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ABSTRACT

The primary objectives of the Center for In-Service Education in implementing a model for in-service education were to a) implement and demonstrate the comprehensive in-service model developed during the planning phase, b) provide coordinated planning of in-service education for all participating school systems, c) directly assist regional instructional personnel in implementing changes in the classroom, d) provide a continuing series of workshops for regional instructional personnel in areas of critical need, e) design and develop instructional programs aimed at improving teacher and pupil behavior, f) provide continuous informational services for the teaching and supervisory staff of all participating schools, g) initiate a comprehensive and continuous evaluation of the in-service education programs of the participating school, and h) refine and adapt the in-service model for general application in other areas of the state of Tennessee. This document contains a model for planning, programming, and evaluating in-service education; a typical assessment of need in planning an in-service experience in reading; an outline of a cooperative in-service day for elementary school teachers in Alcoa, Maryville and Bount counties; and a bibliography on staff development. (DDO)

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Volume I Part 1

FINAL EVALUATION REPORT

The Center for In-Service Education

Project No. [illegible]

Funded by Title III
of the
Elementary and Secondary Education Act

Administered by the Tennessee
State Department of Education

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THE FINAL PROJECT EVALUATION

CENTER FOR IN-SERVICE EDUCATION

September, 1972

The final evaluation of the Title III Project requires the successful completion of planning, procedural evaluation and operation evaluation which are inherent parts of the Tennessee Assessment and Evaluation of Title III, ESEA. This final evaluation, therefore, consists of five sections. The sections are titled as follows:

1. Organization of Data from Operational Program
2. Analysis of Data and Other Pertinent Information
3. Interpretation of Data and Related Information
4. Recommendations for Transfer and Implementation
5. Dissemination of the In-Service Model.

The context in which this evaluation is being completed was specified in the original proposal which clearly stated that the Model for In-Service was designed and would be implemented at three levels in the educational program, (1) the local school site, (2) the school system level, (3) the regional cooperative of school systems. In each case, as the model was implemented, there were distinct and well defined constraints:

1. At the local school site the costs of in-service education are the highest, and staff to assist in the planning, conduct and evaluation of the program is usually limited. In most instances, the "in-breeding" created by local school site in-service is undesirable.

2. At the school system level, costs can be reduced, and staff to assist in the planning, conduct, and evaluation of in-service are more readily available. There are exceptions:

   a. very small school systems
   b. very large school systems where rigorous schedules often overshadow the quality of the in-service
   c. direct program-teacher involvement in in-service planning (which is a most critical factor) is found to be the least in very small and very large school systems

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3. Regional in-service education has the least cost and the greatest potential for acquiring quality staff to assist in the planning, programing, and evaluation of in-service education. It has the following restraints:

   a. it requires much more detailed and comprehensive planning
   b. it demands cooperation between local schools and between school systems to be effective
   c. it requires continuous attention by a professional staff of educators who can make decisions based on the needs of children rather than the ease of administration

The specific program goals of each stated objective are reviewed in the following way so that discussion concerning the evaluation procedures under Phase IV of the Tennessee Evaluation Design Procedure are understood in terms of the stated objectives of the project.

The Operational Objectives

The prime objectives of the Center for In-Service Education in implementing A Model for In-Service Education are to:

1. Implement and demonstrate the comprehensive in-service model developed during the planning phase.

2. Provide coordinated planning of in-service education for all participating school systems.

3. Directly assist regional instructional personnel in implementing changes in the classroom.

4. Provide a continuing series of workshops for regional instructional personnel in areas of critical need.

5. Design and develop instructional programs aimed at improving teacher and pupil behavior.

6. Provide continuous informational services for the teaching and supervisory staff of all participating schools.

7. Initiate a comprehensive and continuous evaluation of the in-service education programs of the participating schools.

8. Refine and adapt the in-service model for general application in other areas of the State of Tennessee.

Demonstration of the In-Service Model - Objective 1

The first major objective of the in-service project was to demonstrate the effectiveness of the model developed for planning, programing, and evaluation of in-service education. Evaluation of this and the remaining objectives should clearly indicate the extent to which this objective has been achieved.

Coordinated Planning - Objective 2

The intent of the second objective was to:

1. Fulfill the planning requirements of the model
2. Integrate the needs of instructional personnel from many school systems in a comprehensive in-service design
3. Increase the efficiency of in-service program delivery
4. Decrease the redundency in both the content and mode of program delivery

To accomplish this objective, major time blocks have been devoted to both program planning and delivery.

The integration of all programs into a continuous planning scheme is the responsibility of the Center's planning coordinator. Comprehensive plans for time, content, and model of delivery were channeled through the program manager and planning coordinator. The logistical distribution of staff for in-house workshops as well as direct classroom services required careful planning and programing.

Direct Classroom Assistance - Objective 3

To reinforce the in-house workshop programs as well as other Center coordinated field programs, a means for the provision of direct teacher assistance was a minimum technique for direct teacher support:

1. Responsive information services
2. Mobile Instructional Services
   a. Demonstration of instructional materials
   b. Mimicry of instructional "style"

The obtainment and realization of truly effective in-service education is the implementation of new and sound educational materials and techniques in the classroom. This required direct teacher support.

No responsible change system in education can rely on mobile assistance as its sole means of program reinforcement. The ready availability of pertinent information that the teacher can demand when the need arises not only complements the mobile services - it constitutes the principal source of ideas in print or picture that stimulates and motivates desirable changes in content and teaching style.

Through the use of the inward WATS, the teacher was brought even closer to a wealth of information that no individual school in our region could otherwise provide.

Teacher confidence in resource people was also developed. Having established a meaningful and continuing relationship with the instructional personnel, the potential for teaching "style" mimicry increased.

Workshop Series - Objective 4

The intent of the multiple workshop objective was to respond to the dynamic problems faced by today's classroom teacher. These workshops may be conducted at the central facilities of the Center for In-Service Education or at some appropriate school site.

The workshops were of three major types:

1. The "content" related workshop, used in the conduct component
2. The "process" related workshop, used in the planning and development component
3. The "behavioral" modification workshop, used in the development, conduct, or evaluation component

As the planning function evolved, specific demands for assistance for large teacher groups became evident. To effectively deal with these group needs, a continuous series of intensive workshops was provided. The format for intensive workshops requires:

1. Extensive pre-planning
2. Mission oriented staff
3. Special facilities, materials, and equipment

These requirements permit a reduction in the time required to accomplish the goals of each workshop. In addition to the above requirements, the focus of each workshop was narrowed to encompass one of the above workshop forms -- content, process, or behavior change.

Design and Development of Instructional Programs - Objective 5

The objective to design and develop a variety of instructional programs was a demanding but necessary aspect of sound in-service education services. Teachers, principals and related school personnel are constantly confronted with a myriad number of commercially produced instructional packages. The role of the Center for In-Service Education in this area was three-fold:

1. To provide assistance with the selection of instructional packages best suited to the peculiar needs of children in question

2. To integrate a number of instructional packages into working curriculums

3. To develop tailored instructional packages to fill voids that exist in either materials or modes of instruction for problem learners

Certainly, the provision of assistance in the selection of appropriate instructional materials was an in-service activity much in need of expert attention. The Center's staff devoted a great deal of time to the evaluation of the materials market. These evaluations were used in collaboration with other experts in the field.

The integration of instructional materials from many sources also provided a unique service to the regional educator who rarely had the time or the materials available to accomplish this task. In many instances, this combination of materials and methods was all that was required to improve both the content and presentation of learning experiences.

Caution was exercised in the design and development of tailored instructional packages. There are a number of criteria which predicated the decision to proceed with such development. There were:

1. The absence of any suitable commerically prepared materials

2. An established and documented need for such materials as developed in the planning component

3. The direct involvement of the teacher, pupils, and supervision in the pilot evaluation of any materials developed

4. The assurance that the materials will be utilized by an adequate number of instructional personnel and pupils to warrant their development

Informational Services - Objective 6

The goals of the information services associated with this project can be grouped into two intersecting categories:

1. Communication of information about the total in-service education program. This was necessary in order to maintain continuity and to further implement cooperation among the school systems involved. A low-cost communication system permitted area teachers to readily avail themselves of opportunities to utilize the services offered by the Center. Publication of their successes developed the self confidence of area teachers by improving their self concepts.

2. Providing direct assistance in finding information relating to subject matter -- whether it be the subject matter of a discipline such as mathematics or some technique for making a social studies classroom more attractive.

The objectives were met through the following approaches:

1. A monthly publication of 8 to 12 pages, consisting of articles about in-service programs that take place in the area. Photographs of these activities were included. This publication also contained articles describing exemplary in-service and classroom activities outside the region. This enabled area schools to maintain greater communication with the current national developments in the field of education. A major role of these publications was to constantly refocus attention on the continuous nature of effective in-service education.

2. As school systems in their in-service programs developed units of instruction or other activities that would be of assistance to other teachers in the region, the most outstanding of these was disseminated by the CISE for the use of other area teachers.

3. The Mira-Code Information Storage and Retrieval system was utilized to store and made readily available the most up-to-date information regarding the field of education. New ideas relating to curriculum development were thus made readily available to in-service leaders.

4. The large materials center in the In-Service Center contains the most recent publications concerning the subject areas to be included in this model. Efforts were made to select books and materials that had immediate relevance to the teachers of this area.

5. The WATS line made this material available to any teacher or administrator by means of the simple dialing of a number. Teachers and administrators of this area have already become accustomed to the convenient usage of this low-cost communication system. This line made some aspects of the services provided by the Center available to the entire State of Tennessee.

6. Field Information Centers were placed at twelve convenient locations in the Title IV Area. These centers provided the teachers with direct access to up-to-date free and inexpensive materials of the type that they provided for themselves once they are aware of their existence. Samples of inexpensive materials such as National Council of Teachers of Mathematics publications, paperbacks of various kinds, and promotional materials from various industries were placed in these Field Information Centers.

7. Information workshops, "Public Awareness Seminars", "Material Awareness Seminars", and other meetings of this type gave teachers as well as the lay public additional opportunities to learn about new ideas and new materials in the field of education.

8. Slide and movie films were utilized to document these programs. These slides and films were edited, scripted, and used with various groups in order to more effectively share the ideas developed within the region.

9. Newspapers, magazines, and journals were utilized to provide information regarding the activities of the Center for In-Service Education. Subscriptions to all of the local weekly newspapers gave the center a means of providing news to the smaller communities and in turn kept the Center informed regarding the activities in these areas.

10. Television, both through videotape and commercial news and "talk" shows, was utilized to record and disseminate information regarding in-service programs around the area.

11. Brochures were developed describing the program and providing the information necessary for teachers and administrators who wish to take advantage of its services.

12. Other avenues of approach were PTA bulletins, faculty bulletins, and other service organization bulletins.

Comprehensive and Continuous Evaluation - Objective 7

The original determination of educational needs and the planning of the model for inservice education have been so structured that they are being evaluated in accordance with the Tennessee Evaluation Design Procedure.

Techniques used by CISE staff to implement the evaluation strategy were:

1. A careful and continuous review of participating school systems' in-service programs for the purpose of noting any "mimicry" of of the Model's in-service components. A number of specific parts of the Model have been adapted; e.g., use of the CISE pre-operational survey instrument a second time to assess staff attitudes toward on-going in-service programs and for projecting new programs by a number of participating school systems.

2. A careful monitoring of changes by participating school systems toward new CISE in-service ideas as exemplified by new and more realistic scheduling attempts by some systems. They are exploring, with positive results, alternatives to the traditional "five days before and five days after". In addition, steps have been taken by some systems to provide released time for personnel to participate in workshops.

3. Monitoring response to the CISE publication "Output". As a direct result of this wide dispersal of news pertaining to the area's in-service "happenings", a considerable amount of positive awareness of in-service has been generated. Specific demands thus generated are requests for general information pertaining to the entire program, requests for specific information and materials relating to one or more areas of concern, and requests for direct assistance either in the way of materials and/or services.

4. Detailed monitoring by CISE staff of the numbers and kinds of requests for in-service assistance following the planning staff's visits to certain selected systems.

5. Evaluation of participant load at all CISE in-house workshops (WICS) on Wednesday afternoons and other scheduled times.

6. Monitoring requests for workshops or other in-service assistance from schools in systems where there has been little on-site planning. This was done intentionally in order to compare the operational value of the Model's planning component.

7. The employment of three written evaluations served as a useful supplement in validating other program evaluation.

8. A pre-program - post-program in-service inventory. The pre-program inventory was administered to all participating school systems in 1970. The post-program inventory was administered to all participating systems in March of 1972. A comparative analysis of the data from both inventories is underway.

Evaluation Strategy Status and Progress

Phase I of Status Evaluation has been completed. Phase II and III have been completed with the exception of the judgemental criteria components.

