,369.58	1,038.80	4,408.38
4 Bendle	Bendle	107	(Genesee ISD)	1,928.05	- 0 -	1,928.05
5 Berkley City	Berkley City*	330	330	5,585.93	1,833.17	7,419.10
6 Big Rapids Public	Big Rapids Public	111	N/E	2,000.12	- 0 -	2,000.12
7 Birmingham City	Birmingham City	711	711	12,811.60	3,949.65	16,761.25
8 Bloomfield Hills	Bloomfield Hills	513	513	9,243.81	2,849.75	12,093.56
9 Brandon	Brandon	DNA	157	- 0 -	872.15	872.15
10 Brandywine Public	Brandywine Public	131	131	2,360.50	727.71	3,088.21
11 Brown City	Brown City	64	64	1,153.22	355.52	1,508.74
12 Carsonville-Port Sanilac	Carsonville-Port Sanilac	45	45	810.86	249.98	1,060.84
13 Cheboygan	Cheboygan	131	(C.O.P. ISD)	2,360.50	- 0 -	2,360.50
14 Chelsea	Chelsea	159	(Washtenaw)	2,865.04	- 0 -	2,865.04
15 Chippewa Hills	Chippewa Hills	132	N/E	2,378.52	- 0 -	2,378.52
16 Clare-Gladwin ISD	Clare-Gladwin ISD	35	35	630.67	194.43	825.10
17 Clarenceville	Clarenceville	154	154	2,774.94	855.48	3,630.42
18 Clarkston	Clarkston	357	357	6,432.83	1,983.16	8,415.99
19 City of Clawson	City of Clawson	168	168	3,027.21	933.25	3,960.46
20 Coloma Community	Coloma Community	180	180	3,243.44	999.91	4,243.35
21 Covert	Covert	55	(Van Buren)	991.05	- 0 -	991.05
22 Croswell-Lexington	Croswell-Lexington	132	132	2,378.52	733.27	3,111.79
23 Davison Community	Davison Community	282	282	5,081.39	1,566.53	6,647.92
24 Dryden Community	Dryden Community	DNA	(Lapeer ISD)	- 0 -	- 0 -	- 0 -

Part IV - Single District Applications
Under 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
East Lansing City	East Lansing City	292	292	\$ 5,261.58	\$ 1,622.08	\$ 6,883.66
City of Ferndale	City of Ferndale	350	350	6,306.69	1,944.27	8,250.96
Fremont	Fremont	139	N/E	2,504.66	- 0 -	2,504.66
Fruitport Community	Fruitport Community	183	183	3,297.50	1,016.58	4,314.08
Gaylord	Gaylord	126	N/E	2,270.41	- 0 -	2,270.41
Goodrich	Goodrich	86	(Genesee ISD)	1,549.64	- 0 -	1,549.64
Hamilton Community	Hamilton Community	94	94	1,693.80	522.18	2,215.98
Harrison	Harrison	105	N/E	1,892.01	- 0 -	1,892.01
Holland	Holland	308	308	5,549.89	1,710.96	7,260.85
Holly	Holly	206	N/E	3,711.94	- 0 -	3,711.94
Hopkins	Hopkins	62	(Allegan)	1,117.19	- 0 -	1,117.19
Huron Valley Sch	Huron Valley Schools	539	539	9,712.31	2,994.18	12,706.49
Kearsley Community	Kearsley Community	231	231	4,162.42	1,283.22	5,445.64
Kingsley Area	Kingsley Area	41	N/E	738.78	- 0 -	738.78
Lake Orion Community	Lake Orion Community	333	333	6,000.37	1,849.84	7,850.21
Lakeville	Lakeville	159	(Genesee ISD)	2,865.04	- 0 -	2,865.04
Lapeer Community	Lapeer Community	417	417	7,513.97	2,316.46	9,830.43
Lawton Community	Lawton Community	55	55	991.05	305.53	1,296.58
Lincoln Cons.	Lincoln Consolidated*	158	(Washtenaw)	2,486.64	- 0 -	2,486.64
Madison Public	Madison Public***	202	202	2,792.96	1,122.12	3,915.08
Manchester	Manchester	78	(Washtenaw)	1,405.49	- 0 -	1,405.49
Marlette Community	Marlette Community	106	106	1,910.03	568.84	2,498.87
Macosta-Osceola ISD	Macosta-Osceola ISD	60	N/E	1,081.15	- 0 -	1,081.15
Milan	Milan	147	(Washtenaw)	2,648.81	- 0 -	2,648.81
Morley-Stanwood	Morley-Stanwood	70	N/E	1,261.34	- 0 -	1,261.34

Part IV - Single District Applications
Under 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
50 Novi Community	Novi Community	173	173	\$ 3,117.31	\$ 961.03	\$ 4,078.34
51 Oak Park School	Oak Park School**	303	303	5,009.32	1,683.19	6,692.51
52 Oakland ISD	Oakland ISD	95	95	1,711.82	527.73	2,239.55
53 Oxford	Oxford	DNA	175	-0-	972.14	972.14
54 Peck	Peck	DNA	37	- 0 -	205.54	205.54
55 Reese	Reese	65	(Tuscola)	1,171.24	- 0 -	1,171.24
56 Reeths-Puffer	Reeths-Puffer	227	227	4,090.34	1,261.00	5,351.34
57 Rochester	Rochester	509	509	9,171.73	2,827.53	11,999.26
58 Saline	Saline*	194	(Washtenaw)	3,135.33	- 0 -	3,135.33
59 Sandusky Community	Sandusky Community	79	79	1,423.51	438.85	1,862.36
60 Sanilac ISD	Sanilac ISD	49	49	882.94	272.20	1,155.14
61 Saugatuck	Saugatuck	43	(Spring Lake)	774.82	- 0 -	774.82
62 South Haven	South Haven	163	163	2,937.12	905.48	3,842.60
63 South Lyon	South Lyon	225	225	4,054.30	1,249.89	5,304.19
64 Spring Lake	Spring Lake Allendale Hudsonville Saugatuck	115	115 51 120 43 329	2,072.20	1,827.62	3,899.82
65 Troy	Troy	635	635	11,442.14	3,527.47	14,969.61
66 Walled Lake	Walled Lake	615	615	11,081.76	3,416.37	14,498.13
67 Washtenaw ISD	Washtenaw ISD Ann Arbor Chelsea Dexter Lincoln Consolidated Manchester Milan	61	61 1,176 159 114 158 78 147			

Part IV - Single District Applications
Under 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Washtenaw ISD (continued)	Washtenaw					
	Saline		194			
	Whitmore Lake		64			
	Willow Run		227			
	Ypsilanti		435			
			<u>2,813</u>	\$ 1,099.17	\$ 15,626.41	\$ 16,725.58
Wayland	Wayland	131	(Allegan)	2,360.50	- 0 -	2,360.50
West Branch-Rose City	West Branch-Rose City	141	(C.O.O.R. ISD)	2,540.70	- 0 -	2,540.70
Whitehall	Whitehall	116	116	2,090.22	644.39	2,734.61
Whitmore Lake	Whitmore Lake**	64	(Washtenaw)	702.75	- 0 -	702.75
Willow Run	Willow Run*	227	(Washtenaw)	3,729.96	- 0 -	3,729.96
Ypsilanti	Ypsilanti***	<u>435</u>	(Washtenaw)	<u>7,117.55</u>	- 0 -	<u>7,117.55</u>
	5 ISD's, 68 LEA's	13,402	13,457	\$ 73,842.43	\$242,404.41	\$316,246.84
	SUBTOTAL 17 ISD's, 166 LEA's			\$156,261.90	\$264,546.91	\$420,808.81
	*minus 20 EMU participants					
	**minus 25 EMU participants					
	***minus 40 EMU participants					
	****minus 47 EMU participants					

Part V - Districts For Whom Career Education Eligibility
Did Not Correlate With Professional Development Eligibility

Section A - Consortia

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Allegan ISD	Allegan ISD	DNA	37			
	Fennville		109			
	Hopkins		62			
	Oshtemo		121			
	Wayland		131			
	Martin		52			
			<u>512</u>	\$ - 0 -	\$ 2,844.19	\$ 2,844.19
Berrien ISD	Berrien ISD	DNA	100			
	Lake Shore	DNA	210			
	St. Joseph	(Niles)	195			
			<u>505</u>	- 0 -	2,805.31	2,805.31
Charlevoix-Emmet	Charlevoix-Emmet ISD	(Traverse Bay)	37			
	Beaver Island	"	6			
	Boyne City	"	80			
	Boyne Falls	"	20			
	Charlevoix	"	92			
	Cross Village	"	1			
	East Jordan	"	70			
	Harbor Springs	"	48			
	Littlefield	"	26			
	Pellston	"	41			
	Petoskey	"	156			
	Central Lake (Traverse Bay ISD)	"	35			
	Ellsworth (Traverse Bay ISD)	"	17			
			<u>629</u>	- 0 -	3,494.14	3,494.14
Hillsdale ISD	Hillsdale ISD	(Jackson ISD)	44			
	Camden Frontier	(Jackson ISD)	43			
	Litchfield Community	(Jackson ISD)	43			
			<u>130</u>	- 0 -	722.16	722.16
Lapeer ISD	Lapeer ISD	DNA	103			
	Almont Community	S/D	65			
	Dryden Community	DNA	30			
			<u>198</u>	- 0 -	1,099.90	1,099.90

Part V - Districts For Whom Career Education Eligibility
Did Not Correlate With Professional Development Eligibility

Section A - Consortia

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Mason ISD	Lake ISD	(Traverse Bay)	4			
	Baldwin	"	66			
	Mason ISD	(Traverse Bay)	21			
	Freesoil	"	10			
	Ludington	"	186			
	Mason County Central	"	60			
	Mason County Eastern	"	35			
	Manistee ISD	(Traverse Bay)	11			
	Bear Lake	"	29			
	Kaleva-Norman-Dickson	"	42			
	Onekama Consolidated	"	41			
	Manistee	"	124			
			<u>629</u>	- 0 -	3,494.14	3,494.14
Orchard View	Halton	(Muskegon Area ISD)	50			
	Oakridge	"	106			
	Orchard View	"	169			
	Ravenna	"	70			
			<u>395</u>	- 0 -	2,194.25	2,194.25
Pentwater	Pentwater	(Newaygo ISD)	21			
	Shelby	(Newaygo ISD)	77			
			<u>98</u>	- 0 -	544.40	544.40
St. Joseph ISD	St. Joseph ISD	DNA	53			
	Burr Oak Community Schools		26			
	Centreville		59			
	Colon Community Schools		64			
	Constantine Schools		94			
	Hendon Community Schools		50			
	Nottawa Community School		N/R			
	Sturgis Public Schools		162			
	Three Rivers Schools		184			
	White Pigeon Schools		69			
			<u>771</u>	- 0 -	4,282.96	4,282.96

Part V - Districts For Whom Career Education Eligibility
Did Not Correlate With Professional Development Eligibility

Section A - Consortia

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Van Buren ISD	Van Buren ISD Covert	DNA	104			
			55			
			159			
				- 0 -	883.26	883.26
				\$ - 0 -	\$ 22,364.71	\$ 22,364.71

Part V - Districts For Whom Career Education Eligibility
Did Not Correlate With Professional Development Eligibility

Section B - Single Districts

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Airport	Airport	(Monroe ISD)	163	\$ - 0 -	\$ 905.48	\$ 905.48
Alma Public Schools	Alma Public Schools	(Gratiot-Isabella)	178	- 0 -	988.80	988.80
Ashley Community	Ashley Community Schools	(Gratiot-Isabella)	35	- 0 -	194.43	194.43
Bangor Public Sch	Bangor Public Schools	(Kalamazoo)	96	- 0 -	533.29	533.29
Beal City Public	Beal City Public Schools	(Gratiot-Isabella)	36	- 0 -	199.98	199.98
Bedford	Bedford	(Monroe ISD)	310	- 0 -	1,722.07	1,722.07
Beecher	Beecher	(Genesee ISD)	288	- 0 -	1,599.86	1,599.86
Benton Harbor	Benton Harbor	(Niles Comm.)	559	- 0 -	3,105.28	3,105.28
Berrien Springs	Berrien Springs	DNA	138	- 0 -	766.60	766.60
Bloomington Sch	Bloomington Schools	(Kalamazoo)	76	- 0 -	422.19	422.19
Breckenridge Comm	Breckenridge Comm. Schools	(Gratiot-Isabella)	78	- 0 -	433.30	433.30
Buchanan	Buchanan	DNA	122	- 0 -	677.72	677.72
Buckley	Buckley	(Traverse Bay ISD)	19	- 0 -	105.55	105.55
Cadillac	Cadillac	(Traverse Bay ISD)	183	- 0 -	1,016.58	1,016.58
Carman-Ainsworth	Carman-Ainsworth	(Grand Blanc)	390	- 0 -	2,166.48	2,166.48
Clare	Clare	94	94	1,693.80	522.18	2,215.98
Clio	Clio	(Genesee ISD)	260	- 0 -	1,444.32	1,444.32
Coopersville	Coopersville	(Jenison)	135	- 0 -	749.93	749.93
Deckerville	Deckerville	DNA	58	- 0 -	322.19	322.19
Dexter	Dexter	114	(Washtenaw)	2,054.18	- 0 -	2,054.18
Dundee	Dundee	(Monroe ISD)	97	- 0 -	538.84	538.84
Eau Claire	Eau Claire	DNA	52	- 0 -	288.86	288.86
Evart	Evart	DNA	63	- 0 -	349.97	349.97
Farwell	Farwell	DNA	82	- 0 -	455.52	455.52
Fennville	Fennville	109	(Allegan)	1,964.08	- 0 -	1,964.08

Part V - Districts For Whom Career Education Eligibility
Did Not Correlate With Professional Development Eligibility