Thus, the satisfactory attainment of the objective to initiate a comprehensive and continuous evaluation of the Center for In-Service Education has already been largely accomplished with the exception of Phase IV.

All management and program staff of the Center for In-Service Education have continued to implement Phases II, III, and IV of the Evaluation Design Procedure.

Needless to Say, certain aspects of the evaluation design needed further clarification to be used at a practical program level. Both objective and subjective data have been accumulated, organized, analyzed, and interpreted during the planning and operational phase. Certain information pertaining to the real world of school operation do not lend themselves to quantitative characterization. Some of these criteria are:

1. The intensity of political activity in the school systems geographic region and its impact on school affairs

2. The impact of the absence of written school board policies regarding instructional personnel

3. Cultural and religious traditions of a given sub-region

4. General economic factors both real and imaginary

A check list is provided which indicates the per cent of completion of the four evaluation phases.

Phase I - Status Evaluation	% Complete
Define operational context	100
Access current status	100
Identify educational needs	100
Identify problems underlying needs	100
Establish baseline data	100
Phase II - Planning Evaluation	
Set broad goals on fundings of Phase I	100
State objectives operationally	100
Specify strategy alternative	100
Identify design alternatives for implementing strategy	100
Determine means of measurement	100
Develop judgmental criteria	100
Assess capabilities of carrying out specific strategy and design	100

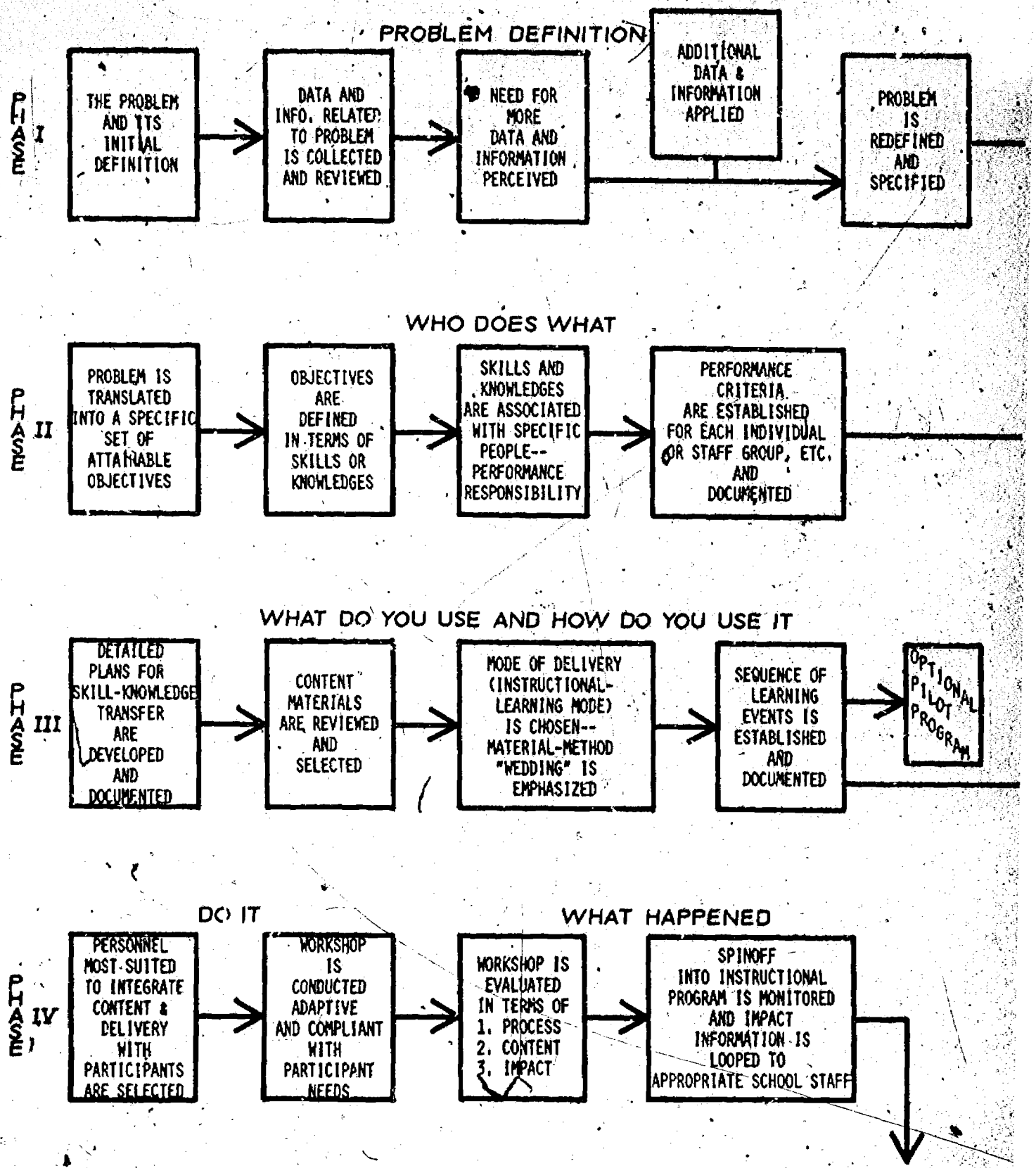
Phase III - Operational Evaluation	% Completed
Develop or select measurement instruments	100
Make periodic observations	100
Maintain record of events and activities	100
Analyze data	100
Feedback data	100
Identify design defects or potential causes of failure	100
Phase IV - Final Evaluation	
Collect data from total programs	100
Analyze data - change measures	100
Interpret data - judgemental integration	100
Formulate recommendations - modifications	100
Disseminate results	90

In-Service Model Adaption and Dissemination -- Objective 8

When an objective was incorporated in operational terms, it indicated a detailed plan and programmatic expression of the objective. It would be absurd to assume that the model developed during the planning phase of the Center for In-Service Education would require no further refinements or modifications.

In the development of the model, it was anticipated that practical application of the model was the only means of adapting it to continued use. Particular attention was given to an open ended type of model component designed to encourage desirable changes.

MODEL TRANSLATION FOR TRANSFER AND DISSEMINATION



Demonstration of the In-Service Model - Objective 1

The first major objective of this in-service project was to demonstrate the effectiveness of the model developed for the planning, programming, and evaluation of in-service education. The schematic of the entire operational in-service model follows. This model will be discussed indicating the inter-relationships between each of its major components.

THE MODEL - STEP 1 - Primary Planning Function

The first activity was the collection of all available data and information that would assist in identifying and defining the problem which was to be attacked by in-service education. Here the in-service participant and planner reviewed such material as pupil records, teacher-classroom records, guidance information, accumulative folders, testing information, and related data.

This information, having been collected, was then systematically organized in such a way that it was descriptive of the theoretical goals of the in-service education program. The way that skills, tasks, or behaviors could be indicated by a specific arrangement of this information.

At this point, a decision was made to differentiate between anticipated knowledges on the part of the in-service participant as contrasted with anticipated behavioral changes. In addition, it was necessary to identify various manipulative skills or tasks which would be an integral part of the in-service education function.

Once the pertinent information had been identified, it was then essential to synthesize this information into a document, outlining idealized standards or preliminary goals for the problem.

THE MODEL - STEP 2 - Establishing Behavioral Standards or Objectives

The formulation of working objectives and goals of the in-service education effort now began. Once again, emphasis was placed here on the separation of those objectives which could be characterized as behavioral and those which could not. There was the opportunity in objective formulation to provide for both behavioral as well as non-behavioral objectives.

The fact that there was a specification of the degree of proficiency, which one wished the participant to

have at the end of an in-service program, was marked departure from the traditional development of in-service activities. Proficiency in this case related more specifically to skills and knowledges and not to those things which had been categorized as behavioral objectives.

Wherever possible, various evaluative instruments were employed to determine the present status of the in-service participant in two categories:

1. The skills area
2. The knowledges area

Once again, if time and information were available, there was an opportunity to validate this evaluation using various statistical controls.

THE MODEL - STEP 3 - Developing Curriculum or Program Plan

After having determined in an objective fashion what the working goals or objectives of the in-service program were, it became essential to develop the curriculum or program plan. The program plan incorporated those skills and knowledges identified into a sequence so that they were logically arranged for effective implementation. The integration of teacher activities and pupil activities also required sequencing. The development of a feasible plan or guide for the in-service education program implementation was imperative.

The sequence of events in the in-service program, particularly in skills areas, took on greater meaning when one considered that the sequence in which the in-service education program was carried out very often became the sequence followed by the teacher in working with her youngsters. Improper sequencing in the in-service training of teachers often resulted in improper sequencing of the learning activity for children with the obvious end results.

THE MODEL - STEP 3A - Pilot Study

The option to conduct a pilot study was provided at this stage in the model. While it was not absolutely necessary to conduct this pilot study, it did provide an excellent opportunity to resolve a number of critical issues.

1. It could determine whether or not the elements as sequenced interfaced favorably with the real world of the classroom or other real in-service activity.

2. It also allowed some pre- and post-evaluative comparisons which were difficult without pilot study.

If the pilot study aspect was not feasible, the in-service educational program was conducted following the selection of materials.

THE MODEL - STEP 4 - Conducting In-Service Education Program

One of a number of modes of in-service activity were used to carry out the in-service program resulting from the previously described planning efforts. The in-service education program was not over at this point, since evaluation and feedback of pertinent information was critical to continuing in-service efforts.

THE MODEL - STEP 5 - Evaluating In-Service Program Effectiveness

At the completion, as well as during the in-service education activity, evaluative techniques were applied. Key evaluative points considered were a comparison of the end results with:

1. The original problem.
2. The established behavioral standard and/or objectives
3. Relationship between the preparation provided by in-service education and experiences in the classroom environment.
4. Immediate as well as lasting effects on teacher behavior.

As soon as these determinations were made, information was fed back through the model, allowing for readjustment, or alignment of the standards or objectives. Pertinent information acquired was fed back through the primary planning function and became data for future in-service education efforts.

The following objectives (2 - 8) were supporting services or functions required to carry out the model for in-service education. In each case, these objectives represented a support structure for one or more components of the model. Staff or materials provided by the Center for In-Service Education for the planning component of the model could also be utilized by the school systems to assist in establishing the objectives or standards for an in-service program or later, in its evaluation.

The services provided by the Center in servicing the model took many shapes and forms. Workshops, conferences, and institutes were used to implement the plan-

ning component of the model, or they were used for the conduct of a specific in-service or the evaluation of a total program.

Assistance in the acquisition of information and material for the planning component, the curriculum development component, or any other aspect of the model requiring information, were provided by the Center.

Direct assistance to the teacher who was implementing in-service program ideas into her instructional program provided a combined planning and process evaluation of the in-service activities that preceded the request for assistance - both vital parts of the model's design.

In particular, the support provided by this form of assistance encouraged awareness of the evolving needs of the classroom teacher by both the local system's in-service planners and the Center staff.

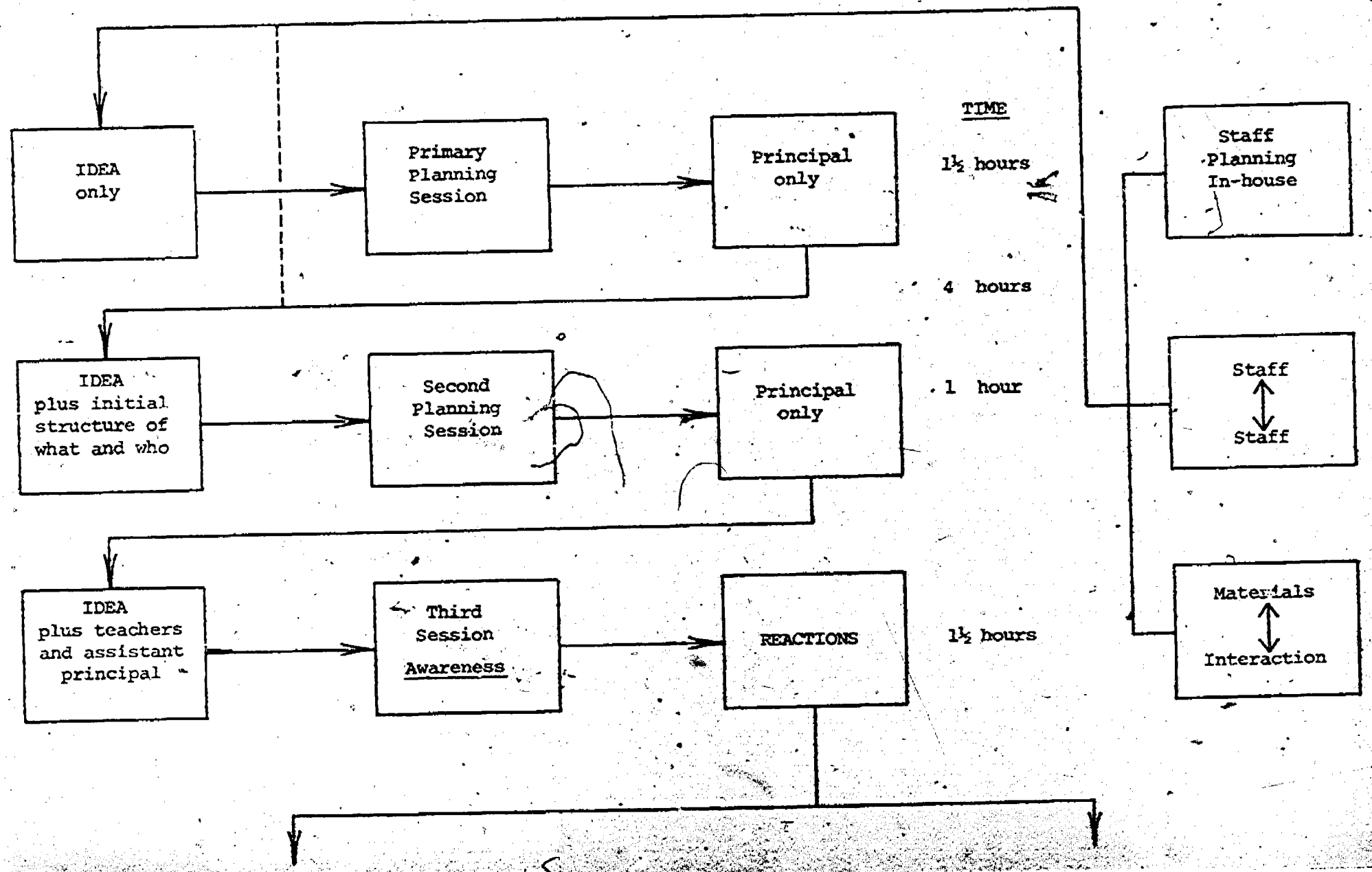
As school systems progressed in their implementation of the model, services provided by the Center continually adapted to the specific needs of a school or schools. These needs varied in accordance with the component of the in-service model with which the school instructional staff was concerned. The degree to which the in-service program was being integrated into the total instructional program also resulted in differences in service demands.

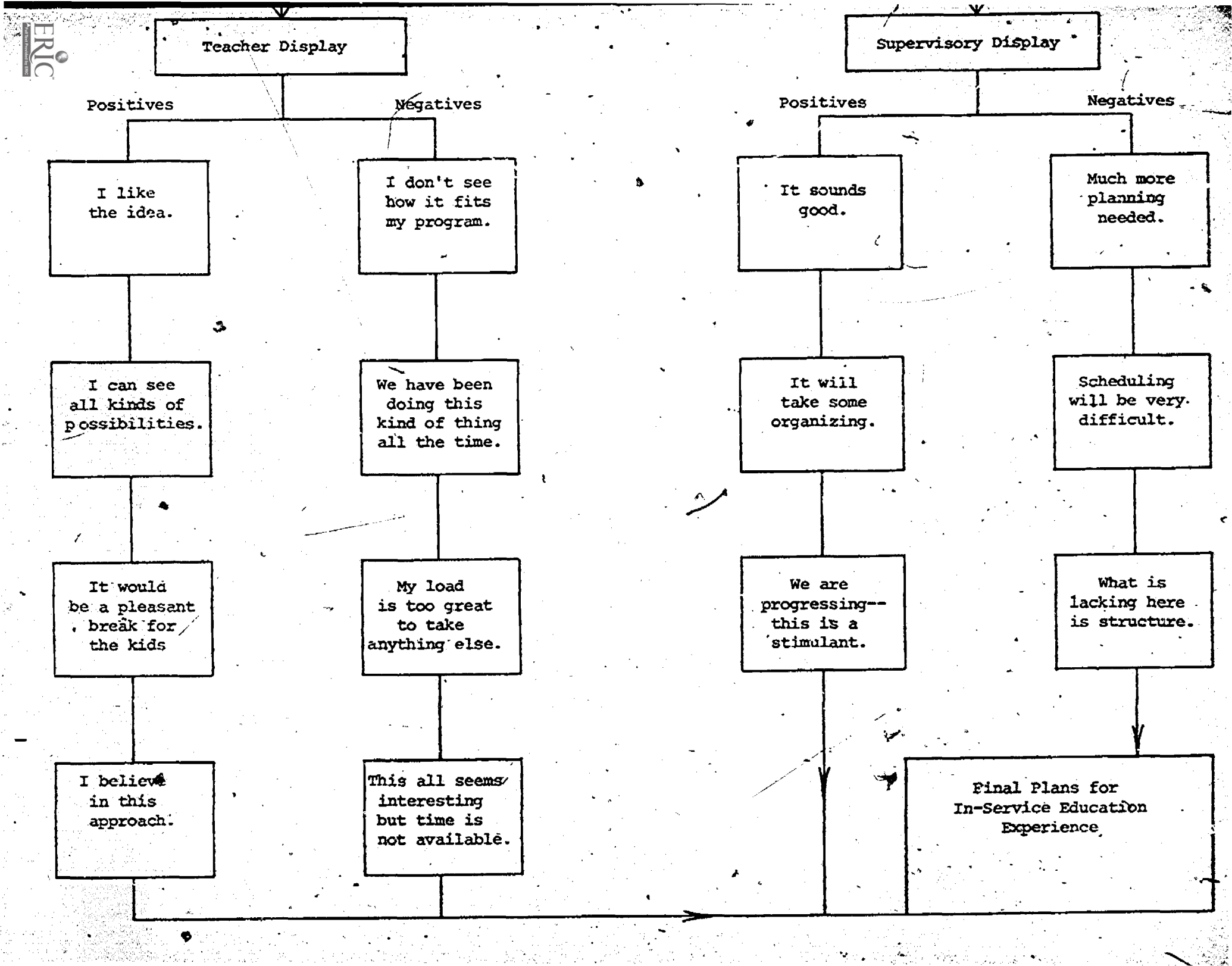
It was anticipated and desirable that one group of schools in the region spend several months in the planning and establishment of objectives for an effective teacher-help program, while another group of schools were already involved in the development of the specific curriculum or plan for in-service education. In some cases certain school systems, because of their previous efforts in this area, were carrying on active in-service education programs.

Very few schools were involved in the evaluation component of the model during the first months of implementation and demonstration since the very nature of the evaluative process in this model precluded its use without having successfully completed the initial components of the model.

It must be clearly understood that the variable and responsive services provided by the Center for In-Service Education, as stated Objectives 2 - 8, were the energy source required to propel the proposed model - they were not a function unto themselves.

ANALYSIS OF TYPICAL IN-SERVICE EDUCATION PLANNING COMPONENT




Teacher Display
Positives
Negatives
I like the idea.
I don't see how it fits my program.
I can see all kinds of possibilities.
We have been doing this kind of thing all the time.
It would be a pleasant break for the kids
My load is too great to take anything else.
I believe in this approach.
This all seems interesting but time is not available.
Supervisory Display
Positives
Negatives
It sounds good.
Much more planning needed.
It will take some organizing.
Scheduling will be very difficult.
We are progressing--this is a stimulant.
What is lacking here is structure.
Final Plans for In-Service Education Experience

TYPICAL ASSESSMENT OF NEEDS IN PLANNING AN IN-SERVICE EXPERIENCE IN READING

The following behavioral objectives are intended to provide a logical framework for both program action and its subsequent evaluation. There are five major points that underlie the compensatory nature of the remedial reading and library services program detailed in this proposal.

Some reflection on these points should provide a rationale for the objectives set forth in this in-service project.

By the age of three or four, disadvantaged children are already seriously behind other children in the development of aptitudes necessary for success in school.

Disadvantaged children must somehow "catch up" in the development of these abilities, or they will enter elementary school with handicaps that will spell failure for a large percentage of them and a limited future for all of them.

If they are to catch up, they must progress at a faster than normal rate.

The elementary school program that provides the usual opportunities for learning cannot be expected to produce learning at above normal rates.

A short-term remedial program cannot be expected to produce above normal gains in all areas of development at once; a "well-rounded" program is therefore incompatible with the goal of catching up: selectivity is necessary.

The target populations who will be affected by the program detailed in this proposal are:

1. The pupils K - 8
2. The instruction staff K - 8
3. The para-professionals associated with the remedial reading and library services programs

The following set of pupil behaviors are anticipated outcomes that will be evaluated at the completion of this project activity.

PUPIL BEHAVIORS:

AFFECTIVE

A. The pupil involved will devote more time to leisure reading at his or her present or attained skill level

Measure: Pupils will be inventoried as to the present time devoted to leisure reading and re-inventoried in may to determine the difference.

B. The pupil involved will voluntarily select and utilize an increased number of reading materials from both the classroom and library sources

Measure: Records of book "consumption" will be maintained throughout the school year.

C. Pupils will display an increased awareness of the variety of reading materials available by voluntarily selecting materials that represent new areas of interest.

Measure: Records of book diversity by both topic and content presentation (i.e., pictoral versus literal description) will be maintained throughout the school year.

D. Pupils will, by verbal or non-verbal communication with their teacher, provide indication that the reading activity is perceived as enjoyable.

Measure: Teachers will maintain a brief log of pupil reactions and comments regarding their reading experiences.

PUPIL BEHAVIOR:

COGNITIVE

A. Pupils will show some measureable improvement in reading skills and comprehension.

Measure: California Reading Achievement Battery and the Gates-MacGinitie Reading Survey will be employed in Pre- and Post-Testing

TEACHER BEHAVIORS:

The instructional staff objectives are as follows:

AFFECTIVE

A. The teachers involved in the programs in question will perceive individual differences in children.

Measure: Teachers will divide the total group into as many sub-groups as is necessary for affective individualized instruction.

B. The teachers will model positive attitudes regarding reading and the associated word oriented materials.

Measure: Teachers will develop a series of model lessons in which emphasis is placed on teacher performance rather than pupil performance. Teachers will then carefully review the effects of their performance on pupil behavior.

C. The teacher will be sensitive to the particular problems associated with slow learners and select teaching strategies that are most appropriate.

Measure: The teacher will develop a set of special teaching strategies that would reflect her knowledge and concern for the problems of the poor reader.

A model teaching strategy is attached as a guide for the project teacher.

PARA-PROFESSIONAL BEHAVIORS:

The para-professionals associated with the remedial reading and library services program will display the following behaviors:

AFFECTIVE

A. The para-professionals will be sensitive to the particular needs of the problem reader

Measure: All para-professionals involved will receive special in-service training and submit periodically a log of their observations of pupil behavior in their area of responsibility. Additional in-service will be provided to assist the aide in perceiving her role in the program

COGNITIVE

A. Para-professions will maintain effective records of pupil activity in the project

Measure: All records such as pupil book consumption, etc., will be systematically reviewed for completeness and clarity.

In general, all pupil behavior associated with both the cognitive and affective domains will be subject to scrutiny by the professional staff involved in the project.

All pupils in the early primary program will be involved in a special physical education program which is designed to implement and evaluate the development of motor skills that may reflect positively in the remedial reading project.

Areas of concern will be:

1. Large muscle motor activity
2. Small muscle motor activity

3. Hand-eye coordination
4. Foot-eye coordination
5. Balance.

Measures involving the use of standard tests such as the Bass Balance Beam will be applied throughout the program.

The estimated time to accomplish the foregoing objectives is subject to some clarification. Some of the objectives associated with teacher and pupil behavior will be realized within the project year. Others, such as skill level development and maintenance are subject to a longer period for both achievement and its measure.

It is hoped that to a large extent, the objectives set forth in this proposal will be accomplished within the project year.

Proficiency in terms of both reading skills and supportive behaviors are somewhat subjective in nature. Nevertheless, it is hoped that reading skills improvement will reflect a positive movement toward the mean reading skill level for pupils of the same age and ability.

Pre- and post-testing of all pupils involved will provide an objective measure of the projects impact if other variables are minimized.