Section B - Single Districts

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
2. Fenton	Fenton	(Flushing)	180	\$ - 0 -	\$ 999.91	\$ 999.91
3. Forest Area	Forest Area	(Traverse Bay ISD)	36	- 0 -	199.98	199.98
Fulton Schools	Fulton Schools	(Gratiot-Isabella)	63	- 0 -	349.97	349.97
Galien	Galien	DNA	49	- 0 -	272.20	272.20
3. Gobles	Gobles	(Kalamazoo)	59	- 0 -	327.75	327.75
4. Grand Haven	Grand Haven	(Jenison)	321	- 0 -	1,783.18	1,783.18
Grosse Pointe	Grosse Pointe	DNA	588	- 0 -	3,266.38	3,266.38
Hartford Schools	Hartford Schools	(Kalamazoo)	83	- 0 -	461.07	461.07
Highland Park	Highland Park	398	N/E	7,171.61	- 0 -	7,171.61
Hillsdale Community	Hillsdale Community	(Jackson ISD)	131	- 0 -	727.71	727.71
Imlay City	Imlay City	DNA	102	- 0 -	566.62	566.62
Ionia ISD	Ionia ISD	(Kent ISD)	25	- 0 -	138.88	138.88
Ithaca Public Sch	Ithaca Public Schools	(Gratiot-Isabella)	104	- 0 -	577.73	577.73
Jefferson	Jefferson	(Monroe ISD)	142	- 0 -	788.82	788.82
Jonesville Comm	Jonesville Community	(Jackson ISD)	70	- 0 -	388.85	388.85
Kelloggsville	Kelloggsville	(Kent ISD)	124	- 0 -	688.83	688.83
Lake City	Lake City	(Traverse Bay ISD)	58	- 0 -	322.19	322.19
Lakewood (Lake Odessa)	Lakewood (Lake Odessa)	(Kent ISD)	153	- 0 -	849.93	849.93
Lamphere	Lamphere	DNA	220	- 0 -	1,222.11	1,222.11
Lawrence Schools	Lawrence Schools	(Kalamazoo)	44	- 0 -	244.42	244.42
16. Lowell	Lowell	(Kent ISD)	161	- 0 -	894.37	894.37
Manton Consolidated	Manton Consolidated	(Traverse Bay ISD)	46	- 0 -	255.53	255.53
Marion	Marion	(Traverse Bay ISD)	48	- 0 -	266.64	266.64
Mason Cons.	Mason Consolidated	(Monroe ISD)	96	- 0 -	533.29	533.29
Mattawan Cons	Mattawan Consolidated	(Kalamazoo)	110	- 0 -	611.06	611.06

Part V - Districts For Whom Career Education Eligibility
Did Not Correlate With Professional Development Eligibility

Section B - Single Districts

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
McBain Rural Agr.	McBain Rural Agr.	Traverse Bay ISD	37	\$ - 0 -	\$ 205.54	\$ 205.54
Hesick Cons.	Hesick Consolidated	Traverse Bay ISD	38	- 0 -	211.09	211.09
Monroe	Monroe	(Monroe ISD)	410	- 0 -	2,277.58	2,277.58
Montague	Montague	(Muskegon Area ISD)	98	- 0 -	544.40	544.40
Mt. Morris	Mt. Morris	(Flushing)	173	- 0 -	961.03	961.03
Mt. Pleasant	Mt. Pleasant Public Schools	Gratiot-Isabella	284	- 0 -	1,577.64	1,577.64
Muskegon	Muskegon	(Muskegon Area ISD)	526	- 0 -	2,921.97	2,921.97
New Buffalo	New Buffalo	DNA	73	- 0 -	405.52	405.52
North Adams Comm	North Adams Community	(Jackson ISD)	44	- 0 -	244.42	244.42
North Branch	North Branch	DNA	110	- 0 -	611.06	611.06
North Dickinson	North Dickinson	(Dickinson-Iron ISD)	36	- 0 -	199.98	199.98
Norway	Norway	(Dickinson-Iron ISD)	51	- 0 -	283.31	283.31
Oceana ISD	Oceana ISD	(Newaygo ISD)	12	- 0 -	66.66	66.66
Ottawa	Ottawa	DNA	97	- 0 -	538.84	538.84
Paw Paw Schools	Paw Paw Schools	(Kalamazoo)	115	- 0 -	638.83	638.83
Pinckney	Pinckney	(Livingston ISD)	163	- 0 -	905.48	905.48
Pine River	Pine River	(Traverse Bay ISD)	72	- 0 -	399.96	399.96
Pittsford Area	Pittsford Area	(Jackson ISD)	44	- 0 -	244.42	244.42
Plainwell Comm	Plainwell Community Schools	(Kalamazoo)	139	- 0 -	772.15	772.15
Reading Comm	Reading Community	(Jackson ISD)	60	- 0 -	333.30	333.30
River Valley	River Valley	DNA	116	- 0 -	644.39	644.39
Royal Oak	Royal Oak	DNA	715	- 0 -	3,971.87	3,971.87
St. Louis Public	St. Louis Public Schools	(Gratiot-Isabella)	101	- 0 -	561.06	561.06
Saranac	Saranac	(Kent ISD)	63	- 0 -	349.97	349.97
Shepherd Public	Shepherd Public Schools	(Gratiot-Isabella)	108	- 0 -	599.95	599.95

Part V - Districts For Whom Career Education Eligibility
Did Not Correlate With Professional Development Eligibility

Section B - Single Districts

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	ALLOCATION		
				Professional Development	Career Education	Total
Summerfield	Summerfield	(Monroe ISD)	60	\$ - 0 -	\$ 333.30	\$ 333.30
Swartz Creek	Swartz Creek	(Grand Blanc)	262	- 0 -	1,455.43	1,455.43
Thornapple Kellogg	Thornapple Kellogg	(Kent ISD)	108	- 0 -	599.95	599.95
Traverse Bay	Traverse Bay	(Traverse Bay ISD)	474	- 0 -	2,633.10	2,633.10
Waldron Area	Waldron Area	(Jackson ISD)	34	- 0 -	188.87	188.87
Watervliet	Watervliet	DNA	87	- 0 -	483.29	483.29
Wayne ISD	Wayne ISD	DNA	321	- 0 -	1,783.18	1,783.18
West Bloomfield	West Bloomfield	DNA	305	- 0 -	1,694.30	1,694.30
West Iron	West Iron	(Dickinson-Iron ISD)	101	- 0 -	561.06	561.06
West Ottawa	West Ottawa	(Jenison)	239	- 0 -	1,327.66	1,327.66
Wexford-Missaukee ISD	Wexford-Missaukee ISD	(Traverse Bay ISD)	54	- 0 -	299.97	299.97
Whiteford Agr. Sch	Whiteford Agr. School	(Monroe ISD)	53	- 0 -	294.42	294.42
Williamston	Williamston	(Ingham ISD)	104	- 0 -	577.73	577.73
Zeeland	Zeeland	(Jenison)	129	- 0 -	716.60	716.60
	4 additional LEA's under 750	715	12,541	\$ 12,883.67	\$ 69,066.12	\$ 82,949.79
	SUBTOTAL			\$ 12,883.67	\$ 92,030.83	\$104,914.50
	GRAND TOTAL 52 ISD's, 540 LEA's			\$2,462,350.16	\$737,649.84	\$3,200,000.00



PHILLIP E. RUNKEL
Superintendent
of Public Instruction

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

February 5, 1981

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TO: State Board of Education

FROM: Phillip E. Runkel

SUBJECT: Report on Professional Staff Development Activities
for 1980-81

Staff has prepared a report (Attachment A) relative to the Professional Staff Development and Career Education Inservice Funds appropriated in Section 97 of the State Aid Act. This report describes activities from April 1, 1980, through those planned for March, 1981.

PROFESSIONAL STAFF DEVELOPMENT

1. 1980-81 Program

Based on the November 1 applications, (Exhibit A) 120 applications for Professional Staff Development were reviewed and approved.

PARTICIPANTS: 1980-81

	Consortia	Single Districts	No. of Professional
Over 750 Professional personnel	33	12	87,507
Under 750 Professional personnel	10	65	16,857
Total	43	77	104,364

The total participation in professional staff development programs (excluding Career Education only) for 1980-81 funded under Section 97 includes 104,364 of the 109,643 professional personnel, 536 of the 576 local school districts, and 54 of the 58 intermediate school districts.

Of the districts which did not apply for the professional staff development funds, 4 are intermediate school districts and 40 are local school districts.

Career Education inservice funds will be spent on activities described in plans submitted and approved by the Office of Career Education in June of 1980. A list of approved Professional Staff Development and Career Education programs and their allocated amount is attached (Exhibit B). The dollar amount for Professional Development does not reflect the amount to be deducted for participants with Eastern Michigan University which will be calculated by April 1, 1981.

Applicants were required to submit a Three Year Plan describing the processes to be used in the areas of:

1. Needs Assessment
2. Program Planning
3. Resource Identification
4. Evaluation

Staff provided guidelines and suggestions in a document entitled "Helpful Hints" (Exhibit C).

A summary of the three-year professional development plans (Exhibit D) submitted in the fall of 1980 indicate the following:

1. All districts have completed needs assessments. They range from paper and pencil surveys to interactive, interview types. In addition, a number of districts are looking at other measures such as student test scores, student data, community surveys, and curriculum needs.
2. Program planning includes a variety of personnel at the building level, department level, district level, and consortium level. In some cases students are involved in program planning. Policy boards are directly or indirectly involved in planning, depending on the individual district procedures.
3. Resource identification is another major item in the three-year plans. Districts either have resource banks or are developing them. These banks include using services of the department's state library, intermediate school districts, regional supplemental centers, REMCs, institutions of higher education, and other professional development programs.
4. Evaluation procedures are being developed in accordance with department guidelines. In addition, some programs are looking at other measures, such as: student reactions, teacher perceptions, pre and post data, and observations of changes in classrooms.

Districts were required to submit a list of the 10 top needs that had been identified in their needs assessment processes during 1979-80.

Of the 120 programs, 109 provided this data in a way that could be tabulated (Exhibit E). These results, then, represent about 90% of the states' educators. The ten top professional development needs of Michigan educators are:

1. Discipline
2. Stress
3. Student Motivation
4. Gifted and Talented
5. Individualizing Instruction
6. Teacher Exchange Opportunities
7. Law/Teacher Liability
8. Student Self Concept
9. Mainstreaming Special Education Students
10. Emergency First Aid

Although all 120 programs are developing evaluation schemes to make decisions about specific activities and their overall program, the Office of Professional Development is requesting data (Exhibit F) from all programs which will answer the following questions:

1. What variety of needs assessment processes were used?
2. Who was involved in identifying professional development needs?
3. Who was involved in planning professional development programs?
4. Who participated in professional development programs? (an unduplicated count)
5. What activities were provided by the program and which assessed needs were addressed?
6. How many attended the specific activities?
7. How long were the activities?
8. Did participants report they learned something from the professional development activity?
9. Did the participants report they learned something from the professional development activity which will effect their work life?
10. Did the participants report they learned something from the professional development activity which is likely to impact on student learning?

This information will be collected in August, 1981.

2. Calendar of Activities, 1980-81

May, 1980. The "24 Hour Conference" was held in Midland, Michigan, on May 8 and 9, 1980. Over 250 people attended this statewide conference sponsored by the Michigan Department of Education. Both the number of participants (quantity) and the positive feedback provided via the evaluation procedure (quality) indicate the conference was a success and relevant to the needs of local school district personnel.

A committee of eleven in addition to MDE Office of Professional Development staff assisted in the conference planning process. These eleven individuals are Pat Clement, Craig Dean, Patrick DeMarte, Ken Branch, Ron Early, Polly Friend, Barbara Jacoby, Dolores Paskal, Dennis Sparks, and Margaret Touville.

The "24 Hour Conference" began at noon on May 8th and concluded at noon on May 9th. Although the conference did not literally operate around the clock, sessions were held well into the evening and began early the next day.

The format for the "24 Hour Conference" included clinics and concurrent sessions. There were four clinics, each approximately two and one-half hours in length. The clinics were designed to provide in-depth skill development. The concurrent sessions (several offered simultaneously) were shorter in length (about one hour) and were designed to be informational or to share available resources. A third type of concurrent session was designed to allow participants to share with one another their concerns/problems or successes/solutions regarding the topic identified for the session. People learn from people and the conference evaluations indicate the sharing sessions were well received by the conference participants.

Many participants brought materials to be displayed. The display area which was set up in the conference headquarters was loaded with materials and ideas, most of which offered free samples.

The "24 Hour Conference" was coordinated by STEP UP (Staff Training and Enrichment Programs/Upgrading Professionals).

August, 1980. Two "Workfests" were held, one in the Western Upper Peninsula, the other at Higgins Lake, to address the concerns of personnel involved in consortia programs. These sessions are two day mini-conferences with no more than 35 in attendance. The purpose is to allow for problem clarification and solution through extensive interaction with other professional development program people. Evaluations indicate this mode of interaction has benefited attendees through extending knowledge of professional development programs.

November, 1980. Workfest for single district program personnel at Higgins Lake.

February, 1981. Meeting in Lansing for new professional staff development coordinators and interested persons from institutions of higher education.

February, 1981. Workfest on implications of Research on Effective Schools for professional staff development, Higgins Lake.

March 5 & 6, 1981. "Twenty-Four Hour Conference" on Professional Staff Development, co-sponsored by the National Council of States on Inservice Education to be held in Lansing, Michigan.

In addition staff has ongoing activities which include:

1. Consultation with individual policy boards;
2. Consultation with institutions of higher education;
3. Presentations for MASCD, MENSIPA, NEA;
4. Training for policy boards and school personnel to include needs assessment, evaluation and instructional supervision;
5. Review of and contact with Federal Teacher Center and Teacher Corps programs.

The attached charts reveal the dollar amount per program depending on the number of professional personnel served.

In consortia and single district applications with over 750 professional personnel the dollar amount is \$17.11 per professional personnel for professional staff development.

In consortia and single district applications with under 750 professional personnel the dollar amount is \$10.24 per professional personnel for professional staff development.

The dollar allocation for Career Education inservice is \$5.52 regardless of the number of professional personnel.

Under the column "# Professionals Staff Development":

DNA = Did Not Apply

S/D = Single district application

The name of the district appearing in parentheses indicates the district which is the fiscal agent for the professional staff development program.

Under the column "# Professionals Career Education":

N/E = Not Eligible

N/R = Not on the Career Education Records

S/D = The district receives Career Education funds as a single district.

DNA = Did Not Apply

The name of a district appearing in parentheses indicates that district is the fiscal agent.