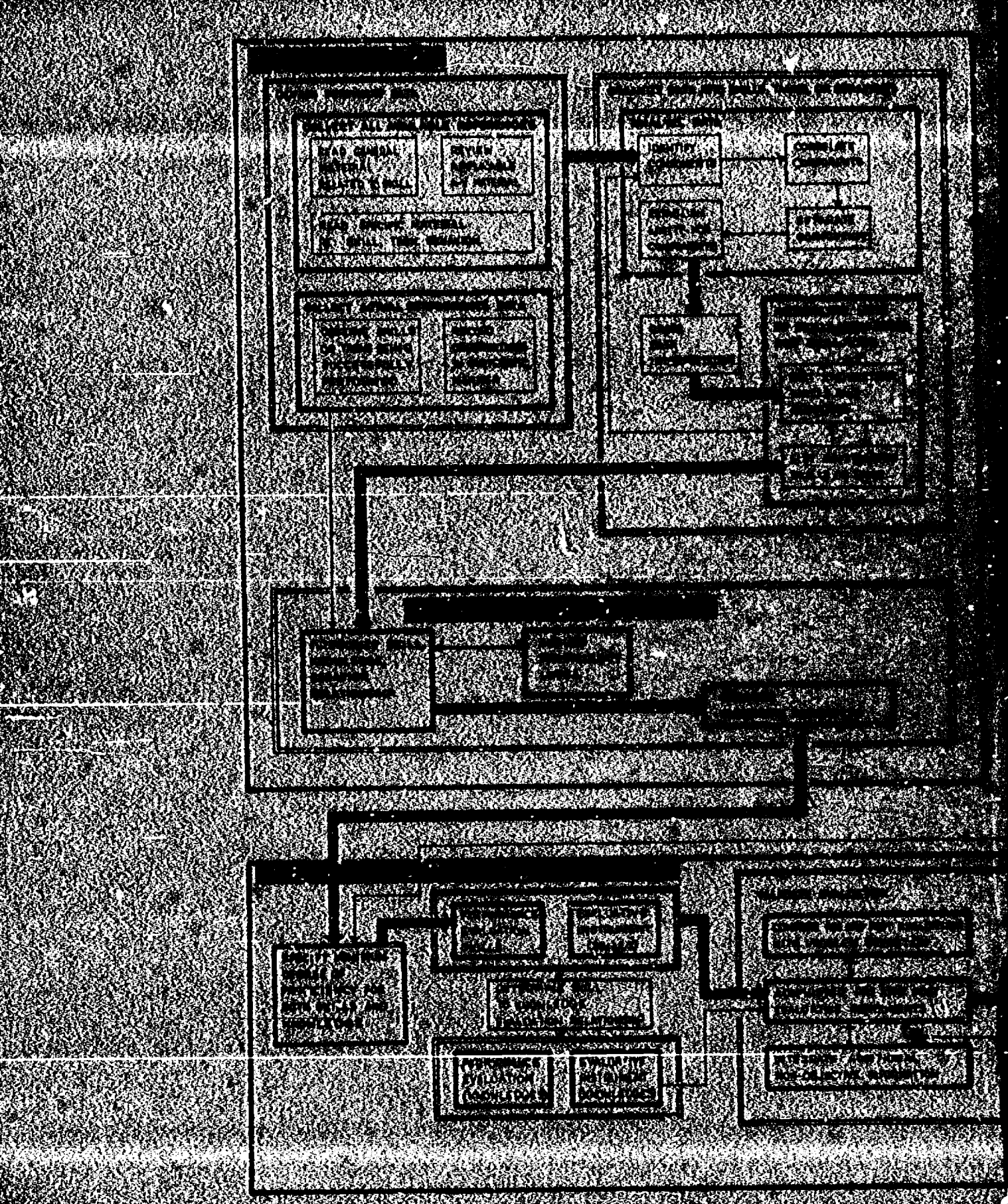
Emphasis in this project is on a team approach to reading development where the teacher, the pupil, the parent, and the paraprofessional cooperate to the fullest extent possible to motivate themselves to greater achievement--each in their own way--yet contributing to improvement of the total educational program.

ATTACHMENT 1 - TEACHING STRATEGY

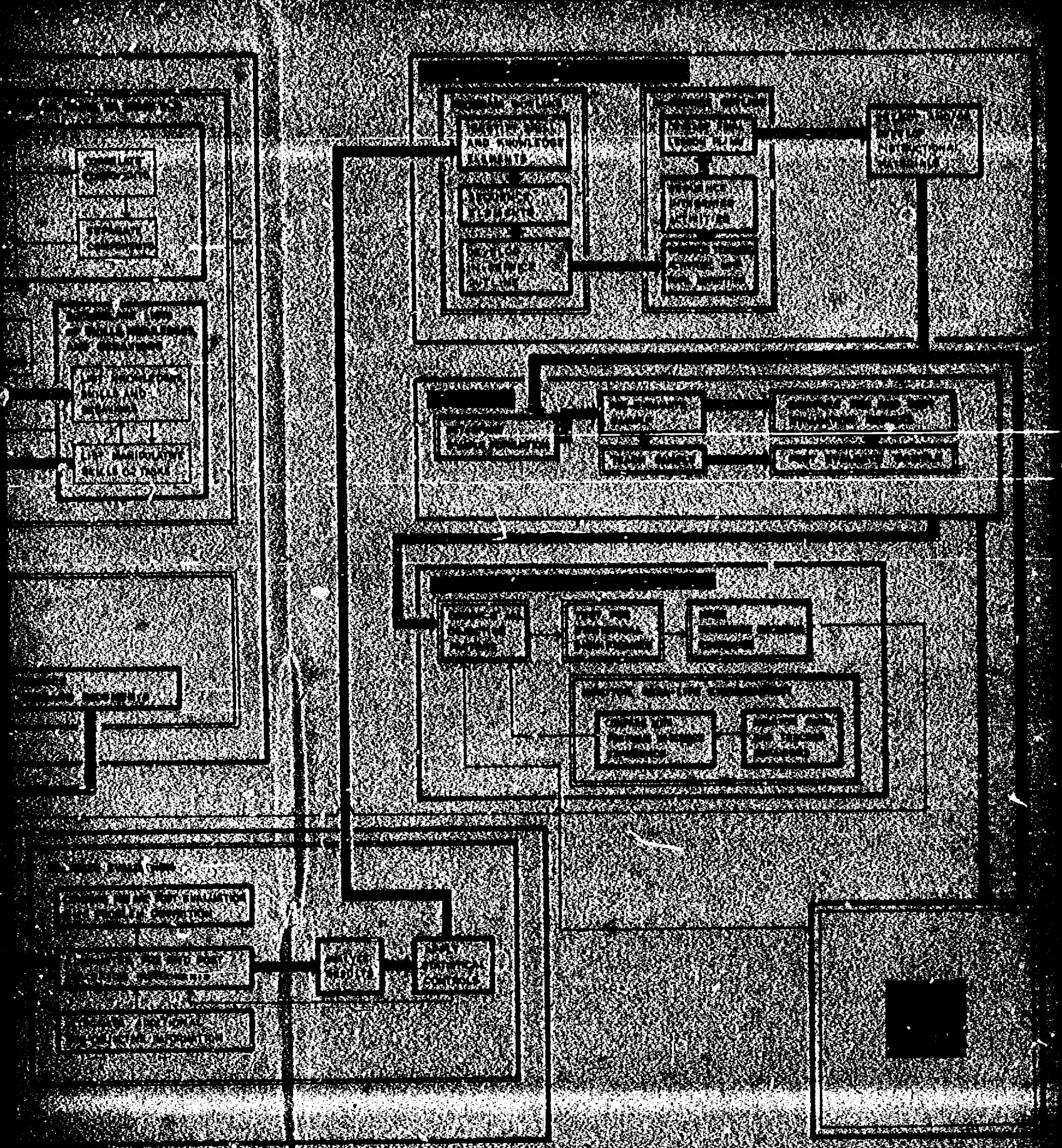
PRESENTATION	*REASONS*
TEACHER: (Presents picture of rifle) This is a _____	She begins with no verbal explanation. Lengthy verbal preambles do not make learning easier or the material more meaningful to naive children. They simply bore the child or entertain him in a passive non-productive manner.
CHILD *B*: Gun TEACHER: Good. It is a gun.	She would have favored the word *rifle* instead of *gun*, but since *gun* is correct and since the response was apparently the product of thinking, she uses *gun*, and she praises the child.
Let's all say it: This is a gun. This is a gun. Again. This is a gun.	The children seem uninterested. Learning will not proceed smoothly unless the teacher can secure the children's interest. Many motivating devices are possible, but the teacher prefers one that will favor the members of the class who are paying attention.
Let's say it one more time: This is an alligator. CHILD *D*: It ain't neither. It a *gun*.	This device would not be recommended if the children had only a tenuous grasp of the concept. The teacher feels reasonable sure, however, that every child in the class knows what a gun is. The task, therefore, is a test of their attention, not their knowledge.
TEACHER: That's what I said. I said, "This is a bulldog."	All the children are interested now. They are aware of the sham battle of wits and they enjoy it, because they understand that they usually win.
CHILDREN (*A, B, C, D, E*): No, no. It ain't no bulldog. That a *gun*.	The children are laughing at the teacher. She pretends to be hurt.
TEACHER: Well, what did I say?	She has ordered the task so that the proof hinges on what was said. The children who attended to the presentation are the only ones who are in a position to apply the *coup-de grace*.
CHILDREN: You say that a bulldog.	The teacher apparently wilts, as the children laugh.

SENTATION	REASONS
TEACHER: [illegible]'re just too smart for me. Yo[illegible]ten so big that I can't get away [illegible]th a thing.	The moral: knowledge is strength. If one thinks and remembers, he can even "outsmart" his teacher. (Moral 2: Even teachers are wrong sometimes.)
Okay, I [illegible]tart again. This is a gun. Is that right?	The children are attentive. Perhaps they are motivated out of a desire to catch the teacher in another mistake, but they are definitely motivated. So the teacher proceeds quickly. The common error beginning teachers make is to win children over and then feel obliged to "talk to them" at length. This technique is poor. The teacher has already spent over a minute winning the children. She does not want to lose them, so she moves very fast.
This is a weapon. This is a gun. This is a weapon. CHILD *D*: No it ain't no weapon.	The teacher realized that she has made a strategic mistake. She has set the children up to catch her errors. Now when she tries to present a new name, the children suppose that she is still carrying on the game. She realizes that she should have introduced the gun statement first because she felt it would be better to acknowledge the object by the familiar name before introducting the class name.
TEACHER: (Presents pictures of knife, cannon, pistol) This is a weapon. This is a weapon. This is a weapon. These are weapons. Say it with me. This is a weapon. This is a weapon. This is a weapon. These are weapons. Let's hear that last one again. Make it buzz. These are weapon*zzz*.	She does not argue with Child *D* because she feels that little would be gained, and time would be lost. Instead, she resorts to a familiar presentation pattern that has been used in connection with labels. The use of this presentation, she feels, will demonstrate to the children that she is serious, that the game is over.
(Refers to knife) This weapon is a _____. Who knows? CHILD *E*: A knife. TEACHER: Yes, a knife. Let's say it. This weapon is a knife. Again, this weapon is a knife.	She beat the children to the punch. Before they could raise the objection that the first picture did not depict a weapon but a knife, the teacher presented a full acknowledgement in one statement. She demonstrated that it is, in fact, a weapon. At the same time, she allowed the children to show off their knowledge about the knife.