Part I - Consortium Applications
Over 750 Prof. Career Personnel

Page 13

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	Professional Career Education	Total
Bay-Arenac ISD	Bay-Arenac ISD	99	99			
	Arenac-Eastern	32	32			
	Augres-Sims	33	33			
	Barque Township	178	178			
	Bay City Public	615	615			
	Essexville-Hampton	114	114			
	Pinconning Area	138	N/R			
	Standish-Sterling	111	111			
	Iosco ISD	12	N/E			
	Hale	44	44			
	Oscoda Area	183	N/E			
	Tawas Area	96	96			
	Whittemore-Prescott	65	65			
		<u>1,721</u>	<u>1,388</u>	\$ 29,446.31	\$ 7,661.76	\$ 37,108.07
Berrien County ISD	Berrien County ISD	108	108			
	Berrien Springs	129	S/D			
	Brandywine	127	S/D			
	Bridgman	65	N/E			
	Buchanan	122	S/D			
	Eau Claire	52	S/D			
	Galion	45	46			
	Lakeshore	202	S/D			
	New Buffalo	75	S/D			
	River Valley	111	S/D			
	Watervliet	91	S/D			
	Haar Twp. #6	4	N/P			
	Sodus Twp. #5	4	N/R			
	Lewis-Cass ISD	26	(Lewis-Cass ISD)			
	Cassopolis	106	(Lewis-Cass ISD)			
	Dowagiac	211	(Lewis-Cass ISD)			
	Edwardsburg	113	(Lewis-Cass ISD)			
		<u>1,600</u>	<u>154</u>	\$ 27,376.00	\$ 850.08	28,226.08

N/E = Not Eligible

N/R = Not on the Career Education Records

S/D = Receives Career Education Funds as a Single District

DEA = Did Not Apply

(District) = Receives Career Education Funds in a Different Consortium, District Indicated is Fiscal Agent

Part 1 - Calhoun Application
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	Allocation Career Education	Total
Calhoun ISD	Calhoun ISD	89	89			
	Albion	164	164			
	Albion	55	55			
	Battle Creek	604	604			
	Bellevue (Eaton)	68	68			
	Harper Creek	174	174			
	Homer	72	72			
	Lakeview	231	231			
	Mar Lee	14	14			
	Marshall	151	151			
	Olivet (Eaton)	70	70			
	Pennfield	105	105			
	Springfield	78	78			
	Tekonsha	36	36			
	Union City	73	73			
	Fredonia Twp. #2	1	N/R			
		<u>1,985</u>	<u>1,984</u>	\$ 33,963.35	\$ 10,951.68	\$ 44,915.03
Delta-Schoolcraft ISD	Delta-Schoolcraft ISD	59	59			
	Bark River-Harris	41	S/D			
	Big Bay De Noc	32	S/D			
	Escanaba Area	244	S/D			
	Gladstone Area	120	S/D			
	Manistique Area	93	S/D			
	Mid Peninsula	36	S/D			
	Rapid River	43	S/D			
	Menominee County ISD	19	19			
	Carney-Madeau	21	S/D			
	Menominee Area	143	S/D			
	North Central	49	S/D			
	Stephenson Area	65	S/D			
		<u>965</u>	<u>78</u>	\$ 16,511.15	\$ 430.56	\$ 16,941.71

Part I - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	Allocation Career Education	Total
Detroit	Detroit	12,036	12,036			
	Wayne ISD	194	S/D			
		<u>12,230</u>	<u>12,036</u>	\$209,255.30	\$ 66,438.72	1,275,694.02
Eaton ISD	Eaton ISD	47	47			
	Charlotte	203	S/D			
	Eaton Rapids	181	181			
	Grand Ledge	318	318			
	Maple Valley	99	S/D			
	Pottersville	55	55			
	Onondaga #3-Strange	1	R/R			
	Roxand #12-Loucks	1	R/R			
		<u>905</u>	<u>601</u>	\$ 15,484.55	\$ 3,317.52	\$ 18,802.07
Flushing	Flushing	265	(Genesee ISD)			
	Fenton	179	(Genesee ISD)			
	Linden	134	(Genesee ISD)			
	Mt. Morris	172	S/D			
	Westwood Heights	97	(Genesee ISD)			
		<u>847</u>	<u>-0-</u>	\$ 14,492.17	0.00	\$ 14,492.17
Genesee ISD	Genesee ISD	137	137			
	Atherton	97	97			
	Beecher	268	268			
	Bentley	95	95			
	Clio	266	S/D			
	Genesee	47	47			
	Monterose	108	108			
	Gendle		106			
	Flushing		265			
	Fenton		179			
	Linden		134			
	Westwood Heights		97			
		<u>1,618</u>	<u>1,533</u>	\$ 17,417.98	\$ 8,462.16	\$ 25,880.14

Part I - Consortium Application
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	Allocation Career Education	Total
Grand Blanc Community Schools	Grand Blanc	396	396			
	Carmen-Ainsworth	381	S/D			
	Lake Fenton	107	S/D			
	Swartz Creek	268	S/D			
		<u>1,152</u>	<u>396</u>	\$ 19,710.72	\$ 2,185.92	\$ 21,896.64
Gratiot-Isabella ISD	Gratiot-Isabella ISD	66	66			
	Alma Public	178	S/D			
	Ashley Community	35	S/D			
	Real City Public	36	S/D			
	Breckenridge Community	71	S/D			
	Fullon Schools	62	S/D			
	Ithaca Public	99	S/D			
	Mt. Pleasant Public	274	S/D			
	St. Louis Public	101	S/D			
	Shepherd Public	110	S/D			
		<u>1,032</u>	<u>66</u>	\$ 17,657.52	\$ 364.32	\$ 18,021.84
Ingham ISD	Ingham ISD	136	136			
	Dansville	60	60			
	Haslett	126	126			
	Holt	242	242			
	Leslie	98	98			
	Mason	194	194			
	Okemos	204	204			
	Stockbridge	110	110			
	Waverly	251	251			
	Webberville	50	50			
	Williamston	104	104			
		<u>1,575</u>	<u>1,575</u>	\$ 26,948.25	\$ 8,694.00	\$ 35,642.25

Part I - Concession Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	Allocation Career Education	Total
Jackson ISD	Jackson ISD	173	173			
	Columbia	117	117			
	Concord Community	61	61			
	East Jackson	91	N/E			
	Grass Lake Community	51	51			
	Hanover-Horton	67	67			
	Jackson	553	553			
	Michigan Center	97	97			
	Napoleon Community	87	N/E			
	Northwest	209	209			
	Springport Public	60	N/E			
	Vandercook Lake	68	68			
	Western	127	127			
	Hillsdale ISD	46	(Hillsdale ISD)			
	Camden Frontier	42	S/D			
	Hillsdale Community	130	(Hillsdale ISD)			
	Jonesville Community	67	S/D			
	Litchfield Community	43	(Hillsdale ISD)			
	North Adams Community	44	(Hillsdale ISD)			
	Pittsford Area	43	(Hillsdale ISD)			
	Reading Community	60	(Hillsdale ISD)			
	Waldron Area	35	(Hillsdale ISD)			
		2,271	1,523	\$ 38,856.81	\$ 8,406.96	\$ 47,263.77
Kalamazoo Valley ISD	Otsego Public Schools (Allegan)	134	(Allegan)			
	Plainville Community Schools (Allegan)	151	S/D			
	Barry ISD	10	10			
	Delton Kellogg Schools	126	126			
	Hastings Area Schools	193	193			
	Branch ISD	132	132			
	Bronson Community Schools	76	76			
	Coldwater Community Schools	214	214			
	Quincy Community Schools	71	71			

Part 1 - Consortia Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	Allocation Career Education	Total
Kent ISD (continued)	Grand Rapids	2,275	2,275			293
	Grandville	222	222			
	Godfrey Lee	70	70			
	Godwin Heights	151	151			
	Kelloggville	116	116			
	Kenowa Hills	180	180			
	Kent City	78	78			
	Kentwood	350	350			
	Lowell	169	169			
	Northview	182	182			
	Rockford	203	203			
	Sparta	141	141			
	Thornapple Kellogg (Barry)	110	110			
	Wyoming	445	445			
	Ionia ISD	26	26			
	Belding	127	127			
	Ionia	182	182			
	Ionia Berlin Twp. #3	2	H/R			
	Ionia Berlin Twp. #5	1	H/R			
	Ionia Easton Twp. #6	1	H/R			
	Ionia Orleans Twp. #9	1	H/R			
	Ionia Orleans Twp. #10	1	H/R			
	Ionia Twp. #2	2	H/R			
	Ionia Twp. #3	1	H/R			
	Lake Odessa (Lakewood)	152	152			
	Palo	10	H/R			
	Portland	121	H/E			
	Saranac	60	S/D			
		<u>5,367</u>	<u>6,167</u>	\$108,939.37	\$ 34,041.84	\$142,981.21

Part I - Consortium Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	Professionals Career Education	Professional Development	Allocation Career Education	Total
Kalamazoo Valley (continued)	Kalamazoo Valley ISD	99	99			
	Climax-Scotts Schools	53	53			
	Comstock Public Schools	179	179			
	Galesburg-Augusta Schools	92	92			
	Gull Lake Community Schools	166	166			
	Kalamazoo Public Schools	982	982			
	Parchment School District	119	119			
	Portage Public Schools	563	563			
	Schoolcraft Community	53	53			
	Vicksburg Community	151	151			
	St. Joseph ISD	55	(St. Joseph ISD)			
	Burr Oak Community Schools	26	(St. Joseph ISD)			
	Centreville Schools	60	(St. Joseph ISD)			
	Colon Community Schools	64	(St. Joseph ISD)			
	Constantine Schools	99	(St. Joseph ISD)			
	Mendon Community Schools	52	(St. Joseph ISD)			
	Holtawa Community School	9	N/R			
	Sturgis Public Schools	162	(St. Joseph ISD)			
	Three Rivers Schools	187	(St. Joseph ISD)			
	White Pigeon Schools	75	(St. Joseph ISD)			
	Bangor Public (Van Buren)	90	S/D			
	Bloomington (Van Buren)	75	S/D			
	Gobles Public (Van Buren)	58	S/D			
	Hartford Schools (Van Buren)	79	S/D			
	Lawrence Schools (Van Buren)	45	S/D			
	Mattawan Consolidated (Van Buren)	119	S/D			
	Paw Paw Schools (Van Buren)	119	S/D			
		4,938	3,279	\$ 84,489.18	\$ 18,100.08	1102,589.26
Kent ISD	Kent ISD	128	128			
	Byron Center	90	90			
	Caledonia	110	110			
	Cedar Springs	127	127			
	Comstock Park	84	84			
	East Grand Rapids	152	152			
	Forest Hills	297	297			

Part 1 - Consortium Application
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	Allocation Career Education	Total
Lenawee ISD	Lenawee ISD	116	116			
	Addison Community	83	83			
	Adrian Public	287	287			
	Blissfield Community	95	95			
	Britton Macou Area	33	33			
	Clinton Community	67	67			
	Deerfield Public	28	28			
	Hudson	71	71			
	Madison	50	50			
	Morenci Area	58	58			
	Ontonagon Community	87	87			
	Sand Creek Community	54	54			
	Tecumseh Public	175	175			
		<u>1,204</u>	<u>1,204</u>	\$ 20,600.44	\$ 6,646.08	\$ 27,246.52
Livingston ISD	Livingston ISD	84	84			
	Brighton Area	293	293			
	Fowlerville Community	121	121			
	Hartland Consolidated	173	173			
	Howell Public	313	313			
	Pinckney Community	164	S/D			
		<u>1,148</u>	<u>984</u>	\$ 19,642.28	\$ 5,431.68	\$ 25,073.96
Livonia (Northwest Staff Development Center)	Cherry Hill	156	156			
	Garden City	419	S/D			
	Livonia	1,330	1,330			
	Northville	315	S/D			
	Plymouth-Canton	853	S/D			
	Redford Union	317	S/D			
	South Redford	225	N/E			
		<u>3,625</u>	<u>1,486</u>	\$ 62,023.75	\$ 8,202.72	\$ 70,226.47

295

Part 1 - Consortium Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	Allocation Career Education	Total
Macomb ISD	Macomb ISD	225	S/D			
	Anchor Bay	249	S/D			
	Armada	84	S/D			
	Centerline	256	S/D			
	Chippewa Valley	341	S/D			
	Clinfondale	241	S/D			
	East Detroit	455	S/D			
	Fitzgerald	213	S/D			
	Fraser	361	S/D			
	Lakeshore	332	S/D			
	Lakeview	281	S/D			
	L'Anse Creuse	469	S/D			
	HL. Clemens	294	S/D			
	New Haven	63	S/D			
	Richmond	109	S/D			
	Romeo	267	S/D			
	Roseville	495	S/D			
	South Lake	169	S/D			
	Van Dyke	275	S/D			
	Warren Woods	353	S/D			
		5,542	-0-	\$ 94,823.62	0.00	\$ 94,823.62
Marquette-Alger ISD	Marquette-Alger ISD	57	57			
	Autrain-Onota Public	3	N/R			
	Burt Township	12	12			
	Gwin Area	179	N/E			
	Ishpeming School District	81	81			
	Marquette	311	311			
	Marquette Township	17	17			
	Mathias Township	11	11			
	Munising	76	N/E			
	Negaunee	116	116			
	Nice Community	119	N/E			
	Pewee Township	8	N/R			
	Republic-Michiganne	36	36			
	Rock River-Limestone	21	21			
	Wells Township	6	N/R			
		1,053	662	\$ 18,016.83	\$ 3,654.24	\$ 21,671.07

296

Part I - Consortium Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professional Staff Development	# Professional Career Education	Professional Development	Allocation Career Education	Total
Midland ISD	Midland ISD	21	21			
	Bullock Creek Public	133	133			
	Coleman Community	76	76			
	Meridian Public	115	115			
	Midland Public	627	627			
		<u>972</u>	<u>972</u>	\$ 16,630.92	\$ 5,365.44	\$ 21,996.36
Monroe ISD	Monroe ISD	65	65			
	Airport	152	S/D			
	Bedford	304	S/D			
	Dundee	95	S/D			
	Ida	118	S/D			
	Jefferson	145	S/D			
	Mason Consolidated	99	S/D			
	Monroe Public	417	S/D			
	Summerfield	53	S/D			
	Whiteford Ag.	56	S/D			
		<u>1,514</u>	<u>65</u>	\$ 25,904.54	\$ 358.80	\$ 26,263.34
Montcalm ISD	Montcalm ISD	34	34			
	Carson City-Crystal	89	89			
	Central Montcalm	127	127			
	Greenville	184	184			
	Lakeview Community	107	107			
	Montabella Community	79	79			
	Tri County Area	88	88			
	Vestaburg Community	47	47			
		<u>755</u>	<u>755</u>	\$ 12,918.05	\$ 4,167.60	\$ 17,085.65

Part I - Consortium Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	Allocation Career Education	Total
Muskegon Area ISD	Muskegon Area ISD	58	58			
	Duck Creek	9	N/E			
	Holton	52	(Orchard View)			
	Hona Shores	256	N/E			
	Montague	100	100			
	Muskegon	547	S/D			
	Muskegon Heights	181	S/D			
	North Muskegon	64	N/E			
	Oakridge	103	(Orchard View)			
	Orchard View	160	(Orchard View)			
	Ravenna	73	(Orchard View)			
	Oceana ISD	14				
		<u>1,603</u>	<u>172</u>	\$ 27,427.33	\$ 949.44	\$ 28,376.77
Niles Community Schools	Benton Harbor Area	556	S/D			
	Niles Community	332	332			
	St. Joseph Public	196	S/D			
		<u>1,084</u>	<u>332</u>	\$ 18,547.24	\$ 1,832.64	\$ 20,379.88
Ottawa Area ISD	Ottawa Area ISD	104	104			
	Allendale	57	(Spring Lake)			
	Coopersville	132	S/D			
	Grand Haven	327	S/D			
	Hudsonville	125	(Spring Lake)			
	Jenison	243	(Spring Lake)			
	Saugatuck	41	(Spring Lake)			
	Spring Lake	112	(Spring Lake)			
	West Ottawa	243	S/D			
	Zeeland	132	(Spring Lake)			
		<u>1,516</u>	<u>104</u>	\$ 25,938.76	\$ 574.08	26,512.84
						298

Part I - Consent Applications
Over 750 Professional Personnel

Local Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	Allocation Career Education	Total
Riverview Community School District	Allen Park	174	S/D			
	Ecorse	156	156			
	Flat Rock	101	101			
	Gibraltar	208	208			
	Grosse Ile	136	136			
	Huron	122	122			
	Lincoln Park	364	S/D			
	Melvindale-Northern Allen Park	193	S/D			
	River Rouge	203	203			
	Riverview	165	165			
	Southgate	334	334			
	Woodhaven	247	247			
	Wyandotte	313	S/D			
		<u>2,716</u>	<u>1,672</u>	\$ 46,470.76	\$ 9,229.44	\$ 55,700.20
Rochester Community Schools	Clarkston	361	S/D			
	Rochester	535	535			
		<u>896</u>	<u>535</u>	\$ 15,330.56	\$ 2,953.20	\$ 18,283.76
Saginaw ISD	Saginaw ISD	26	26			
	Birch Run	132	S/D			
	Bridgeport	252	S/D			
	Buena Vista	161	S/D			
	Carrollton	129	S/D			
	Chesaning	186	186			
	Frankenmuth	78	S/D			
	Freeland	77	S/D			
	Hemlock	122	S/D			
	Merrill	77	S/D			
	Saginaw City	1,050	S/D			
	Saginaw Township	339	339			
	St. Charles	102	S/D			
	Swan Valley	134	S/D			
		<u>2,865</u>	<u>551</u>	\$ 49,020.15	\$ 3,041.52	\$ 52,061.67

Part I - Consortium Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	Allocation Career Education	Total
St. Clair ISD	St. Clair ISD	88	88			
	Algonac Community	158	158			
	Capac Community	81	81			
	East China Township	230	230			
	Marysville Public	139	139			
	Memphis Community	51	51			
	Yale Public	110	110			
		857	857	\$ 14,663.27	\$ 4,730.64	\$ 19,393.91
Shiawassee ISD	Shiawassee ISD	63	63			
	Byron Area	68	68			
	Corunna Public	147	147			
	Durand Area	166	166			
	Laingsburg Community	61	61			
	Morrice Area	48	48			
	New Lothrop Area	73	73			
	Owosso Public	274	274			
	Perry Public	111	111			
		1,011	1,011	\$ 17,298.21	\$ 5,580.72	\$ 22,878.93
Traverse Bay ISD	Charlevoix-Emmet ISD	36	36			
	Beaver Island	6	6			
	Boyne City	76	76			
	Boyne Falls	20	20			
	Charlevoix	90	90			
	Cross Village	1	1			
	East Jordan	73	73			
	Harbor Springs	54	54			
	Littlefield	28	28			
	Pellston	41	41			
	Petoskey	151	151			
	Lake ISD	4	4			
	Baldwin	63	S/D			

Part 1 - Contingent Applications
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	Allocation Career Education	Total
Traverse Bay ISD (continued)	Mason ISD	19	19			301
	Free Soil	11	S/D			
	Ludington	181	S/D			
	Mason County Central	76	S/D			
	Mason County Eastern	36	S/D			
	Manistee ISD	17	17			
	Bear Lake	29	S/D			
	Kaleva-Norman-Dickson	43	S/D			
	Onkamo Consolidated	42	S/D			
	Manistee	122	S/D			
	Marion	45	45			
	Pine River	71	71			
	Traverse Bay ISD	119	119			
	Bellaire	36	N/E			
	Benzie	91	N/E			
	Buckley	20	S/D			
	Central Lake	35	35			
	Elk Rapids	66	N/E			
	Ellsworth	17	17			
	Excelsior #1	2	N/R			
	Forest Area	36	N/R			
	Frankfort	47	N/E			
	Glen Lake	45	N/E			
	Kalkaska	104	N/E			
	Leland	22	N/E			
	Mancelona	61	N/E			
	Northport	24	N/E			
	Suttons Bay	42	N/E			
	Traverse City Public	473	S/D			
	Wexford-Missaukee ISD	61	61			
	Cadillac	178	178			
	Falmouth	5	N/R			
	Manton Consolidated	45	45			
	McBain Rural Ag.	37	37			
	Mesick	40	40			
	Lake City	58	58			
		7,999	1,322	\$ 51,312.89	\$ 7,297.44	\$ 58,610.33

Part 1 - Career Education
Over 750 Professional Personnel

Fiscal Agent	Participating Districts	# Professionals Staff Development	# Professionals Career Education	Professional Development	ALLOCATION Career Education	Total
Tuscola ISD	Tuscola ISD	101	101			
	Akron Fairgrove	53	53			
	Caro	143	143			
	Cass City	104	104			
	Kingston	43	43			
	Mayville	85	85			
	Millington	133	133			
	Unionville-Sebewaing	78	S/D			
	Vassar	101	101			
		<u>841</u>	<u>763</u>	\$ 14,389.51	\$ 4,211.76	\$ 18,601.27
Wayne-Westland	Crestwood	164	N/E			
	Dearborn Heights #7	181	181			
	Inksier	225	225			
	North Dearborn Heights	50	50			
	Romulus	363	S/D			
	Van Buren	378	378			
	Wayne-Westland	1,164	1,164			
	Westwood	185	185			
		<u>2,710</u>	<u>2,183</u>	\$ 46,368.10	\$ 12,050.16	\$ 58,418.26
				\$1,257,875.87	\$256,183.20	\$1,514,059.07

303

DEPARTMENT OF EDUCATION

M E M O R A N D U M

December 21, 1979

TO: State Advisory Council on Staff Development
FROM: Office of Professional Development
SUBJECT: January Policy Board Member Workshops

In order to gain information about Professional Staff Development Policy Board members' concerns, the Michigan Department of Education will sponsor 12 Regional Workshops from January 15-28, 1980.

Policy Boards are urged to send a team of three: Teacher, Administrator and Program Coordinator.

The workshops will be held from 9:am. to approximately 4:pm. on the dates and locations listed below.

- January 15, 1980 - Wilson School, 28400 W. Chicago, Livonia
Kent Skills Center at East Beltline, Grand Rapids
- January 16, 1980 - Kalamazoo Valley ISD, 1819 E. Milham Rd., Kalamazoo
Ramada Inn, 412 W. Washington, Marquette
- January 17, 1980 - Ingham Intermediate School District, 2630 W. Howell Rd., Mason
Oakland Schools, 2100 Pontiac Lake Rd., Pontiac
- January 18, 1980 - C.O.P. Intermediate School District, 6065 Learning Lane, Indian Ri
Genesee ISD, 2413 W. Maple, Flint
- January 21, 1980 - Macomb ISD, 44001 Garfield, Mt. Clemens
Wexford-Missaukee ISD, 9950 E. 13th St., Cadillac
- January 28, 1980 - Bay Arenac Skill Center, Bay City
Oakland Schools, 2100 Pontiac Lake Rd., Pontiac

After presenting information regarding the Concerns Based Adoption Model, policy board members will respond to questions regarding the critical components of the staff development programs: operation of policy boards, needs assessment, program planning, identification of resources, and evaluation. Analyzing the results of these responses will provide information for the State Board of Education and Legislature.

In addition, policy board members will have an opportunity to identify particular concerns and talk to others about possible solutions.

Information about the February 15, 1980, Progress Report will be provided by the Department of Education.

305

Check one:

CONCERNS QUESTIONNAIRE

- ☐ teacher
☐ administrator
☐ higher education
☐ intermediate staff
☐ other

In order to identify these data, please give us the last four digits of your Social Security number:

The purpose of this questionnaire is to determine what people who are planning professional staff development programs are concerned about at various times during the implementation process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them. Therefore, a good part of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time 0 1 2 3 4 5 6 7
This statement is somewhat true of me now. 0 1 2 3 4 5 6 7
This statement is not at all true of me at this time. 0 1 2 3 4 5 6 7
This statement seems irrelevant to me. 0 1 2 3 4 5 6 7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with _____

**

(please specify the component.) We do not hold to any one definition of this component, so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with the above named component.

Thank you for taking the time to complete this task.

** Choose one and write it on the line:

Operation of policy board
Assessment of needs
Identification of resources
Planning of programs
Evaluation

(adaptation of)

Procedures for Adopting Educational Innovations/CBAM Project
R&D Center for Teacher Education, The University of Texas at Austin

Irrelevant Not true of me now

Somewhat true of me now

Very true of me now

306

	0	1	2	3	4	5	6	7
1. I am concerned about professional staff's attitudes toward this component.	0	1	2	3	4	5	6	7
2. I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
3. I don't even know what this component is.	0	1	2	3	4	5	6	7
4. I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5. I would like to help other professional staff in this component.	0	1	2	3	4	5	6	7
6. I have a very limited knowledge about this component.	0	1	2	3	4	5	6	7
7. I would like to know what the effect of concentrating on this component would have on my professional status.	0	1	2	3	4	5	6	7
8. I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9. I am concerned about revising my use of this component.	0	1	2	3	4	5	6	7
10. I would like to develop working relationships with both our faculty and outside faculty using this component.	0	1	2	3	4	5	6	7
11. I am concerned about how this component affects professional staff.	0	1	2	3	4	5	6	7
12. I am not concerned about this component.	0	1	2	3	4	5	6	7
13. I would like to know who will make the decisions in this new system.	0	1	2	3	4	5	6	7
14. I would like to discuss the possibility of concentrating on this component.	0	1	2	3	4	5	6	7
15. I would like to know what resources are available if we decide to concentrate on this component.	0	1	2	3	4	5	6	7
16. I am concerned about my inability to manage all the component requires.	0	1	2	3	4	5	6	7
17. I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7
18. I would like to familiarize other departments or persons with the progress of this new component.	0	1	2	3	4	5	6	7

U	1	2	3	4	5	6	7
Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	

307

19.	I am concerned about evaluating my impact on professional staff.	0	1	2	3	4	5	6	7
20.	I would like to revise the component's approach.	0	1	2	3	4	5	6	7
21.	I am completely occupied with other things.	0	1	2	3	4	5	6	7
22.	I would like to modify our use of the component based on the experiences of our professional staff.	0	1	2	3	4	5	6	7
23.	Although I don't know about this component, I am concerned about things related to it.	0	1	2	3	4	5	6	7
24.	I would like to excite our professional staff about their part in this component.	0	1	2	3	4	5	6	7
25.	I am concerned about time spent working with other problems related to this component.	0	1	2	3	4	5	6	7
26.	I would like to know what concentrating on this component will require in the immediate future.	0	1	2	3	4	5	6	7
27.	I would like to coordinate my effort with others to maximize the component's effects.	0	1	2	3	4	5	6	7
28.	I would like to have more information on time and energy commitments required by this component.	0	1	2	3	4	5	6	7
29.	I would like to know what other professional staff are doing in this area.	0	1	2	3	4	5	6	7
30.	At this time, I am not interested in learning about this component.	0	1	2	3	4	5	6	7
31.	I would like to determine how to supplement, enhance, or replace this component.	0	1	2	3	4	5	6	7
32.	I would like to use feedback from professional staff to change the program.	0	1	2	3	4	5	6	7
33.	I would like to know how my role will change when I am concentrating on this component.	0	1	2	3	4	5	6	7
34.	Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35.	I would like to know how this component is better than what we have now.	0	1	2	3	4	5	6	7

A Report of The Common Concerns
Expressed by
Representatives of Policy Boards
in the State of Michigan

Meetings were held in twelve locations throughout the state to elicit concerns from members of policy boards for professional development. A nominal group process procedure was used to generate, and put into priority, the concerns policy board members had with regard to the following: Operation of the Policy Board, Conducting Needs Assessment, Identification of Resources, Program Planning, and Evaluation. Results of these meetings were summarized by Department of Education staff.

What follows is a listing of major concern categories believed to encompass the priority of concerns expressed across the state.

OPERATION OF THE POLICY BOARD

Concerns:

- I. How do policy boards establish criteria for program selection?
- II. What are the functions (and purposes) of the policy board?
- III. How should budgets be established by policy boards?
- IV. How can policy board members receive training for their new roles?

NEEDS ASSESSMENT

Concerns

- I. How can we establish valid procedures for assessing teacher needs?
This concern involves the following issues:
 - a) What is the relationship between individual needs and school district needs?
 - b) What is the relationship between teacher-perceived needs and the true needs of the teacher?