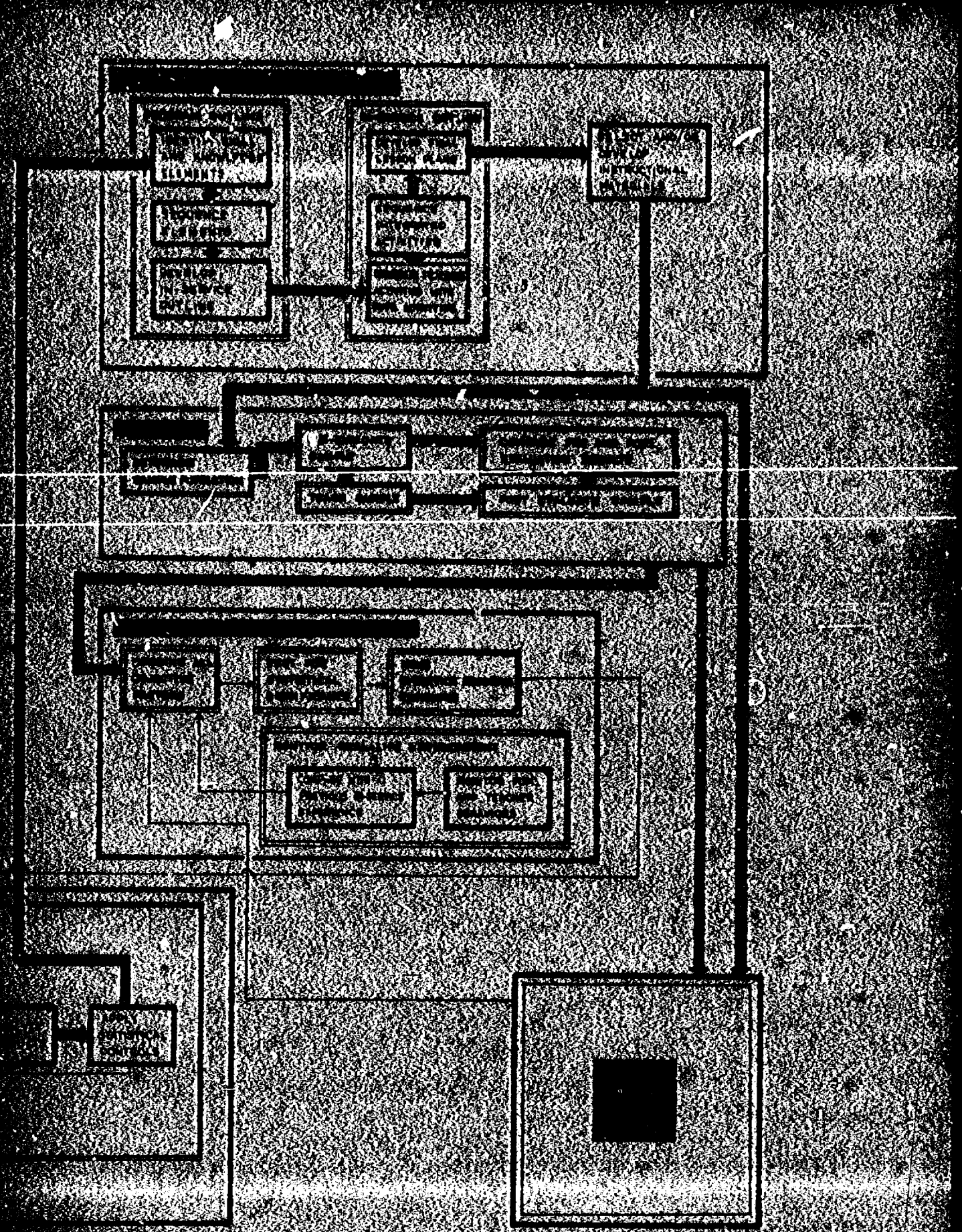
PRESENTATION	*REASONS*
(Refers to cannon) This weapon is a _____. Who knows?	She phrases her questions so that the children can answer with a single word. Yet, her questions are phrased so that the single-word answer completes the statement "This weapon is a _____." She reinforces the statement even when she wishes to move fast.
CHILD *C*: Battle.	
TEACHER: That's pretty good. You use this thing in a battle, but it's called a cannon. This weapon is a *cannon*. Say it, everybody. This weapon is a cannon.	She wants the child to know that she approves of the manner in which he is thinking, but that his answer is wrong. She rates his answer as a reasonable one, but follows with a clear correction.
Is this a *battle*? .....No, this is *not* a battle. This weapon is a _____. Come on, tell me.	When a child makes a mistake of this kind, his mistake may be picked up by the other children, and will often be repeated by the child who made it. She therefore labors the identification of the cannon.
CHILDREN *A* AND *D*: Cannon. CHILD *B*: (Mumble.)	The teacher notices that Child *B* is not forming statements, but is trying to imitate the sounds made by Child *A* and Child *D*.
TEACHER: Boy, I'm really proud of *A* and *D*. Do you hear the way they are talking up? And are they ever thinking! I'm really proud of them.	The old adage about catching flies with honey applies to the classroom situation. The teacher could have put Child *B* on the carpet, which would have taken time and might have disgraced him for only a momentary lapse. If he persists, she will be forced into more direct means, but, for now, she selects the band-wagon motivating technique.
CHILD *B*: I'm thinkin big. CHILDREN *A*, *C*, *D*, *E*: Me too. Me too.	



MODEL FOR PLANNING, PROGRAMING,

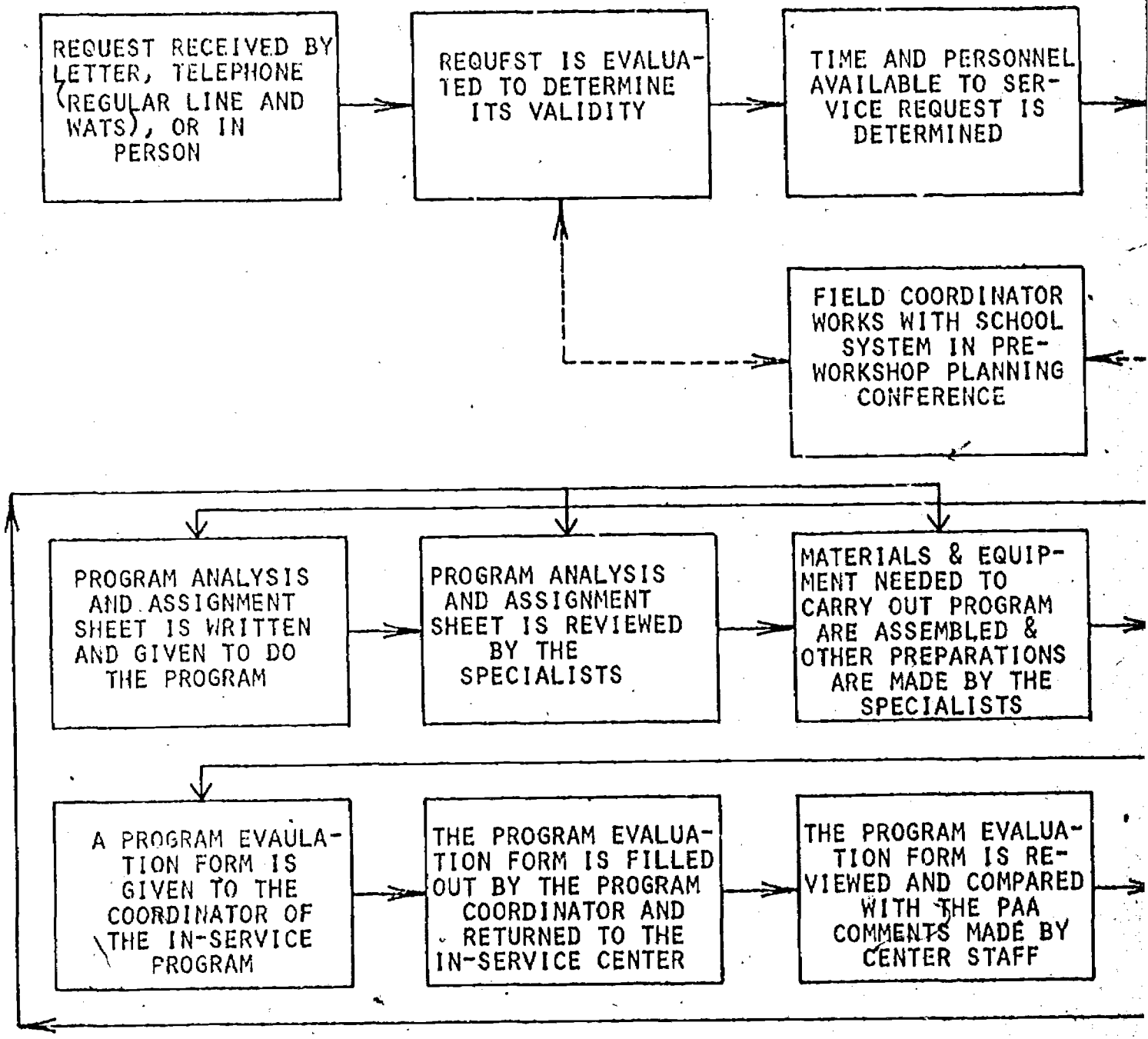


PLANNING AND EVALUATION OF IN-SERVICE EDUCATION

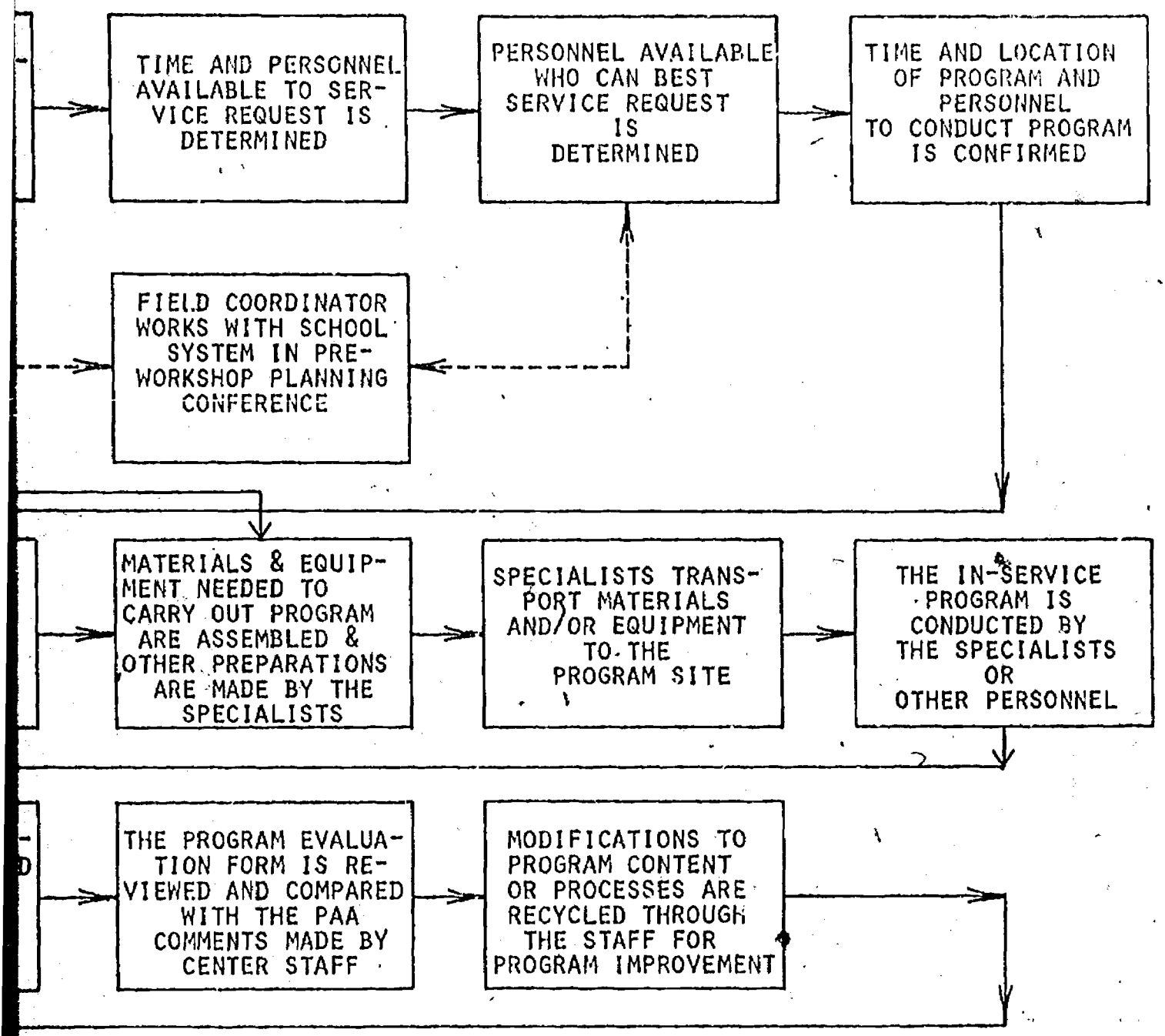


ATION OF IN SERVICE EDUCATION

THE LOGISTICS OF MOBILE ASSISTANCE PROGRAMS IN THE DELIVERY OF



E PROGRAMS IN THE DELIVERY OF IN-SERVICE EDUCATION



THE MODEL POSES THESE CRITICAL QUESTIONS:

WHAT'S THE PROBLEM?

CAN IN-SERVICE EDUCATION DEAL EFFECTIVELY WITH THE PROBLEM?

IF SO, WHO DOES WHAT?