II. What can be done to get staff involved in the needs assessment process?

III. What are the various means for conducting needs assessment?

PROGRAM PLANNING

Concerns

I. How can we plan programs to meet the needs of diverse groups?

II. What criteria will be used in deciding what programs to fund?

III. What incentives can be provided to gain staff participation in programs?

IV. How can we make program planning meaningful and practical?

V. What models exist for moving from program planning to program delivery?

RESOURCE IDENTIFICATION

Concerns

I. How can we organize a state/country-wide human resource network?

II. Can we obtain an updated, excessable file of available and reliable sources?

III. How can we know what programs are effective?

IV. How do we establish a local (in-district) resource network?

EVALUATION

Concerns:

I. What are valid methods of long and short term evaluation?

II. What should be evaluated and who should be the target of the evaluation (program consultant, teachers, students?)

2/15/80

Systematic Assessment of Concerns

An instrument, the Stages of Concern About the Innovation, developed by Gene Hall and his associates at Research and Development Center for Teacher Education, The University of Texas, Austin Texas was used in a modified form to determine the relative levels of concerns of policy board members with regard to five components (Operation of the Policy Board, Conducting Needs Assessment, Identification of Resources, Program Planning and and Evaluation).

The following is a brief overview of the Concerns-based Adoption Model identified and described by Hall et. al., followed by a description of procedures and results of the findings when the Stages of Concern about the Innovation questionnaire was distributed to participants in the statewide meetings.

The Concerns-Based Adoption Model

The Concerns-Based Adoption (CBAM) model of change in school settings was developed by Gene Hall at the Research and Development Center for Teacher Education, Austin Texas. The CBAM model is based on the work of Frances Fuller who identified developmental stages of concern about teaching in pre and in-service teachers. Fuller's model identifies three levels of concerns about teaching: concerns about self, concerns about the tasks of teaching, and concerns about the impact of (my) teaching. Similarly, the CBAM model identifies seven levels of concern persons have about making an innovation. These concern levels are described in Figure 1.

The CBAM model is based on seven assumptions stated in detail in the publication "Concerns Based In-service Teacher Training: An Overview of the Concepts, Research and Practice" (Hall, 1978). The assumption central to this report is that there are identifiable stages and levels of the change process experienced by individuals. The Stages of Concern About the Innovation questionnaire was developed and validated by Hall and his associates to measure

these levels of concern.

The Application of CBAM to Study the Concern Levels of Policy Board Members

A modified version of the Stages of Concern About the Innovation was distributed to persons attending the regional meetings held in twelve different locations throughout the state. A copy of the modified questionnaire is appended to this report. Respondents filled out the questionnaire according to the component about which they were most concerned. The components are as follows: Observation of the Policy Board, Conducting Needs Assessments, Identification of Resources, Program Planning, and Evaluation.

Two hundred thirty two persons responded to the questionnaire. A breakdown of the population by role (teacher, administrator, etc.) and component (Operation of the Policy Board, Needs Assessment, etc.) is presented in the table which follows.

TABLE I - Number of Respondents by Role and Component

	Teachers	Administrators	Higher Education	Intermediate School Staff	Other	Row Total, %
Operation of the Policy Board	16	8	1	2	5	32 14%
Needs Assessment	22	15	4	7	6	54 23%
Identification of Resources	19	10	0	5	2	36 15.5%
Planning Programs	41	31	1	11	9	93 40%
Evaluation	5	7	0	3	2	17 7%
Column Total Percent	103 44%	71 31%	6 3%	28 12%	24 10%	232 100%

Stages of Concern About the Innovation⁴

- 0 AWARENESS: Little concern about or involvement with the innovation is indicated.
- 1 INFORMATIONAL: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.
- 2 PERSONAL: Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.
- 3 MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.
- 4 CONSEQUENCE: Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.
- 5 COLLABORATION: The focus is on coordination and cooperation with others regarding use of the innovation.
- 6 REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

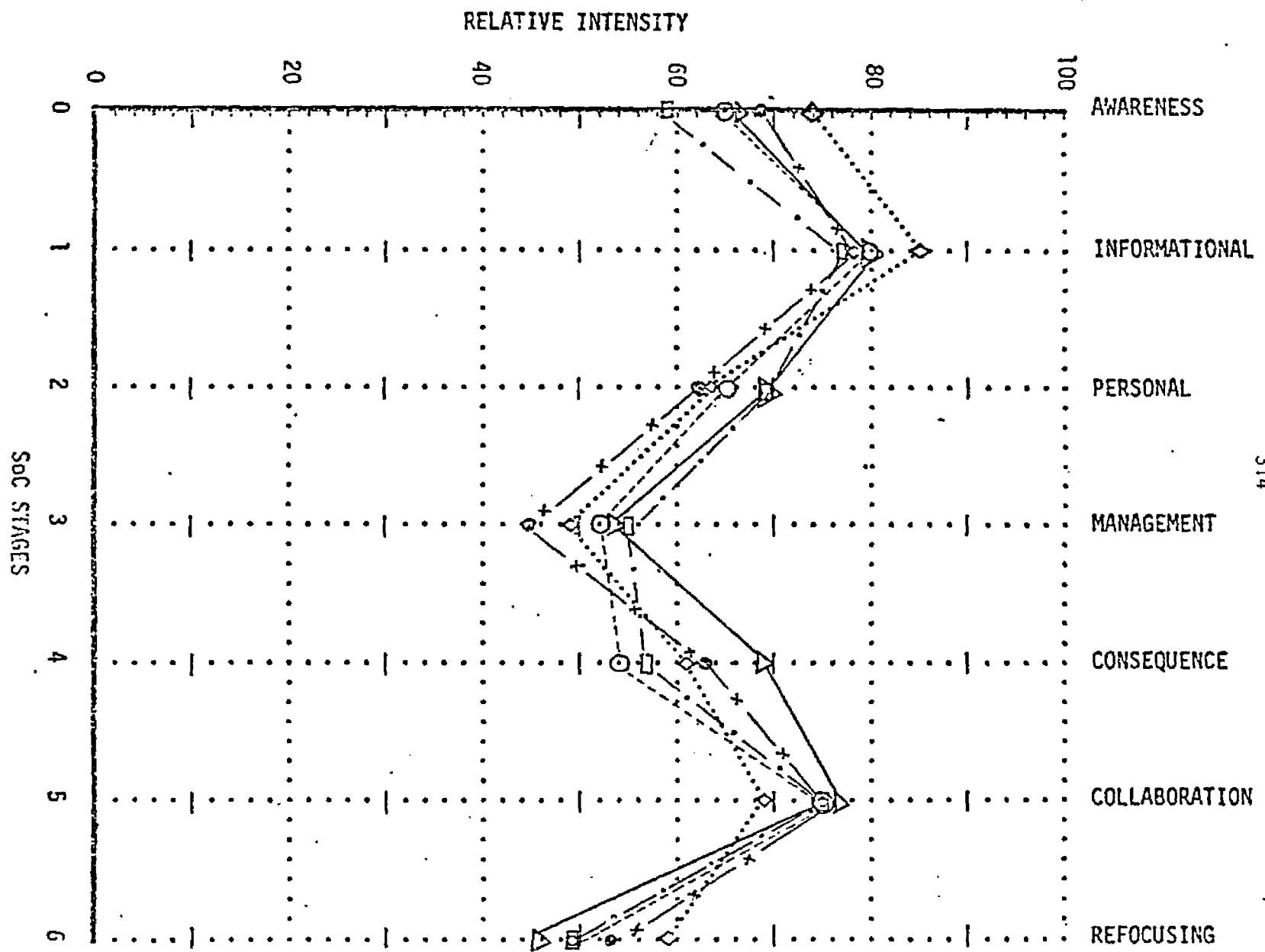
⁴Original concept from Hall, G. E., Wallace, R. C., Jr., & Dossett, W. A. A developmental conceptualization of the adoption process within educational institutions. Austin: Research and Development Center for Teacher Education, The University of Texas, 1973.

Examination of this table reveals that the majority of persons were concerned about program planning. Conducting needs assessment and identification of resources were the components next highest concern. The distribution of role groups represented closely parallels the composition of policy boards. The degree of concern as indicated by choice of component. There appears to be little difference between the teachers, administrators and intermediate school staff with regard to the order of their concerns. Representatives from institutions of higher education were clearly more concerned with conducting needs assessment than the other role groups. However, with such a small number (6) or three percent of the total) it would be most inappropriate to make a valid generalization of this difference.

Analysis and Discussion of Stages of Concern Questionnaire

Data from the two hundred thirty two questionnaires were analyzed according to the procedure described by Hall, George and Rutherford in the manuscript Measuring Stages of Concern About the Innovation: A Manual for Use of the SOC Questionnaire. The procedure calls for identification of seven sub-scores, one for each level of concern. These scores are converted to percentiles by referencing them to a large sample of respondents used to validate the questionnaire. The percentiles for each level of concern are plotted on a graph to present a visual perspective of the relative level of concern. This procedure is used on the assumption that all levels of concern are present in any one instant but that the intensity of concern is indicative of the level. Figure 2 is a graph depicting the concern patterns for all respondents (232) in terms of five components (Operation of the Policy Board, Conducting Needs Assessment, Identification of Resources, Program Planning, and Evaluation) Table II represents the actual percentile scores for each component.

Figure 2
314



PLANNING OF PROGRAMS Δ —————
 IDENTIFICATION OF RESOURCES ○ ·······
 OPINIONS OF POLICY BOARDS □ - - - - -
 EVALUATION ◇ ·······
 NEEDS ASSESSMENT × —————

TABLE II - Percentile of Respondents By Concern Level and Component

	Aware- ness	Infor- mational	Personal	Manage- ment	Conse- quence	Collab- oration	Refocus- ing
Operation of Policy Board	59	77	69.3	55.3	57.6	75.2	44.9
Needs Assessments	68	78.2	62.1	44.9	62.9	76.5	52.1
Identification of Resources	67	80.3	64.6	52	54.1	74.9	49.5
Planning of Programs	67	80.6	69.1	54.4	59.8	76.6	45.4
Evaluation	74.5	85.4	63	49.4	61.3	68.7	59.9

The pattern of responses is remarkably similar in Figure 2. If using this modified instrument is valid, and there is a distinct possibility that it may not be, it would seem that members of policy boards responding to this questionnaire are in the first stages of development and are mostly concerned about gaining more information with regard to these components. Further, their concerns about working together are substantial and should be addressed along with the need for information.

Taken together the pattern of responses in Table 1 and Figure 2, indicate the members of policy boards in this sample need information about planning programs and conducting needs assessments. In addition, methods and procedures for helping these diverse groups work together are clearly indicated.



EUGENE T. PASLOV
Interim Superintendent
of Public Instruction

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

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MEMORANDUM

TO: Professional Staff Development Program Coordinators
& Policy Board Chairpersons
FROM: Paula Brictson, Director
Office of Professional Development
SUBJECT: March Regional Meetings

The Office of Professional Development, Michigan Department of Education will conduct 11 Regional Meetings throughout Michigan between March 10 & 20, 1980.

These meetings will be a follow-up and update of the series of workshops held in January, 1980, where participants generated concerns, priorities, and recommendations regarding professional staff development. Summaries of the January workshops will be sent to all of the participants in February, and copies will be available at the March meetings.

Each Policy Board is encouraged to send its coordinator and chairperson (if they are one and the same, choose a second person).

These meetings will cover the following topics:

I. State Department information:

Pertinent information regarding the conclusions from the January Workshops and February 15th Progress Report as well as information about the July 15, 1980, report will be given.

II. So You've Done A Professional Development Needs Assessment, Now What?

Each Policy Board is asked to bring along the Professional Staff Development Needs listed in the February 15th report from which programs are being planned (or have been or will be planned).

Practice and suggestions will be given on how to plan programs from these.

III. Success Stories and Overcoming Obstacles

Each Policy Board is also asked to bring along any descriptive material they have developed: flyers, brochures, newsletters, forms, assessments, evaluations, etc., that others would like to see. These will be placed on display for others to see.

Several Policy Boards will report briefly on successes they have had with identifying resources and planning programs.



Select whichever location and date is most convenient for you:

PROFESSIONAL STAFF DEVELOPMENT
MARCH REGIONAL MEETINGS LOCATIONS AND DATES

DATE	LOCATION	TIME
Monday, March 10	Kent Intermediate School District 2650 E. Beltline, S.E. Grand Rapids, Mi 49506	12:30 - 4:pm.
	Washtenaw Intermediate School Dist. 1819 S. Wagner Road Ann Arbor, Mi 48106	12:30 - 4:pm.
Tuesday, March 11	Kalamazoo Valley Intermediate School District 1819 E. Milham Road Kalamazoo, Mich. 49002	12:30 - 4:pm.
	Macomb Intermediate School District 44001 Garfield Mt. Clemens, Mich. 48044	12:30 - 4:pm.
	Bay DeNoc Community College Escanaba, Mich.	10:00 - 3:pm.
Wednesday, March 12	Bay-Arenac Intermediate School Dist. 4228 Two Mile Road Bay City, Mich. 48706	12:30 - 4:pm.
Monday, March 17	Wayne County Intermediate School District 33500 Van Born Road Wayne, Mich 48184	12:30 - 4:pm.
	Genesee Intermediate School Dist. 2413 W. Maple Flint, Mich. 48407	12:30 - 4:pm.
Wednesday, March 19	Oakland Schools 2100 Pontiac Lake Road Pontiac, Mich. 48054	12:30 - 4:pm.
Thursday, March 20	Ingham Intermediate School District Developmental Center 2630 W. Howell Road Mason, Mich. 48854	12:30 - 4:pm.
	Cheboygan-Otsego-Presque Isle Intermediate School District 6065 Learning Lane Indian River, Mich. 49749	12:30 - 4:pm.

PLEASE RETURN THIS RESPONSE TO: Office of Professional Development
Michigan Department of Education
Box 30008
Lansing, Michigan 48909

RESPONSE FORM FOR MARCH REGIONAL MEETINGS

☐ YES. We will be attending the Regional Meeting on
March __, 1980, at _____.

Policy Board Name (or fiscal agent) _____

Attending will be _____

☐ NO. We will be unable to attend because _____

If you need a map for that location, please check here _____

Any questions??? CALL 517 373-3608

SUMMARY OF FEBRUARY 15, 1980 PROGRESS REPORT

This report represents 90% of the funded programs. The remaining 10% requested and were granted extensions to file the report.

Policy Board Meetings

A total of 544 policy board meetings were held throughout the state between October 1979 and February 15, 1980. The majority of these meetings were held during the school day (55% during the school day and 45% after school). The average meeting lasted about three and one-half hours resulting in some 2009 hours of policy board meetings.

Program Operation (Activities in addition to Policy Board Meetings)

Forty-four thousand, eight hundred, forty eight (44,848) hours were spent in the following kinds of activities: conducting needs assessments, planning programs, identifying resources, developing by-laws, and delivering programs. In addition to policy board meetings an average of four-hundred forty hours per program were spent in the above listed kinds of activities.