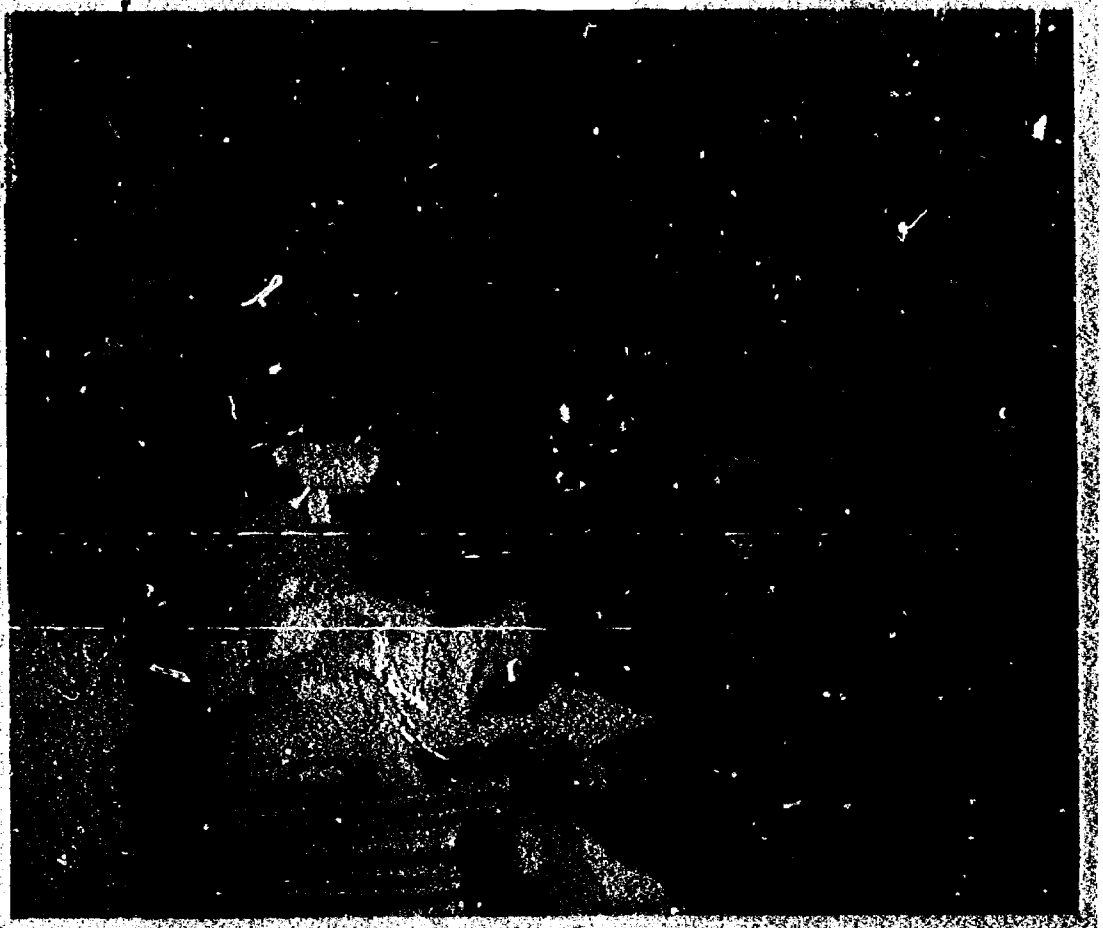
HOW DO YOU DO IT-- AND WHAT DO YOU DO IT WITH?

WHO ARE THE APPROPRIATE STAFF FOR THE IN-SERVICE FUNCTION

WHEN THE QUESTIONS ARE ANSWERED CONDUCT MODEL OF IN-SERVICE ACTIVITY

EVALUATE MODEL PROGRAM

MONITOR SPINOFF IN INSTRUCT. PROGRAM



What's the problem?

There are two major areas in which in-service can assist in resolving problems. Underlying the definition of these two problem areas is the following restraints:

I. Program restraints:

--Inadequate blocks of time scheduled by school systems for process-centered teacher education

--Poorly planned and executed in-service programs planned for ease of administration rather than meeting teacher identified needs

--Widespread prevalence of "theory-oriented" in-service activity--sermons, lectures, and speaches--rather than "learning-oriented" activity

--An almost universal over-use of poorly designed audio-visuals; namely, teacher training films and simular media aimed at staff development

--Lack of administrative faith in teachers' ability to identify their own needs and objectives

--Lack of teacher involvement in planning, executing, or evaluating existing in-service programs

--Existing cultural and religious customs of a community which tend to put a damper on innovation and change

II. Staff related restraints:

--Inadequate or improper academic preparation

--Lack of opportunity for "on the job" training

--Staff discouragement of innovation in school affairs because of political or heirarchial intervention

--Staff perception and negative attitudes toward practices leading to effective change in education

--Inefficient staff scheduling that does not allow adequate time for teacher planning, performance of assigned clerical tasks and self-growth

--Absence of teacher-planned and efficiently executed in-service programs

--Widespread staff hostility toward all compulsory in-service programs planned for them by supervision or external consultants

--Lack of staff exposure to new ideas from outside the system; too much "inbreeding" of ideas and personnel, including nepotism within smaller systems

--The often inevitable and perennial teacher-pupil ratio problem

--Absence of fiscal solvency for staff support

--Widespread use but questionable value of "horizon broadening" in-service activity, including poorly planned visitations, field trips, etc.

Can in-service education deal effectively with the problem?

In-service education obviously cannot solve problems that are strictly administrative. However, adequate, effective and efficiently planned in-service programs can do much to alert administrators and teachers to the need for change in all areas. In considering all factors listed under I and II (Problem Identification), a good staff development program can encourage:

1. Designation of adequate released time for professional growth of all school personnel including paraprofessionals

2. Allocation of additional released time for records keeping or similar duties

3. Development of process centered instructional activities that focus on practical learning experiences

4. Increased teacher participation in defining objectives, planning, executing, and evaluating in-service programs

5. Increased inter and intra-county contact between school personnel to promote the exchange of ideas

6. Better understanding of what's happening in education all over the country.

If so, who does what?

A good in-service program results from careful planning between administrators, supervisors, and teachers; but because of the multiplicity of job responsibilities faced by most of these people, many are unable to do an adequate job in planning in-service programs. Thus the idealized solution to the problem of "who does what" would be the formation of a school system in-service committee, composed primarily of teachers with representation from administration and supervision. In addition, a

cadre of in-service instructors (or group leaders) should be selected from the system's most capable staff and, provided both released time and opportunity to further develop capabilities through additional educational experiences.

How do you do it, and what do you do it with?

If an in-service program is to be effective, it has to be a cooperative effort between a number of people and sometimes between more than one educational organization.

Because the in-service program is usually the assigned responsibility of one or more supervisors doesn't mean that the program cannot be planned, developed, and evaluated by those for which the activity is usually intended--the teachers. The participants in any in-service activity can often diagnose their own needs and deficiencies and set up realistic self-goals--thus motivating themselves to positive thinking and action in achieving these goals.

One of the ways the Models for In-Service Program in Oak Ridge has borne fruit in Federal Area IV is the degree to which this Center philosophy has been adapted and adopted in the region's systems. One recently noted example is the increasing use of a school system in-service committee composed of supervisors and teachers. The committee is usually responsible for planning the overall in-service program for the year. In most cases, the individual in-service activities are then separated into grade level, interest or subject area activities--with key staff members acting either as group leaders or instructors or assuming responsibility for planning and developing the activity.

Who are the appropriate staff for the in-service function?

In making decisions concerning appropriate staff support for the in-service program, it is first necessary to determine the content areas of most critical need. Examples as identified by the CISE In-Service Survey were:

1. Reading-Language Arts
2. Elementary Mathematics
3. Social Studies
4. Science Education
5. Cultural Arts
6. Materials Development

It was not the intent of the CISE to provide support services in these content areas, but to be able to readily adapt the staff and programs to content and process programs which would be re-identified by the schools as they became involved in using the model for planning, programing and evaluation of in-service education. To this end, it was necessary that the support staff have a demonstrated competency in these need areas as well as a general background of experiences in public education.

In addition to the instructional specialists whose function is primarily to provide leadership in the workshops, institutes and conference programs, there must also exist personnel support at the administrative level.

When questions are answered conduct model of in-service activity.

One example of a model in-service program can be seen in the in-service activity of a three school system activity in which the staff of the Center was involved. In the planning stages of this activity, it was decided to make use of as many persons as possible from within the three systems to work with instructional specialists from the Center staff to provide leadership for various parts of the program activity. Thus, the objectives set forth were focused on improved instruction in the skill areas wherein <u>teacher choice</u> was given considerable emphasis. Other planning sessions of the staff of the Center and Supervisors of Instruction from the three systems involved resulted in a program format which offered sessions in a variety of content areas. Teachers from the three systems were then able to truly exercise their options concerning the various content

area workshops they would be involved in during the in-service program. A copy of the program offerings for this in-service activity, planning correspondence and a report of the activity from the Center Bulletin are included.

BEST COPY AVAILABLE

January 19, 1972

Mr. Stuart McNeil, Supervisor
Maryville City Schools
Maryville, Tennessee 37801

Dear Stuart:

I am enclosing a description of the in-service programs our staff can do for the Alcoa - Maryville - Blount County teachers on February 25, 1972.

If we follow the same plan that was used last Fall, the morning sessions will run from 8:30 - 11:30 A.M. and the afternoon sessions from 1:00 - 3:30 P.M.

Mrs. Flossie Rule has tried to contact Mrs. McConnell concerning the details of the program for the Kindergarten teachers but has been unable to contact her. However, Flossie will plan to be there and work with the Kindergarten teachers. I will send you a description of the program they have planned for this group as soon as we are able to contact Mrs. McConnell.

Mr. Thomas Dunigan will be there to work with the principals in an all-day session. He suggests that a good topper for this session would be "Values In Teaching". In this discussion, the participants will examine the importance of teaching values and some techniques, strategies, and processes that may be helpful to the school administrator.

Mr. Dunigan will be willing to work on other topics that you or the principals may suggest.

Our staff is very enthusiastic about this program. They understand that with the number of "opportunities" listed, there is a possibility that they may be either scheduled for only one or no session at all.

If you have any questions or changes you would like to make in these programs, do not hesitate to let us know.

We look forward to working with the Blount County - Alcoa - Maryville teachers again.

Sincerely yours,

Kenneth E. Platt, Assistant Director for
Program Services

KEP/ksc

Enclosure

ALCOA - MARYVILLE - BLOUNT COUNTY ELEMENTARY TEACHERS
IN-SERVICE OPTION DAY

FEBRUARY 25, 1972

MORNING SESSIONS

DISCIPLINE:	Social Studies
TITLE OF WORKSHOP:	Social Studies Games and Simulations
INSTRUCTOR:	Mr. James Hulme
DESCRIPTION:	This workshop will be concerned with the development and use of simulation and other social studies games that utilize inexpensive and easily obtainable materials
PRIME OBJECTIVE and MEASURE:	Teachers will demonstrate on understanding of the use of simulation games in their classrooms. Post-workshop monitoring of tho sample of the participants will be conducted to determine the use of simulation procedures.
GRADE LEVEL:	1 - 3
MAXIMUM NO. OF PARTICIPANTS:	20
FACILITIES NEEDED:	Classroom with tables

DISCIPLINE:	Reading
TITLE OF WORKSHOP	Games and Teacher-Made Materials for Teaching Reading
INSTRUCTOR:	Mrs. Joyce McGuire
DESCRIPTION:	The participants will study and play games that can be used in their classrooms to teach reading. They will also have an opportunity to construct instructional materials to be used in reading

PRIME OBJECTIVES and MEASURE:	The participants will demonstrate an ability to construct and use simple gaming methods and materials for use as motivational devices in the primary reading program. Post-workshop monitoring will be conducted by Mrs. McGuire in classrooms.
GRADE LEVEL:	1-3
MAXIMUM NO. OF PARTICIPANTS:	20
FACILITIES NEEDED:	Classroom with tables
DISCIPLINE:	Mathematics
TITLE OF WORKSHOP:	Patterns in Mathematics
INSTRUCTOR:	Mr. Robert Clark
DESCRIPTION:	Participants will be involved in some activities that may be used to lead children to discover important patterns in mathematics
PRIME OBJECTIVE and MEASURE:	Participants shall demonstrate an ability to replicate activities with children in the classroom setting. Post-workshop monitoring will be employed.
GRADE LEVEL:	1 - 3
MAXIMUM NO. OF PARTICIPANTS:	20
FACILITIES NEEDED:	Regular Classroom
DISCIPLINE:	Art
TITLE OF WORKSHOP:	Kids and Cameras
INSTRUCTOR:	Dewey Wyrick
DESCRIPTION:	Participants will explore elementary photography using simple and inexpensive cameras. They will take photographs, develop negatives, and

	make prints without having to use a darkroom.
PRIME OBJECTIVE and MEASURE:	Participants will demonstrate an ability to complete the photographic procedures. Measure of their ability will be made in the workshop.
GRADE LEVEL:	4 - 6
MAXIMUM NO. OF PARTICIPANTS:	10
FACILITIES NEEDED:	Classroom with two tables
DISCIPLINE:	Science
TITLE OF WORKSHOP:	Simple Science Activities
INSTRUCTOR:	Mrs. Betty Chilton
DESCRIPTION:	Participants will be involved with activities from selected Elementary Science Study units that are appropriate for upper elementary grades
PRIME OBJECTIVES and MEASURES:	Participants will complete at least three ESS activities in the workshop. Post-workshop classroom monitoring will be employed to determine the extent to which ESS materials are in use.
GRADE LEVEL:	4 - 6
MAXIMUM NO. OF PARTICIPANTS:	25
FACILITIES NEEDED:	Regular classroom with tables
DISCIPLINE:	Materials Development
TITLE OF WORKSHOP:	Cardboard Carpentry
INSTRUCTOR:	Mr. John Tigue