Staff Development Activities

Data reported here refer to the number of hours and number of participants who took part in events provided to client groups as a result of program planning activities of policy boards. The distinction long-term and short-term events is used to differentiate between activities which would effect institutionalized things like curriculum development and other building or district wide programs and activities which might effect individual persons. At least nine thousand persons spent approximately thirty seven thousand hours in long-term activities. Each policy board involved an average of about two hundred ninety persons in eleven hundred hours of long-term activities. A break down of the persons and hours by Office of Professional Development goals for professional development is included in the table below.

TABLE 1 -- Long-term Program Activities		
Long-term Program Activities (i.e., building level programs curriculum development)	No. of Participants	Hours
To provide teachers and other educational workers with knowledge and skills to facilitate improved student learning performance commensurate with individual student incentive and potential	3,777	17,044
To provide teachers and other educational workers with knowledge and skills to meet additional developmental needs of students	3,349	11,313
To meet the specific needs of professional staff that may or may not be related to cognitive outcomes in students.	2,346	9,069
TOTAL	9,472	37,426
AVERAGE	287	1,134

Table II is a similar breakdown for short-term Program Activity.

TABLE II -- Short-term Program Activities		
Short-term Program Activities	No. of Participants	Hours
To provide teachers and other educational workers with knowledge and skills to facilitate improved student learning performance commensurate with individual student incentive and potential.	5,890	8,997
To provide teachers and other educational workers with knowledge and skills to meet additional developmental needs of students	4,628	13,337
To meet the specific needs of professional staff that may or may not be related to cognitive outcomes in students	3,613	13,312
TOTAL	14,131	35,646
AVERAGE	345	869

Examination of these results indicates that more persons were involved in short-term activities than long-term. Further, over seventy-three thousand hours of program activities for 23,603 professionals were generated by policy board action.

When the hours spent for policy board meetings, program operation and staff development activities are totaled, between October 1979, and February 1980, the entitlement program has generated approximately 120,000 hours of participant involvement. This is a period of only five months.

SIGNATURE OF POLICY BOARD CHAIRPERSON

I. DOCUMENTATION OF THE POLICY BOARD OPERATION

SIGNATURE PROGRAM COORDINATOR

- A. Changes in policy board membership and why. Otherwise indicate "no change".

B. Policy Board Meetings (including planning meetings to submit application).

1. How many meetings have been held? _____
2. How long were the meetings in total (_____ hours during school day _____ hours after school day)?
3. How many attended each meeting?

(Meeting #1	_____	_____	teachers, _____	administrators, _____	Higher Ed., _____	fiscal agent staff, _____	Other _____
	time of day	No.	No.	No.	No.	No.	No.
(Meeting #2	_____	_____	teachers, _____	administrators, _____	Higher Ed., _____	fiscal agent staff, _____	Other _____
	time of day	No.	No.	No.	No.	No.	No.
(Meeting #3	_____	_____	teachers, _____	administrators, _____	Higher Ed., _____	fiscal agent staff, _____	Other _____
	time of day	No.	No.	No.	No.	No.	No.
(Meeting #4	_____	_____	teachers, _____	administrators, _____	Higher Ed., _____	fiscal agent staff, _____	Other _____
	time of day	No.	No.	No.	No.	No.	No.

4. How many hours, in total, of the policy board meetings were devoted to:

Needs Assessment _____ Program Planning _____ Resource Identification _____

Development of By-Laws _____ Other (Please define) _____

321

II. PRIORITIZED NEEDS Attach a list of prioritized needs if it was not submitted with the December 15, 1979 application.

III. DESCRIPTION OF STAFF DEVELOPMENT ACTIVITIES

This first progress report should indicate the number of individuals involved in all phases of staff development activities and the amount of time. Therefore, two components are required and can be completed on the attached pages.

A. Description of Program Operation

The following format should be used to describe Program Operation, those activities and individuals, in addition to Policy Board meetings, necessary for needs identification, resource identification, program planning, By-laws, program delivery.

B. Description of Staff Development Activities (Page 7 of PD4662)

Page 7 of PD4662 shall be restricted to those events provided to client groups as a result of a program planning process and shall be categorized according to the three general goals in the state definition of Staff Development.

	How Many	How Many Hours	Total Hours
NEEDS ASSESSMENT (Planning, delivery and evaluation of) teachers administrators higher education personnel fiscal agent staff other (specify)			
PROGRAM PLANNING teachers administrators higher education personnel fiscal agent staff other (specify)			
RESOURCE IDENTIFICATION teachers administrators higher education personnel fiscal agent staff other (specify)			
BY-LAWS (Development of) teachers administrators higher education personnel fiscal agent staff other (specify)			
DELIVERY (who provided programs, led sessions, or instructed) teachers administrators higher education personnel fiscal agent staff other (specify)			

SECTION C: DESCRIPTION OF STAFF DEVELOPMENT ACTIVITIES (To be submitted February 15, 1980.)

List by Three General Goals Contained in the State Definition	No. of Participants	No. of Hours per Participant	Total Participant Hours
1. <u>Long-term Program Activities</u> (i.e., building level programs, curriculum development) a. To provide teachers and other educational workers with knowledge and skills to facilitate improved student learning performance commensurate with individual student incentive and potential. (here list events) b. To provide teachers and other educational workers with knowledge and skills to meet additional developmental needs of students. (here list events) c. To meet the specific needs of professional staff that may or may not be related to cognitive outcomes in students. (here list events)			323
2. <u>Short-term Program Activities:</u> a. To provide teachers and other educational workers with knowledge and skills to facilitate improved student learning performance commensurate with individual student incentive and potential. (here list events) b. To provide teachers and other educational workers with knowledge and skills to meet additional developmental needs of students. (here list events) c. To meet the specific needs of professional staff that may or may not be related to cognitive outcomes in students. (here list events)			

APPENDIX D

Structured Interview
With
Consortium Coordinator

Topic 1. Background Before Entitlement Program

1. How were professional development programs delivered before the Entitlement Program?
2. Who was involved in planning, implementing, and evaluating programs?
3. How did agencies cooperate before the Entitlement Program?

Topic 2. Roles of Participants in the Consortium

1. How did you become involved in the role of consortium coordinator?
 - a. Involuntary assignment
 - b. State mandate
 - c. Service area need
 - d. Other
2. How would you describe your role as consortium coordinator?
 - a. Coordination
 - b. Identification of resources
 - c. Mediator
 - d. Clerk
 - e. Other
3. What role does the Policy Board play in planning, implementing, and evaluating professional development programs?
 - a. Coordination
 - b. Monitor policy
 - c. Provides legitimation for programs
 - d. Other
4. How does the Policy Board function?
 - a. Formerly
 - b. Informally
 - c. Other

5. What has your role been in consortium-sponsored programs?
 - a. Organizer
 - b. Trainee
 - c. Instructor
 - d. Project monitor
 - e. Other
6. What motivated you to become involved in these programs?
 - a. Primarily for self-growth and experience
 - b. To better help professionals
 - c. Forced to attend
 - d. Requested by the consortium
 - e. Other
7. What is the role of teachers in the consortium-sponsored program?
 - a. Organizers
 - b. Trainee
 - c. Instructor
 - d. Other

Topic 3. Responsibility for Organizational Structure

1. What agencies and groups are initiating and organizing professional development programs in this consortium?
 - a. Teachers
 - b. Administrators
 - c. Cooperative effort between the teachers and local administrators
 - d. Administration/local district
 - e. Local school districts and institutions of higher education
 - f. Other
2. Who determines the content and process of professional development programs?
 - a. Teachers and administration
 - b. School district and universities
 - c. Cooperative efforts between LEAs
 - d. Cooperative efforts between ISDs and LEAs
 - e. Teachers
 - f. Community
 - g. Other

3. Who evaluates professional development programs?
 - a. Teachers
 - b. Teachers and administrators
 - c. External evaluators
 - d. Other
4. What are the relative roles of the following groups in initiating and organizing professional development programs? (List in rank order from most significant role to least significant role.)

_____ State Education Department

_____ School Districts

_____ Teacher Organizations

_____ Community Groups

_____ Universities

_____ Intermediate School District

_____ Other
5. How have teacher associations been involved?
6. What is the process for communicating to members of the consortium?
 - a. Consortium coordinator to
 - b. Policy Board to
 - c. Local District Administrators to
 - d. Other

Topic 4. Planning for Professional Development

1. What is the process for establishing goals for professional development programs?
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.

2. How are local districts involved in the planning process?
 - a. Through local district representatives
 - b. Meetings in local districts
 - c. Policy board meetings
 - d. Other
3. What is the process for approving annual plans for professional development in this consortium?
 - a.
 - b.
 - c.
 - d.
4. How are needs assessments done?
5. What are needs based on?
 - a. Teacher responses
 - b. Administration responses
 - c. Testing data
 - d. Community input
 - e. Other

Topic 5. Resources: Human and Material

1. How are resources human and material identified?
 - a. Formal search for resources
 - b. Informal search for resources
 - c. Other
2. How is the appropriateness of resources determined?
 - a. Formal procedure
 - b. Informal evaluation
 - c. Other
3. What have been the best sources of instructional personnel for professional development programs?
 - a. Experienced teachers
 - b. University personnel
 - c. Consultants within the consortium
 - d. Consultants from the State Department of Education
 - e. Consultants from the ISD
 - f. Administrators
 - g. Consultants from private corporations
 - h. Consultants from other ISDs
 - i. Other

4. Who selects the instructors for consortium-sponsored programs?
 - a. Teachers
 - b. Administrators
 - c. Policy board
 - d. University
 - e. Other
5. What type of programs are usually presented?
 - a. Packaged programs
 - b. Packaged programs modified to meet participant's needs
 - c. Programs developed by district personnel
 - d. Other
6. What are the funding sources for professional development programs in this consortium?
 - a. Professional Development Entitlement funds
 - b. Special Education funds
 - c. Gifted and Talented
 - d. Vocational Education funds
 - e. Career Education funds
 - f. Other

Topic 6. Incentives for Participating in Professional Development Programs.

1. What are the incentives for professionals attending professional development programs in this consortium?
 - a. Salary increments
 - b. Problem solving
 - c. Personal satisfaction
 - d. Release time
 - e. Other
2. What are the incentives for local districts to participate in professional development programs in this consortium?

Topic 7. Characteristics of Professional Development Programs in the Consortium.

1. How would you characterize professional development programs in this consortium?
 - a. Lacking organization
 - b. Providing programs based on the real needs of clients.
 - c. Adequate in meeting the needs of teachers.
 - d. Cooperatively managed and directed
 - e. Other
2. What improvements should be made in consortium-sponsored programs?
 - a. Streamline planning process
 - b. Increase participation by local districts
 - c. Increase involvement of teachers
 - d. Increase involvement of administrators
 - e. Other
3. What benefits have local districts acquired through the entitlement programs?

Topic 8. Participation and Evaluation

1. Who decides how often a teacher participates in professional development programs sponsored by the consortium?
 - a. Teachers
 - b. Principals
 - c. District administrators
 - d. Contractual stipulations
 - e. Policy Board
 - f. Other
2. Who evaluates participants of professional development programs?
 - a. Teachers
 - b. Joint evaluation: teachers/administrators
 - c. External evaluators
 - d. Administrators
 - e. Other

3. How are the results from evaluation used by the consortium?
 - a. Identify future programs
 - b. Improve present delivery system
 - c. Help teachers/administrators in future planning
 - d. Other

Topic 9. Overview of Major Issues in the Consortium

1. What is the most important issue in the consortium?
2. What are the positive characteristics of professional development in the consortium?
3. What are the negative characteristics of professional development in the consortium?
4. What are the three major problems with the State Model for Professional Development?

LOCAL DISTRICT ADMINISTRATOR

Enrollment_____

Number of Buildings_____

Annual Budget \$ _____

I. Background

1. How was professional development programming delivered before involvement in the consortium?
2. How has the delivery of professional development programming changed since joining the consortium?

II. Participation

1. What has your role been in professional development programs in the district?
2. What has the role of teachers been in professional development programs?
3. What are the funding sources for professional development programs in this district?
4. What is the planning process for developing professional development programs in this district?

III. Incentives

1. What are the incentives for professionals from this district to attend professional development programs?
2. What are the incentives for this district to participate in the consortium?

IV. Overview

1. What have been the positive characteristics of your district's participation in the consortium?
2. What are the negative characteristics?
3. What are two major problems with the State Model for Professional Development?

APPENDIX E

Professional Development Program Survey

This questionnaire is part of a study to identify the local conditions, resources, rewards, and characteristics of professional development programs in consortia over 750.

The questionnaire is designed to collect information on professional development programs in your district. Your cooperation in completing this instrument is sincerely appreciated.

INSTRUCTIONS:

Please circle the number that most accurately describes the status of professional development programs in your district.

	STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE
1. Generally, teachers are involved in developing purposes, methods, and evaluation for professional development programs.	1	2	3	4	5
2. Professional development programs provide an opportunity to become acquainted with new practices or programs.	1	2	3	4	5
3. Generally, teachers are involved in planning professional development programs.	1	2	3	4	5
4. Professional development programs are organized and directed by building principals and staff.	1	2	3	4	5
5. Professional development programs satisfy district needs as well as individual teacher needs.	1	2	3	4	5
6. Professional development programs are relevant to the needs of teachers.	1	2	3	4	5
7. Most professional development programs are well planned.	1	2	3	4	5
8. There is adequate follow-up to determine the effects of professional development programs.	1	2	3	4	5
9. Most professional development programs are short-term workshops.	1	2	3	4	5
10. Building administrators participate in professional development programs.	1	2	3	4	5

The next section is designed to determine the extent to which certain characteristics exist in planning, implementing, and evaluating professional development programs.

To what extent was the prioritization of needs based on:

	NONE	A LITTLE	SOME	CONSIDERABLE	A GREAT DEAL
11. Teacher opinion	1	2	3	4	5
12. Test Data	1	2	3	4	5
13. Administrator Opinion	1	2	3	4	5
14. Community Opinion	1	2	3	4	5

To what extent do the following groups influence the determination of goals for professional development programs.