DESCRIPTION:	This will be a workshop using tri-wall cardboard as a medium for constructing items that may be used as teaching aids in the classroom
PRIME OBJECTIVE and MEASURE:	Teachers will be able to construct at least one useful teaching aid during the in-service activity.
GRADE LEVEL:	1 - 6
MAXIMUM NO. OF PARTICIPANTS:	20
FACILITIES NEEDED:	Large room with at least 5 work tables and 5 electrical outlets

AFTERNOON SESSIONS

DISCIPLINE:	Social Studies
TITLE OF WORKSHOP:	Social Studies Games and Simulations
INSTRUCTOR:	Mr. James Hulme
DESCRIPTION:	This workshop will be concerned with the development and use of simulation and other social studies games that utilize inexpensive and easily obtainable materials
PRIME OBJECTIVE and MEASURE:	Teachers will demonstrate an ability to design a simulated experience. The primary design will be done in the workshop.
GRADE LEVELS:	4 - 6
MAXIMUM NO. OF PARTICIPANTS:	20
FACILITIES NEEDED:	Classroom with tables

DSICIPLINE:	Reading
TITLE OF WORKSHOP:	Comprehension and study skills and games in reading
INSTRUCTOR:	Mrs. Joyce McGuire

DESCRIPTION:	The participants will be involved in an exercise which demonstrates various levels of comprehension. They will discuss study skills and methods of teaching study skills. Games that may be utilized in language arts will be demonstrated.
PRIME OBJECTIVE and MEASURE:	Participants will design and organize at least one exercise concerning reading comprehension. They will complete at least two games useful in the language arts program.
GRADE LEVELS:	4 - 6
MAXIMUM NO. OF PARTICIPANTS:	20
FACILITIES NEEDED:	Classroom
DISCIPLINE:	Mathematics
TITLE OF WORKSHOP:	Disguised Practices for Fundamental Operations of Arithmetic
INSTRUCTOR:	Mr. Robert Clark
DESCRIPTION:	Participants will be involved with activities that may be utilized to make arithmetic more interesting and meaningful to the student.
PRIME OBJECTIVE and MEASURE:	Teachers will design on motivational activity which then can be used on a student group following the workshop.
GRADE LEVELS:	4 - 6
MAXIMUM NO. OF PARTICIPANTS:	20
FACILITIES NEEDED:	Regular classroom
DISCIPLINE:	Art
	This session will be a continuation of the morning session with the same group of participants.

DISCIPLINE:	Science
TITLE OF WORKSHOP:	Simple Science Activities
INSTRUCTOR:	Mrs. Betty Chilton
DESCRIPTION:	Participants will be involved with activities from selected Elementary Science Study units that are appropriate for lower elementary grades.
PRIME OBJECTIVE and MEASURE:	See morning session
GRADE LEVELS:	1 - 3
MAXIMUM NO. OF PARTICIPANTS:	25
FACILITIES NEEDED:	Regular classroom with tables

DISCIPLINE:	Materials Development
TITLE OF WORKSHOP:	Cardboard Carpentry
INSTRUCTOR:	Mr. John Tigue
DESCRIPTION:	This will be a workshop using tri-wall cardboard as a medium for constructing items that may be used as teaching aids in the classroom.
PRIME OBJECTIVE and MEASURE:	See A.M. session
GRADE LEVELS:	1 - 6
MAXIMUM NO. OF PARTICIPANTS:	20
FACILITIES NEEDED:	Large room with at least 5 work tables and 5 electrical outlets.

ALCOA, BLOUNT, MARYVILLE SYSTEMS PLAN COMBINED IN-SERVICE PROGRAMS

It is almost axiomatic that every school system is interested in improving its in-service program. There are many ways in which in-service can be improved internally—rescheduling of time, selection of more interesting areas of study, provision of more suitable facilities, etc., but often the in-service planning arrives at a point where it becomes difficult to find people who are willing to lead the in-service activities.

This particular problem is being partially resolved by some school systems through cooperative efforts. If school system "A" has an outstanding person in reading and school system "B" has a person especially adept at presenting mathematics ideas—why not get together?

Cooperation Often Difficult

Getting together requires a lot more than just having the idea. Different school systems work on different time schedules, travel must be considered, and time for planning together must be found in an already crowded schedule. A good idea in theory, difficult in practice, but tremendously worthwhile when carried out.

Recently, four supervisors from the Alcoa, Blount, and Maryville systems met in order to work out an all-day cooperative program for this fall. Stuart McNeill, Supervisor of Maryville City Schools; Richard Abbott, Supervisor of Alcoa City Schools; and Frank Kidd and Elsie McConnell, Supervisors of Blount County Schools worked out the intricate details necessary for a program that will be of interest to secondary and elementary teachers from the three school systems. Clifford Smith, Center for In-Service Education staff member, met with the group.

The elementary program presented the most complexity—with at least six grade levels and as many subjects represented.

Planning Time Problem

After consulting the pre-school workshop schedule—it became apparent that there would not be sufficient time for all of the teachers from the three systems to meet concurrently and plan adequately.

With this in mind, a program was developed that would enable each teacher to have a wide range of individual choices but which would not require the actual bringing together of all the teachers from the three systems.

The Oak Ridge and Chattanooga systems have provided a program similar to this but without the added feature of the combining of three school systems.

Various topics were suggested for the workshop program. Center for In-Service Education staff members were to be utilized as much as possible, but each school system had teachers whom they felt would be especially adept in leading some area of study.

Many Topics Suggested

Soon a list of more than twenty-five topics had been suggested. Each topic was meaningful, practical, and stressed "involvement."

"Mathematics Games," "Contract Grading," "Bulletin Boards," "Maps and Globe Skills," and "Instructional Use of Audio Visuals," were some of the suggested topics for the 25 sessions labeled appropriately, "opportunities."

"Opportunities" to be Selected

During the pre-school in-service period, the teachers will be given a list of these "opportunities." Each teacher will select three programs in which he would like to participate.

After the selections have been made a committee will determine the final schedule--attempting to make certain that each teacher receives two of the three selections that he has made—one in the morning and one in the afternoon.

The wide range of opportunities and the fact of cooperation among three school systems should make this day of in-service an interesting and worthwhile one for the teachers of Alcoa, Maryville, and Blount County.

TO: Alcoa, Maryville, and Blount County Elementary Teachers

FROM: Administrative Staff of Alcoa, Maryville and Blount County Schools

Attached is a copy of In-Service Workshop for February 25, 1972. You will note that the material contains a sign-up sheet and workshop description.

Each workshop will have a group leader. Participants will be involved in activities and discussions which will make each workshop more attractive and effective.

Please return the following sign-up sheet to your principal no later than February 11, 197].

NAME_____ SCHOOL_____

GRADE LEVEL OR SUBJECT AREA _____

Please indicate your choice of workshops by number.

1st Choice	2nd Choice	If unable to get in 1st and 2nd choice I would be interested in attending the following.		
☐	☐	☐	☐	☐

If you would be interested in eating lunch at Alcoa Elementary on the 25th, please sign below. The price of the meal will be $1.25.

_____

1. SOCIAL STUDIES AND SIMULATION 1-3
This workshop will be concerned with the development and use of simulation and other social studies games that utilize inexpensive and easily obtainable materials.

2. SOCIAL STUDIES AND SIMULATION 4-6
Same as above, but for grades 4-6

3. READING 1-3
The participants will study and play games that can be used in their classrooms to teach reading. They will also have an opportunity to construct instructional materials to be used in reading.

4. READING 4-6
Same as above, but for grades 4-6

5. MATHEMATICS 1-3
Participants will be involved in some activities that may be used to lead children to discover important patterns in mathematics.

6. MATHEMATICS 4-6
Same as above, but for grades 4-6

7. SCIENCE 1-3
Participants will be involved with activities from selected Elementary Science Study Units that are appropriate for lower elementary grades.

8. SCIENCE
Same as above, but for grades 4-6

9. CARDBOARD CARPENTRY 1-3
This will be a workshop using tri-wall cardboard as a medium for constructing items that may be used as teaching aids in the classroom.

10. CARDBOARD CARPENTRY
Same as above, but for grades 4-6

11. BULLETINBOARDS THAT TEACH 1-3
Ideas, methods, and materials used in producing bulletin boards that are useful as well as ornamental.

12. BULLETINBOARDS THAT TEACH 4-6
Same as above, but for grades 4-6

13. HUMANIZING THE ELEMENTARY SCHOOL 1-3
Ideas and methods for creating a more humane environment in the classroom to better facilitate individual student success.

14. HUMANIZING THE ELEMENTARY SCHOOL 4-6
Same as above, but for grades 4-6

15. CLASSROOM MUSIC 1-3
Methods, ideas and materials for having music in your classroom. Ways to develop interest and participantion.

16. CLASSROOM MUSIC 4-6
Same as above, but for grades 4-6

17. LEARNING PACKETS 1-3
Ideas and methods of preparing learning packets, and how to use them in your classroom.

18. LEARNING PACKETS 4-6
Same as above, but for grades 4-6

19. PRECEPTUAL TRAINING 1-3 (2 sessions)
Use of tests, activities, and materials which emphasize the development of perceptual skills as a part of the usual readiness program.

20. ART 1-3
This session will give participants opportunities to become familiar with various art activities. Exciting, but not complicated.

21. ART 4-6
Same as above, but for grades 4-6

22. LEARNING CENTERS 1-6
The use and development of learning centers for classroom use.

23. TEAM LEARNING 4-6
A teacher that has used this concept in classroom grouping will tell of her success with the method and some suggestions in how to use them in your classroom.

24. ART 1-6 (teachers will be involved in both sessions)
Participants will explore elementary photography using simple and inexpensive cameras. They will take photographs, develop negatives, and make prints without having to use a darkroom.

25. KINDERGARTEN
All kindergarten teachers will meet with a consultant on ideas and methods for the kindergarten classroom.

26. KINDERGARTEN
All kindergarten teachers will meet with Mr. Bill Locke, Supervisor of Kindergartens in East Tennessee for the State Department of Education.

27. PRINCIPALS
All principals will meet with a consultant to discuss the importance of teaching values and some techniques, strategies, and processes that may be helpful to the school administrator. Any other topics that the principals might suggest.

28. REMEDIAL READING
All remedial reading teachers and aides meet with a consultant in the morning and gather to share ideas and discuss common problems.

Evaluate Model Program

Evaluation of in-service programs was accomplished through the use of participant evaluation sheets and in classroom post-workshop monitoring. A sample copy of this evaluation and copies of typical letters from personnel involved in planning of several programs follow.

POSITION_____ SCHOOL_____

SYSTEM_____ ADDRESS_____

GRADE LEVEL OR SUBJECT AREA_____

WICS OR MAPS PROGRAM LOCATION_____

INSTRUCTOR_____ DATE_____

Your evaluation of this in-service program will be helpful in effecting changes for program improvement.

Please rate those items which apply to this program by circling the appropriate numbers on the scales provided.

1. In-service Staff

1 2 3 4 5 6 7 8 9 10

Ineffective — Good — Excellent

2. Adequateness and appropriateness of materials and equipment

1 2 3 4 5 6 7 8 9 10

Inadequate — Acceptable — Very Adequate

3. Arrangement of facilities

1 2 3 4 5 6 7 8 9 10

Poor — Average — Excellent

4. Instructional methods and procedures used

1 2 3 4 5 6 7 8 9 10

Poor — Average — Excellent

5. Degree to which this in-service program meets the needs of your instructional program

1 2 3 4 5 6 7 8 9 10

Small Extent — Helpful — Very Helpful

6. What additional services would you like if they were available?

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Robertson County Schools

J. B. Whitman, Superintendent
Springfield, Tennessee 37172

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April 12, 1972

Mr. Peter Cohan, Executive Director
Program Services
Center for In-Service
156 Adams Lane
Oak Ridge, Tennessee 37830

Dear Pete:

I appreciate the help that Joyce and Flossie gave us at our recent Workshop for Aides. They were both well received and the evaluation forms indicate that the aides benefitted from the two-day workshop. We have appreciated the help your staff has given us for the past two years. We are sorry that the project is terminating June 30 but know that you have other projects in mind.

If I can help you at any time just let me know.

Very sincerely,

Donald Lee
Title I Director

DL:fbe

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AND
ERINTENDENTS

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LEY
ILLIAM R. WALKER
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PARKER

TITLE III, ESEA

CLEVELAND, TENNESSEE 37311
TELEPHONE 615-476-6584
JAMES E. SHARP, DIRECTOR
117 Grove Avenue, S. W.