15. Local School Board	1	2	3	4	5
16. Superintendents	1	2	3	4	5
17. Principals	1	2	3	4	5
18. You	1	2	3	4	5

	NONE	A LITTLE	SOME	CONSIDERABLE	A GREAT DEAL
To what extent do the following groups influence the determination of goals for professional development programs.					
19. A small group of teachers	1	2	3	4	5
20. Teachers in general	1	2	3	4	5
21. Professional Development Policy Board	1	2	3	4	5
22. Central Office Administrators	1	2	3	4	5
23. Parents	1	2	3	4	5
24. Teacher Association	1	2	3	4	5
25. Institutions of Higher Education	1	2	3	4	5
To what extent are the following processes used in the planning, implementation, and evaluation of professional development programs?					
26. Assessment of teachers' needs.	1	2	3	4	5
27. Process for prioritizing needs.	1	2	3	4	5
28. Development of goals to meet needs.	1	2	3	4	5
29. Development of objectives for each goal.	1	2	3	4	5
30. Identification of resources (human and material).	1	2	3	4	5
31. Evaluation of professional development programs.	1	2	3	4	5
32. Evaluation of the performance of participants.	1	2	3	4	5
How much influence do these groups have on the selection of instructional personnel for professional development programs?					
33. Administrators	1	2	3	4	5
34. Teachers	1	2	3	4	5
35. Universities	1	2	3	4	5
36. Professional Development Policy Board	1	2	3	4	5
37. Local School Boards	1	2	3	4	5
38. Intermediate School District Personnel	1	2	3	4	5
39. State Department of Education Personnel	1	2	3	4	5
To what extent are the following types of personnel used to staff professional development programs?					
40. Teachers	1	2	3	4	5
41. Administrators	1	2	3	4	5
42. University Personnel	1	2	3	4	5
43. Consultants from the State Department.	1	2	3	4	5
44. Consultants from the private corporations.	1	2	3	4	5
45. Consultants from Intermediate School Districts.	1	2	3	4	5

	NONE	A LITTLE	SOME	CONSIDERABLE	A GREAT DEAL
To what extent have these funding sources been used to support professional development programs?					
46. Special Education	1	2	3	4	5
47. Gifted and Talented	1	2	3	4	5
48. Career Education Funds	1	2	3	4	5
49. Vocational Education Funds	1	2	3	4	5
50. Title I Funds	1	2	3	4	5
51. Local District Money	1	2	3	4	5
52. State Professional Development Funds	1	2	3	4	5
To what extent are professional development programs delivered in the following formats?					
53. Visitations to model programs	1	2	3	4	5
54. One day workshops	1	2	3	4	5
55. Conferences	1	2	3	4	5
56. Training for adoption of model programs	1	2	3	4	5
57. After school workshops	1	2	3	4	5
58. Evening Workshops	1	2	3	4	5
59. Programs during the work day.	1	2	3	4	5
60. A series of programs on the same topic during the school year.	1	2	3	4	5
To what extent have the following activities occurred during professional development programs that you have attended during the last two years?					
61. Presentation of Theory.	1	2	3	4	5
62. Information presented by lecture.	1	2	3	4	5
63. Techniques were demonstrated.	1	2	3	4	5
64. Supervised trials were conducted.	1	2	3	4	5
65. Participants developed a product they could use.	1	2	3	4	5
66. Participants received feedback on their performance.	1	2	3	4	5
67. Follow-up support for implementation.	1	2	3	4	5
To what extent do the following factors describe the motivation of participants in attending professional development programs?					
68. Salary Increments.	1	2	3	4	5
69. Solving Instructional Problems	1	2	3	4	5
To what extent do the following statements describe professional development programs in your district?					
71. Programs that provide skills to meet the developmental needs of	1	2	3	4	5
72. Programs that provides skills to improve student performance.	1	2	3	4	5

To what extent do the following statements describe professional development programs in your district?

	NONE	A LITTLE	SOME	CONSIDERABLE	A GREAT DEAL
73. Programs that provide staff with specific knowledge and skills not directly related to student performance.	1	2	3	4	5

To what extent were the following methods used in evaluating professional development programs?

	1	2	3	4	5
74. Academic grades were given.	1	2	3	4	5
75. Written comments.	1	2	3	4	5
76. Self assessment by participants based on specific performance objectives.	1	2	3	4	5
77. Reaction to the program recorded on a rating scale.	1	2	3	4	5

78. Primary Responsibilities (Circle One)

1. Elementary Teacher	7. Junior High Principal
2. Middle School Teacher	8. High School Principal
3. Junior High Teacher	9. Counselor
4. High School Teacher	10. Assistant Superintendent
5. Elementary Principal	11. Superintendent
6. Middle School Principal	12. Other Please Specify _____

79. Age Group

1. 25 and under
2. 26 - 35
3. 36 - 45
4. 46 - 55
5. 55 and over

80. Education

1. B.A.
2. M.A.
3. Specialist
4. Ph.D./Ed.D.
5. Other (specify) _____

**80. Total Years of Service in Education
(Circle the Number)**

1. 5 years or less
2. 6 - 10
3. 11 - 17
4. 18 - 24
5. 25 and over

**82. Years of Service in this District
(Circle the Number)**

1. 5 years or less
2. 6 - 10
3. 11 - 17
4. 18 - 24
5. 25 and over

83. Role in Professional Development Programming (Circle one)

1. Policy Board Member	2. Local District Committee	3. Other _____

Indicate the number of professional development programs you attended during the last two years in each category.

**Number of Programs Attended
(Circle One)**

	0	1	2	3	4	5	6	7	8	9	10
84. Graduate Courses	0	1	2	3	4	5	6	7	8	9	10
85. Visitations to model programs	0	1	2	3	4	5	6	7	8	9	10
86. One day workshops	0	1	2	3	4	5	6	7	8	9	10
87. Conferences	0	1	2	3	4	5	6	7	8	9	10
88. Training for adoption of model programs	0	1	2	3	4	5	6	7	8	9	10
89. After school workshops	0	1	2	3	4	5	6	7	8	9	10
90. Evening workshops	0	1	2	3	4	5	6	7	8	9	10
91. Programs during the workday	0	1	2	3	4	5	6	7	8	9	10
92. A series of programs on the same topic during the school year.	0	1	2	3	4	5	6	7	8	9	10

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

May 27, 1981

Dear Mr. :

During the last two years over five million dollars for professional development has been provided to local schools and combinations of districts (consortium) by the Michigan Department of Education.

To date we know very little about these groups (consortium) beyond the compliance data reported to the Michigan Department of Education.

Your professional development consortium, one of three, has been selected to be participants in a study to identify and describe the local conditions, resources, rewards and program characteristics. You have been identified as a valuable respondent because of your role in the professional development efforts in your consortium.

We hope that through your participation in this study, that improvements can be made in professional development policies and programs.

Individual responses will be confidential, and the identity of consortium and LEAs will remain anonymous. Results will be made available to you by writing copy in the upper right corner of the enclosed questionnaire.

It is important that each individual participant complete the questionnaire in that the number of respondents is very limited. We appreciate your cooperation.

If you have any questions please write or call Dr. Cas Heilman or John MacKenzie at 1-800-292-1606.

Sincerely,



Cas F. Heilman
Professor



John MacKenzie
Research Assistant

CFH:dp

Enclosure

June 4, 1981

Last week a questionnaire on professional development programs was sent to you. This questionnaire is part of a study of professional development consortium in Michigan.

If you have already completed and returned it to us please accept our sincere thanks. If not, please do so today. Because it has been sent to a small sample, it is important that your response be included.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me right now at 1-800-292-1606 and I will send you another immediately.

Sincerely,

John MacKenzie

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

June 12, 1981

About two weeks ago you should have received a questionnaire on Professional Development Programs. As of today we have not yet received your completed questionnaire.

The study is being done to identify local conditions, resources, rewards, and program characteristics of professional development programs in selected consortia and local districts.

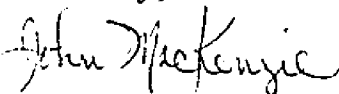
I am writing to you again because of the significance each questionnaire has to the usefulness of this study. The study is being done with a small sample making the return of each questionnaire very important.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

If you have any questions please call me at 1-800-292-1606.

Sincerely,



John MacKenzie

JMK:dp

APPENDIX F

Summary of Interviews

SUMMARY OF INTERVIEWS WITH CONSORTIUM COORDINATORS

	I	II	III
TOPIC 1 -- Background Before Entitlement Program 1. How were professional development programs delivered before the Entitlement Programs? 2. Who was involved in planning, implementing, and evaluating programs? 3. How did agencies cooperate before the Entitlement Program?	The intermediate school district was an original site for Professional Development Advisory Council grant. Local districts were autonomous could part if they wished. Interdistrict programs. Intermediate school district absorbed operating cost. There was some cooperation but not consistently.	--One shot, locally sponsored and intermediate sponsored program on request from intermediate school district. --Mostly planned by administrators for teachers, varied according to local district. --Some on Career Education Steering Committee. Only history of cooperation. Strong superintendent group.	Each district provided their own programs. Incidental cooperation between intermediate school district and LEA's Intensity varied in each local district.
TOPIC 2 -- Roles of Participants in the Consortium 1. How did you become involved in the role of consortium coordinator? 2. How would you describe your role as consortium coordinator? 3. What role does the Policy Board play in planning, implementing, and evaluating professional development programs? 4. How does the Policy Board function? 5. What has your role been in consortium sponsored programs? 6. What motivated you to become involved in these programs? 7. What is the role of teachers in the consortium-sponsored program?	Worked with original Professional Development Advisory Council became coordinator. Moved to Policy Board. Fiscal agent representative nonvoting member. Coordinate activities of Policy Board. Fiscal Role/Keeper of Books and link to state. Follow rules and regulations. Two meetings a year. Developed By-Laws and formal guidelines. Actual operation informal. Due to impasse and problems the first year, 2nd year. The full Policy Board was divided into subcommittees that meet. Executive Council of six meet four times a year. Full Policy Board meets twice a year, once in the Fall ones in the Spring. Subcommittee Program planning, Human Resources, Finance, (Operating Procedures) not functioning. Program Planning recommend consortium programs for center. Human Resources model, responses to requests. Finance, monitors dollars spent, etc. Makes recommendations to Policy Board on procedures and operations. If necessary. Provides assistance to local districts in their programming, coordinate paper work and sponsor county-wide inservice day. Money flows directly to district 75%/25%/intermediate school district. Teachers active, supportive.	--Hired to provide programs for general education. --The leader and coordinator, someone had to take charge, policy and deter resource identification. --Meets monthly, overall direction. --Formerly Policy Board, rules etc., Roberts rules, minutes, etc. --County-wide instruction, logistics common calendar-lacked follow-up, Public relations logistics problems. --Assigned wanted to see developed approach. --Not a lot of support.	--Assignment by the superintendent and an expressed interest. --Coordinator and facilitator for Policy Board and LEAs. --Distribution of information on State Guidelines. --Provide final screening and approval of migrants granted by local districts. --Formal rules and By-Laws --More flexible as trust level rises. --Assists in logistics. --Teacher representatives are active (District at first) and feel part of decision.

SUMMARY OF INTERVIEWS WITH CONSORTIUM COORDINATORS

TOPIC 3 -- Responsibility for Organizational Structure

1. What agencies and groups are initiating and organizing professional development programs in this consortium?
2. Who determines the content and process of professional development programs?
3. Who evaluates professional development programs?
4. What are the relative roles of the following groups in initiating and organizing professional development programs?
5. How have teacher associations been involved?
6. What is the process for communicating to members of the consortium?

I
Did not know specifically but recommendations made to local committees which then decide what they will do alone.
If the local district use their money they determine recommendations for a county-wide programming then they provide input.
Sponsors of Program use a standard sheet.
All are involved (see question.)
Active but distrust of administration and vice versa caused mistrust which took a long time to dispell two years.
Coordinator sends to chairperson then to representatives. First years newsletters, none the second year.

II
Mixed bag. Usually local district representatives recommend programming. Cooperative activity within the consortium. Locally sponsored decided with occasional assistance from intermediate school district or
Policy Board develops questions per State Guidelines. Review, summarize and discuss.
School district intermediate school district
Good relationship, but has been neutral as far as involvement.
Through normal channels. Representative in each district or principal.

III
Vary from district to district teachers. Strong in one administration in another
--Content and process determined jointly between teachers and administrators.
--Incidental, someone hears a speaker or takes a course.
--Evaluation done by those attending, basically a reactionnaire.
--Have been cooperative.
--Minutes and other information sent to local committees through their local representatives.

TOPIC 4 -- Planning for Professional Development

1. What is the process for establishing goals for professional development programs?
2. How are local districts involved in the planning process?
3. What is the process for approving annual plans for professional development in this consortium?
4. How are needs assessments done?
5. What are needs based on?

There are recommendations by various subcommittees then to Executive Council. Local district input through representatives on council. Local district recommend and implement local program. Recommend programs for county-wide inservice day. Recommendations from subcommittee and then approve in Spring. County-wide \$4,800 statistically done. One hundred percent return of buildings-teacher opinion in local districts. Followed as a guide.

Policy Board representatives gather recommendations from their districts.
These are brought to Policy Board meeting. Input from intermediate school district and consortium coordinator is also obtained.
Gather input and recommend.
Policy Board discusses issues and direction and approves.
1978/informally local level.
Teacher opinion/selected special area concerns.

Local committees determine topics and types of programs they want. Minigrant to consortium coordinator. Consortium coordinator checks for compliance forwards to Policy Board for approval. Proposals sent to intermediate school district. Superintendent and incorporated into an annual plan for professional development. Done April 1980. Four part questionnaire. Teacher and Administrators opinion. Needs influences by latest fall.

SUMMARY OF INTERVIEWS WITH CONSORTIUM COORDINATORS

	I	II	III
TOPIC 5 -- Resources Human and Material 1. How are resources human and material identified? 2. How is the appropriateness of resources determined? 3. What have been the best sources of instructional personnel for professional development programs? 4. Who selects the instructors for consortium-sponsored programs? 5. What type of programs are usually presented? 6. What are the funding sources for professional development programs in this consortium?	The Policy Board is using the Macomb Model a highly structured format. The requires documentation. Usually bypassed using an informal approach. Whatever is nearest and dearest. The latest fad or concern. Should be developmental. Usually whoever is sponsoring local or intermediate school district. Prepackaged programs. Shot some lead to continuation in the districts. Each grant remains separate even problems with coordinator, Section 97.	Consortium coordinator keeps a file. Word of mouth. Worked with Michigan State University I.R.T. Reading, etc. Informal decision of consortium coordinator and those involved in sponsoring programs. None stands out as best depends on personality, including intermediate school district, local professional, state department. Other intermediate school districts and consortium coordinators. Mostly not packaged modified through negotiation. Gifted/talented, special education all shared costs.	County-wide session to share available resources. Word of mouth informal system. General consensus of those planning session. 50/50 internal/external. Intermediate councils. MSU/IRT Selections rest with those initiating the program. Programs modified to meet participants needs. Special education/substance abuse Districts went their own way with career education.
TOPIC 6 -- Incentives for participating in professional development programs 1. What are the incentives for professionals attending professional development programs in this consortium? 2. What are the incentives for local districts to participate in professional development programs in this consortium?	Release time problem solving personal satisfaction. More money/takeover by large district.	Teachers believe they can improve intrinsic to teachers. More money/coordination of program and paperwork.	Problem solving/personal satisfaction. More money less paperwork.
TOPIC 7 -- Characteristics of professional development programs in the consortium 1. How would you characterize professional development programs in this consortium? 2. What improvements should be made in consortium-sponsored programs? 3. What benefits have local districts acquired through the entitlement programs?	One shot oneday little follow up, non developmental based loosely on needs assessment and more fad or cause of the movement. More long range development activities Teachers training teachers problems solving for district. Wider array of resources (How will they use it?)	Haphazard/little thought. One shot, still it is well received. Building level/development communication. Less paperwork/some have developed developmental programs	Consortium sponsored inspirational speakers IRT impressive. Should move to site specific and developmental.

SUMMARY OF INTERVIEWS WITH CONSORTIUM COORDINATORS

	I	II	III
TOPIC 8 -- Participation and Evaluation 1. Who decides how often a teacher participates in professional development programs sponsored by the consortium? 2. Who evaluates participants of professional development programs? 3. How are the results from evaluation used by the consortium?	Local district decides Local district/intermediate school district Sent to state. Reactive/affective	Optional with district Consortium and local district Discussed and Policy Board meetings	More money wider array of resources. Local district option. Reactionnaire by participants. Satisfy state requirements clarified needs assessments.
TOPIC 9 -- Overview of Major Issues in the Consortium 1. What is the most important issue in the consortium? 2. What are the positive characteristics of professional development in the consortium? 3. What are the negative characteristics of professional development in the consortium? 4. What are three major problems with the State Model for professional development?	Survival/intermediate school district swallowed by larger district. Everyone is equal in representation. City trying to take over. 50% spent on planning, etc. 50% on needs not related to needs assessment.	Site specific/better communication, building level Willingness to plan cooperatively Greater commitment by the whole of the profession. State should have provided more assistance in establishing structure. More help for those managing the process	The movement to the developmental approach away from one shot speakers. Level of trust between teachers and administrators. Establish of new communication net- works to local districts. It took too long. Impact on students negative. Inconsistency in guidelines/funding allocation constantly changing.

CONSORTIUM I -- SUMMARY OF INTERVIEWS WITH LOCAL DISTRICT ADMINISTRATORS

	1-A	1-B	1-C	1-D	1-E	1-F	1-G
I. Background							
1. How was professional development programming delivered before involvement in the consortium?	Inservice teacher program only	One shot run by administration This is what they used.	One shot Many options Speakers films	Inservice Committee Opening day Activities/1/2 day	Two contractual days a year release time conferences	Preschool conference inspiration speaker	Strongly committed 4 days
2. How has the delivery of professional development programming changed since joining the consortium?	Money available for other areas. Reading stress, math, evaluation (1 shot)	Beginning to get teacher involvement. Developed programs locally	County-wide inservice increase options/ small groups attend.	Workshops More resources rely mostly on consortium	County-wide programs regular from intermediate school district. Still some local programs	More resources involved teachers freed up local money	2 days greater variety prioritized inservice committee
II. Participation							
1. What has your role been in professional development programs in the district?	Administrator on district Policy Board Committee at Consortium Level	Organizing local committee. First meeting.	Policy Board member & coordinator needs assessment	Policy Board member first year active	Policy Board members curriculum person Local committee	Policy Board member. Encouraged outside exposure	Chief organizer. Policy Board member
2. What has the role of teachers been in professional development programs?	Assisted in determining needs. Formal and informal	Teachers involved central vocal spokesmen	Difficult in the past. 100% involved. Needs assessment	Very active Taken leadership in planning	Positive involvement.	Positive involvement program development based on staff input.	Teachers planned and ran sessions A-F-T strong
3. What are the funding sources for professional development programs in this district?	None	some current development money	Some local money	Local/consortium	None	None	Some funding
4. What is the planning process for developing professional development programs in this district?	Using a third party from intermediate school district Teachers meet to determine needs and prioritize those that can be afforded are then submitted	Local committee will set up priorities in the past have elected to part in county-wide day in contract. (not well organized)	Local committee meets with local education association representative. Screen application looking at district needs. Send to consortium for approval and funding.	Local committee rotate chairperson teacher administrator one for each ten teachers Plan locally submit to consortium for funds.	Local committee administration & teachers survey buildings look county-wide schedule days. Send to consortium for money.	Proposal to Study committee. Do assessment formal and informal. Analyze results. Schedule program based on priority	Local committee assesses needs and plans program cooperates with unions.

CONSORTIUM I -- SUMMARY OF INTERVIEWS WITH LOCAL DISTRICT ADMINISTRATORS

	A-1	B-2	B-3	B-4	B-5	B-6	B-7
III. Incentives	Rest & Relaxation Solve district problems	Older staff only way to keep updated.	Instructional gain legal liability teacher career alternatives	Personal drive for improvement	Want to do a better job. Transfer to minor area	Personal need Problem Solving	Contractual Obligation Punished by docking
1. What are the incentives for professionals from this district to attend professional development programs?							
2. What are the incentives for this district to participate in the consortium?	Very little because we have always had access to outside resources	Under access to resources. Sharing within districts. Better understanding of Buena Vista. Programming coordinator throughout the county Needs assessment value based on its cost	Greater access to resources in dealing with problems Needs association less smallest organization	Wider array of resources. Sharing with other districts.	Use of other than local funds	Concentration of funds. Greater number of programs	More resources financial help. Sharing with other districts
IV. Overview	None	Greater visibility Pooling of resources	Solidified staff. Sharing with other districts wider array of resources	Working together Sharing with other districts communication	No advantage	Greater awareness of programs	Greater recognition assistance in program with outside monies
1. What have been the positive characteristics of your district's participation in the consortium?							
2. What are the negative characteristics?							
3. What are two major problems with the State Model for Professional Development?	Scheduling for county-wide meetings and inservice days conflicts.	Not enough public relations on how monies are used. Hard time getting teachers and administrators to cooperate.	Lack of regular communication. Misuse of program, polarization. Not a total identification with program.	Feeling loss of control	51% teachers power plays conflict of county wide day with local calendar	Coordination and mechanics. Administrators vs. teachers	Better communication Slow start Distribute of money first year.
	Better use of coordinator for the consortium. Better operation at the consortium level.	1. Not familiar with LEA function 2. Inconsistent guidelines 3. Uncertainty over when money will come.	Lack of continuity Lack of struggle for communicating and creating a consortium identity.	Slow flow of money timing. Get more of year programs at first.	Inviting powerplay by putting 51% teachers on the Board. More discretionary dollars.	Model promotes 51% roadblock. Still only one shot activities.	Lack of continuity inconsistent deadlines (at least there is a commitment)
	Negative about Policy Board operation during first year. Felt some improvement second.	A leader at the consortium level local district just getting organized.	A leader at local and consortium levels. Knowledgeable.	A long history of involvement in professional development	Superintendent that had problems with too many teachers on board.	Positive about model frustrated by blocks to the progress of process.	Teacher/administrator union president, all at the same time (NOW!)

CONSORTIUM II -- SUMMARY OF INTERVIEWS WITH LOCAL DISTRICT ADMINISTRATOR

	2-A	2-B	2-C	2-D	2-E	2-F
I. Background						
1. How was professional development programming delivered before involvement in the consortium?	2 1/2 days usually related to curriculum development	2 contract inservice days. Beginning of school and during semester	New superintendent unsure	1 day not contract 1/2 work on curriculum. 1/2 day for visitation. a waste! Full out	Little or nothing resource not available. 2 contract days drug education/reading	2 contractual days 1/2 days revolving math, attitudeinal some curriculum development
2. How has the delivery of professional development programming changed since joining the consortium?	2 release time 1/2 day allotments Building level more direct involvement. Responsible for kindergarten screening more building interest.	County-wide first year disaster Second year better facilitated amended calendar	More relevant but no local programs	Made available resources to assist in development testing program county-wide: theories of Learning.	1st year disaster 2nd year wide resources good teacher response	2 days more resources, some carry over; Pat DeHart Mastery Learning
II. Participation						
1. What has your role been in professional development programs in the district?	Coordinator committees handle most of the work	Overview (superintendent)	Limited (millage)	Overview (superintendent)	On first planning group pushed for it.	Overview/make sure staff has ownership
2. What has the role of teachers been in professional development programs?	MEA Very Active pushing alternative careers not appropriate	Little by local district unserv involved to some extent	More positive felt involved	Day off didn't want their own	Fairly neutral locally away to improve skills and image	Receptive locally involved
3. What are the funding sources for professional development programs in this district?	Title IV C monies used	Before 3 to \$4,000 now we rely on professional development monies	No local funds some for curriculum development	None	None	Prior to few now none
4. What is the planning process for developing professional development programs in this district?						

CONSORTIUM II -- SUMMARY OF INTERVIEWS WITH LOCAL DISTRICT ADMINISTRATOR

	2-A	2-B	2-C	2-D	2-E	2-F
III. Incentives	Local district committee receive proposals and review for submission to consortium for reimbursement	Local committees submit proposals to representative forwarded to consortium coordinator	Local needs input to local representatives informal	Instructional Planning Committee comes through them. Then to consortium coordinator through representatives	Survey teachers and report results through representatives to consortium	Local committee superintendent agree on priority teachers feel they are involved.
1. What are the incentives for professionals from this district to attend professional development programs?	It is school time they are required to be there	Instructional problems solving personal needs	No idea	R.R. Battery recharge awareness	Improve Their Skills	Required
2. What are the incentives for this district to participate in the consortium?	1. Money relieve budget) 2. Provide new perspective on Policy Board 3. County-wide Resources 4. Well managed	Wider resources satisfaction of staff sharing has gone on.	Teacher committee has improved more research	Participation and exposure to resources that would otherwise be available	Wider choice of resources/sharing with other schools and sharing puts things in perspective	Renewal of older staff. Wider resources available local planning curtailed. Local spinoffs.
IV. Overview	Initiated kindergarten screening building level work more directly involved	Wider resources less complaints by staff	100% participation in county-wide	Wider array of resources	Wider resources	Chance to improve changes
1. What have been the positive characteristics of your district's participation in the consortium?	Money not spent wisely. System didn't use it all.	Scheduling and poor facilities	none	None	None No hassles for us	Over funded
2. What are the negative characteristics?	Very negative more general fund money (vondoggle)	Generally positive (There are other priorities)	More local funding competitive grant more commitment	Money should go elsewhere More for general education 51% teachers should be up to the individual consortium	Pull money away from other general fund needs. May not be in top priority position.	1. Overfunded 2. 51% teachers some some food dragging 3. Regional Bazaarline hurt
3. What are two major problems with the State Model for Professional Development?	Began very negatively but could sight positive gains. Wider exposure new perspective	Generally positive would budget for if money disappeared	More worried about millage	Torn between more money and some benefits	Strong superintendent group stressed small district	Young ex coach superintendent

CONSORTIUM III -- SUMMARY OF INTERVIEWS WITH ADMINISTRATORS IN LOCAL DISTRICTS

	J-A	J-B	J-C	J-D
I. Background				
1. How was professional development programming delivered before involvement in the consortium?	2 contractual days Budget in the building. Building administrators worked with teachers	District-wide teachers \$1,000 conference fund/ small group or large individual proposal. County-wide 6 days 2 1/2 days must train others if sent outside	Coordinate curriculum director same time each year contractual textbook 1 shot	Local 1st day of school Very limited
2. How has the delivery of professional development programming changed since joining the consortium?	1st year no money to local building. Administration Budget Professional Development council held the money (no minigrants) 2nd year divide per professional in building	Submit minigrants must train others usually awareness release time, curriculum, work site specific	None/changes are beginnign large groups recountable	no change
II. Participation				
1. What has your role been in professional development programs in the district?	Member of Policy Board	Chair local and committee Policy Board representatives	Instructor and coordinator	Found turned a speaker no programs
2. What has the role of teachers been in professional development programs?	Teacher association involved some distrust	Incidental low motivation	Supportive Consultant role/representatives	None
3. What are the funding sources for professional development programs in this district?	None	Pooling grant funded with other districts	None	None
4. What is the planning process for developing professional development programs in this district?	Local committee working with buildings, submit minigrants to local districts Building-committee comes to superintendent of instruction for approval then submits to consortium coordinator	Teachers submit proposal according to guidelines Then apply for minigrants to consortium coordinator	Plans come to consortium representative then put in minigrant format	Two representatives Little Participation in this district. Second grade conference consortium sponsored

CONSORTIUM III -- SUMMARY OF INTERVIEWS WITH ADMINISTRATORS IN LOCAL DISTRICTS

	3-A	3-B	3-C	3-D
III. Incentives	Keep up adopt and implement proposals by external pressures	Release Time	Weak help Instructional Problem Solving	Time off Can't find substitutes
1. What are the incentives for professionals from this district to attend professional development programs?	Yet realized common calendar opportunity to share	Combining with other districts access to under array of resources	Wider use of resources more money. More variety	Wider array of resources
2. What are the incentives for this district to participate in the consortium?				
IV. Overview	Less competition more sharing between districts	Participants willing to try supporting the concept	Collaboration sharing with others exposure to resources	Wider array of resources available county-wide
1. What have been the positive characteristics of your district's participation in the consortium?				
2. What are the negative characteristics?	Long process Lack commitment	Not sure there is a clear direction	Lack of commitment by some parties struggle administrator/teachers	Can't have release time
3. What are two major problems with the State Model for Professional Development?	Not enough training on managing the model Why more selling	Sell concept of people training others What is it for more continuity Real problems	1) Greater university involvement. This was their big chance. 2) They have time resources and expertise to analyze data	Encouraging release time. 1) Lack of planning time first year 2) Logistics estimate of costs. Late in payments 3) Negative days?