November 29, 1971

Mr. John Tigue
Center for In-Service Education
156 Adams Lane
Oak Ridge, Tennessee 37830

Dear Mr. Tigue:

Thank you very much for an outstanding workshop on November 17 & 18. It was one of the most successful workshop's that we have had and we thank you for making it all possible.

If at any time we can be of help to you in anyway, please feel free to contact us.

Yours sincerely,

Ray McMullen
Curriculum Specialist

RM/bw

JAMES HAROLD WHITEAKER,
Cookeville
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FLAVIOUS SMITH, Cookeville
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BEROH WILLIAMS
Model Cities Coordinator

Department of Education
PUTNAM COUNTY
COLLIE B. JARED, Jr., Superintendent of Schools
442 East Spring Street
Cookeville, Tennessee 38501

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September 21, 1971

Mr. Kenneth Flatt, Program Manager
Cooperative Science Education Center, Inc.
156 Adams Lane
Oak Ridge, Tennessee 37830

Dear Mr. Flatt:

The teachers and administrative staff of the Putnam County School System do appreciate your services at the workshop on August 24 at the Tech Aqua Center. As a result of your careful planning, the day was a very beneficial one.

There has already been some direct action. One of the teachers at the Putnam County Senior High School is organizing a group to collect glass. Several teachers wanted to know if the film "Say Good-Bye" would be available for showing on a loan basis. If this is possible, please notify me.

Please express our appreciation to Dr. Eric Hirst, John Judy, James Hulme, Richard Raridan, Dewey Wyrick, Jim Cost, Mrs. Betty Chilton, and Mrs. Sandy Johnson for their part in making the day such a success.

Thank you again for your assistance.

Sincerely,

Margaret Prescott

(Mrs.) Margaret Prescott
Supervisor of Instruction

MP/sbs

EASTPORT ELEMENTARY SCHOOL
2036 EAST BETHEL AVENUE
KNOXVILLE, TENNESSEE 37915

E. N. ASLINGER
SUPERINTENDENT

EVELYN D. WILLIAMS
PRINCIPAL

February 16, 1972

Mrs. Betty Chilton
Center In Service Education
156 Adams Lane
Oak Ridge, Tennessee 37830

Dear Mrs. Chilton,

On behalf of our faculty I wish to express our gratitude for your excellent contributions to our In-Service Program.

The time you have given us and the complete preparation of your presentations have been most appreciated. With such stimulation and incentive our curriculum will be so much improved.

Thank you for all your courtesies. We shall look forward seeing you again and utilizing the Center's fine facilities.

Sincerely,
Dolores S. Rogers
Dolores S. Rogers
In-Service Chairman
E. D. Williams
Evelyn D. Williams

Principal

MONITOR SPINOFF IN INSTRUCTIONAL PROGRAM

One additional means of monitoring spinoff in the instructional program in the three school systems involved in the described in-service activity can be seen in the loan items to various teachers from the schools involved. Many of these items were used by teachers during the in-service program while others were borrowed as a result of individual consultation between teacher and Center staff specialists. These items included:

John Sevier School	Rock Collections Magnets Hand Lenses Balances Tangrams Mirror Cards Camera Unit Micro-Viewers and Slides Human Skeleton Model Rock and Mineral Samples Silver-Burdett Electricity, Magnetism Kits Batteries and Bulbs Unit
Eagleton	Eye Model Ear Model Silver Burdett Wave Motion Kits Movie - "Rocks for Beginners" Human Torso Model Electronics Kit Human Skeleton Model Silver Burdett Mechanics Kits Pulleys
Louisville	Mirror Cards Reading and Study Skills Kits Art Materials

A COMMENTARY ON TRADITIONAL IN-SERVICE EDUCATION

In-service education is generally planned by the administrative and supervisory staff of a school system for the benefit of those who are directly responsible for educating our children.

More often than not this planning does not include the teacher participant in its development and/or execution. The general feeling among administrators and supervisors is that the teacher, not having the broad overall view of education that they have, does not really know what he or she needs. Thus, in-service is planned with the idea of upgrading the teacher's competencies but without considering the teacher's desires, capabilities, interests or needs. The intent of this rather nebulous method of planning is to provide whatever is needed to "upgrade teachers' competencies"!

BEST COPY AVAILABLE

Educators full well recognize the fact that teacher incompetency is a real problem. There are a number of reasons why many teachers begin their teaching careers without the skills and self-confidence that they should have in order to do a creditable job in the classroom. These reasons are:

1. Inadequate coordination between the consumers of teachers' services (school systems) and the producers of teachers (colleges and universities).
2. During a teachers pre-service training she is subjected daily to obsolete methods of teaching -- scholarly lectures, which tend to deal with theoretical overviews of education instead of offering concrete, practical knowledge of "what to do" when the teacher is on her own.
3. The pre-service teacher reads, memorizes, and regurgitates facts. (Pertinent, impertinent, relevant, irrelevant, useful, useless.) All of this planned "busyness" actually contributes negatively to the teacher who is trying to master a subject area well enough to teach it.

In-service education is beset by somewhat similar problems. Some in-service activity is practical from a teacher's standpoint, but most of it tends to be theoretical or irrelevant as some of her pre-service experiences.

Most in-service programs are comprised of one or more of the following activities:

1. Listening to speeches or lectures dealing with education, (overviews) culture, politics, religion, integration, insurance, etc.
2. Large and small group meetings with inadequate planning, leadership or clearly defined objectives.
3. Viewing "What's new in educational materials" but strictly a look-see exercise with little or no opportunity to manipulate.

Teachers' reactions to in-service programs vary from system to system. Most seem to concur that in-service education for them is a complete waste of time -- time that could have been spent more profitably for personal planning or housekeeping. The present in-service practices leave teachers frustrated, discouraged, and resentful toward planners of in-service programs. They specifically do not like:

1. Being "herded" together into a situation over which they have no control and no voice in planning.
2. Lengthy meetings and dull, irrelevant speeches.
3. Heterogenous grouping where teachers share no common problems or interests.

Aside from the above-mentioned impractical, obsolete and theoretical approach to teacher education, there are other factors which contribute to teacher incompetencies. These are mostly administrative problems -- problems which we can only point out from our own experiences as classroom teachers to those who are in a position to do something constructive about them.

1. Teachers are catapulted into a fully responsible teaching position with only six weeks of student teaching. (How proficient would a medical student be in performing an appendectomy after a six weeks internship?)
2. Haphazard, whimsical, and arbitrary placement of teachers in positions without consideration of teacher capabilities,

desires, interests, or mastery of subject matter.

3. Sterile classroom environments of most schools offer mostly isolation and little or no opportunity for teacher interaction sessions, i.e. cooperative planning, idea exchanging, or working out solutions to common problems.
4. Little involvement of whole teaching staff in curriculum development. Consequently, little enthusiasm is generated on the part of the teacher who is "always told what she must do and when she must do it!"
5. Teachers are highly resentful of the administrative and public attitude that teachers are really "sub-professionals" and are therefore incapable of contributing anything worthwhile to the structure of our educational system. This resentment toward the "establishment" has recently brought forth across the nation, teacher activity

of a militant nature that has completely destroyed the traditional picture of the teacher. Just as college students feel a deep seated need for change (good or bad), teachers too need a change.

6. Overload of assigned non-teaching tasks. These include clerical work, extracurricular activity, bus service, coaching, study hall keeping, and small scale custodial services.
7. Little or no scheduled planning time.

Conscientious teachers thirst for practical knowledge and skills. But in order for any learning to directly benefit her, she has to be able to transpose it into actuality for the children.

The crux of the problem of teacher incompetency is that there is little opportunity for her to improve because of the incompetent methods being used on her to upgrade her competency! Par nobile fratum! (A noble pair of brothers; two just alike!!)

Teaching is a complex act. Learning is even more complex. Does it not seem plausible that teachers should be taught in the same manner that they are expected to teach?

The significance of the in-service model which is being submitted to you is its philosophy wherein continuous on-site educating, and the provision of actual classroom experiences, preludes other traditional approaches. These experiences include laborotary learnings, micro-teaching (using the laboratory learnings with small groups of children,) and continuous exposure to the latest methods and materials which are available from a central teacher-training center. And last but equally important, reinforcement for each teacher anytime and anywhere she needs it from in-service teacher specialists!

Staff Development Bibliography

The following bibliography is an alphabetical listing (by states) of educational organizations--school systems, State Departments of Education, educational centers, etc.--who responded to a survey of staff development ideas which was conducted by Flossie Rule, Planning Coordinator of the Center For In-Service Education in Oak Ridge, Tennessee. This bibliography consists of the name and address of the organization, the contact person who responded, and the titles of any articles, flyers, brochures, or related reports which were received.

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- The Science of the Art of Teaching.

Colorado--Colorado State Library, Colorado State Department of Education, 1362 Lincoln Street, Denver, Colorado 80203.

Colorado Education Directory 1971-1972.

Connecticut--Dr. Kenneth Brummel, Board of Education, Westport, Connecticut.

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Inservice Workshop Offerings, 1971-1972.

Connecticut--Dr. Berard Masse, Assistant Superintendent of Personnel, Fairfield Public Schools, 100 Reef Road, Fairfield, Connecticut 06430.

Professional Growth Program.

Florida--Lonnie W. Bryan, Supervisor of Staff Development, Alachua County Schools, 25 S.E. Second Place, Gainesville, Florida 32601.

Master Plan For Inservice Education.

Florida--Mrs. Alethea Rucki, Director, Special Instructional Projects, Brevard County Schools, 705 Avacodo Avenue, Monroe Center, Cocoa, Florida 32922.

Brevard County Schools Inservice Master Plan (7/1/72 - 6/30/76).

Inservice Master Plan Component Descriptions, 1971-1972.

Instructional Programs and Materials Center.

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Florida--Daniel P. Lee, Director of Inservice Education, The School Board of Broward County, 1320 S.W. Fourth Street, Fort Lauderdale, Florida 33312.

Criteria for Designing, Developing and Approving a District Master Plan for Inservice Teacher Education.

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Florida--Columbia County Schools, P. O. Box 1148, Lake City, Florida 32055.

Master Plan for Inservice Education, 1971-1972.

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Teacher Education Module.

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Staff Development Bulletin.

Dade County Master Plan for Inservice, 1971-1976.

Florida--M. S. J. Greek, Director, Professional Development, The Duval County School Board, Duval County Courthouse, 330 East Bay Street, Jacksonville, Florida.

Master Plan for Inservice Education.

Florida--Earl H. Craft, Director of Inservice Education, Escambia County Schools, 248 East Chase Street, Pensacola, Florida.

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Florida--Mr. Max D. Walker, Superintendent, Gadsden County, P. O. Box 818, Quincy, Florida.

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Florida--William E. George, Assistant Superintendent for Instruction, Indian River County School Board, P. O. Box 2648, Vero Beach, Florida 32960.

Indian River County Master Plan for Inservice Teacher Education.

Florida--Pearle O. Gibbons, School Board of Levy County, P. O. Box 127, Otter Creek, Florida 32683.

Master Plan Program of Inservice Teacher Education, Levy County.

Florida--Dan Nolan, Supervisor of Language Arts, School Board of Manatee County, P. O. Box 2069, Bradenton, Florida 33505.

Language Arts in the Minicourse.

Florida--W. D. Huddleston, Director, Education Improvement Expense Program, Okaloose County Schools, 201 Marilyn Avenue, Fort Walton Beach, Florida 32548.

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Okaloosa County's Education Improvement Expense Program.

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Updating of Master Plan for Inservice Teacher Education.

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Intern Training Program.

Kansas--Shawnee Missions Schools, 7235 Antioch, Shawnee Mission, Kansas.

The Inservice Education Program.

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California--Oakland Public Schools, Oakland, California 94608.

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Florida--DeSoto County, Arcadia, Florida 33821.

Florida--Duval County Schools, Jacksonville, Florida 32202.

Florida--Hernando County Schools, Brooksville, Florida 33512.

Florida--Indian River County Schools, Vero Beach, Florida 32960.

Florida--Leon County Schools, Tallahassee, Florida 32303.

Florida--Manatee County Schools, Bradenton, Florida 33505.

Florida--Marion County Schools, Ocala, Florida 32670.

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Florida--Nassau County Schools, Fernandina Beach, Florida 32034.

Florida--Okeechobee County Schools, Okeechobee, Florida 33472.

Florida--Putnam County Schools, Palatka, Florida 32077.

Florida--Sarasota County Schools, Sarasota, Florida 33577.

Florida--Wakulla County Schools, Crawfordville, Florida 32327.

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Kansas--Claflin Unified School District 354, Claflin, Kansas 67525.

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Kentucky--Union County Schools, Morganfield, Kentucky 42437.

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Oregon--Beaverton Schools District No. 48, Beaverton, Oregon 97005.

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Wisconsin--Unified School District No. 1, Racine, Wisconsin 53404.

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