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ABSTRACT

This publication is a collection of supportive material to aid educational personnel in planning programs for staff development and improvement. It is the result of an effort in 1973 by the Georgia Teacher Education Council's committee on staff development to devise a plan that would allow local agencies to: (1) identify student needs and the competencies needed by educational personnel to meet these needs; and (2) plan training activities for teachers, administrators, and other school personnel to prepare them to meet the identified needs. Out of this effort, Georgia's educational community was able to clarify its position on improving education, and the concept of continuous improvement of education personnel was formulated. This concept was further developed to incorporate three beliefs: (1) that the direction of local staff development ought to be determined largely by the needs of the local students; (2) student achievement is greatly affected by the competencies of teachers and principals; and (3) the continued certification of educational personnel ought to be based on how well they demonstrate proficiency in the competencies needed for student improvement in an actual educational setting. All of these staff development efforts culminated in the development of a set of standards for certification renewal. The discussion of these standards is the heart of this publication. Included with the statement of the standards are: (1) the operational definitions of several pertinent terms not directly defined in the statement of standards; (2) a discussion of each standard with suggestions for implementation; (3) a suggested developmental timeline; and (4) references to relevant resources that might aid in the planning and implementation of a similar program. (MM)

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Certification Renewal Through Staff Development

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Division of Program and Staff Development
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334
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April 1976

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PREFACE

For many years educators have been in almost unanimous agreement that few teachers and administrators enter the educational community truly prepared to carry out the functions of their positions. Undergraduate and graduate training, for the most part, is only an introduction or orientation for the teaching profession. Development into a full-fledged teacher or administrator depended on the effects of the first few years' working experience in a particular job.

Once values and habits are set, principals and teachers are unlikely to change noticeably throughout their careers; more often professional development tapers off. The power of a community of students, teachers and administrators to shape and mold the beliefs and behavior of its population has been dramatically documented by such eminent sociologist/educators as Willard Waller. Occasionally, a teacher or principal will take a college course for certification purposes, but it seldom seems to make much difference. The consequence of this process, across the nation, has been tremendous inconsistency in the quality of education.

The concept of staff development and continuous improvement for teachers and administrators has been a part of this country's educational efforts for most of this century, but has remained, almost uniformly, a sad second-rate priority known as "in service." Strife in the decade of the '60s woke up educators to the fact that there is an urgent need for continuous self-improvement and adjustment to a changing culture. This realization has become the keystone to renewed staff development efforts across the nation and in Georgia.

Because of this growing realization there began in the late '60s and early '70s, the development of a policy in Georgia recognizing the need for continuous improvement of the basic skills and knowledge of practicing

educators. A natural adjunct to this belief was the position that continuous staff improvement should become the basis for the recertification of educational personnel.

Early in 1973 the Georgia Teacher Education Council appointed an ad hoc committee on staff development. This committee--composed of representatives from higher education, local school systems, professional educational organizations and the Georgia Department of Education--developed goals, functions and standards of a comprehensive staff development plan. This plan allows local educational agencies to identify student needs and competencies needed by educational personnel and plan training activities for teachers, administrators and other school personnel to meet those needs.

In October of 1973, the State Board of Education approved the staff development policy that enabled educators to renew professional certificates by participating in an approved local staff development program. In 1974 the board approved policies that eliminated life certificates, signifying that the continued education of educational personnel is not only desirable but necessary to the quality of education in Georgia.

After the board's approval of the State Plan for Staff Development, school systems submitted plans to the board and implemented educational improvement activities to meet identified student needs. Systems that have operated approved programs for two years are now eligible to submit staff development plans for certification renewal.

The culmination of this extraordinary effort by a large number of people and organizations in and out of the educational community is the present Standards for Certification Renewal Through Staff Development. In early 1976 a statewide workshop was conducted to introduce the standards and begin the process of developing among educators the means by which to implement the idea. This publication is the first formal step in creating a collection of supportive

material to aid educational personnel in the effort.

It contains four major elements--a statement of the st[illegible], the operational definitions of several pertinent terms not direct[illegible] defined in the statement of standards; a discussion of each standard with suggestions for implementation; and a suggested developmental timeline. The discussion of standards is the heart of the publication. Each discussion was designed to give the reader insight into the nature of the standard and an understanding of its purpose in the overall model. When appropriate, references have been made to relevant resources which might aid the planning and implementation of a program at the local level.

PROCEDURES AND STANDARDS FOR CERTIFICATION RENEWAL THROUGH LOCAL STAFF DEVELOPMENT

I. Frame of Reference

Professional certification can be renewed upon completion in an area of assessed need, of either

A. ten (10) quarter hours of senior college or graduate credit, or

B. ten (10) staff development units provided through a system's approved staff development plan, or

C. five (5) quarter hours of college credit and five (5) staff development units.

Certification renewal is based on the philosophy that preparation should be continuous throughout the career of professional educators. Further, certification renewal in the context of assessed needs is based on the philosophy that such preparation should be related to the improvement of one's on-the-job performance as related to local system goals and objectives.

II. Definitions

Staff Development Unit (SDU)

Staff development units are based both on contact hours of instruction and on verification that the intent of the instruction has been implemented on the job. Ten contact hours of instruction equal one SDU. The minimum for any one training activity must be 10 contact hours. Educational personnel will be permitted to earn a maximum of ten sdu's annually and must be completed during validity period of certificate.

Contact Hours

Contact hours are the actual clock hours of instruction received or pursued by the individual to renew a professional certificate.

Verification

Verification is the local system's documentation that the intended outcomes of staff development instruction have been adequately demostrated in the on-the-job performance of the participant.

III. Application Procedures

There are three application procedures concerning plans for certification renewal credit. These are as follows

A. Comprehensive Plan Application - A local school system may submit a comprehensive application under which the system will plan and organize a certification renewal plan that could give certific-tion renewal credit for all staff development within that school system. This plan must satisfy standards described in IV.

B. Program Application - A local system may submit a single proposal for program application for certification renewal credit for the staff development activity addressed in the proposal. This differs from a comprehensive plan application in that the local system would not have to comply with Standard One (Goals, Policies and Procedures) nor with the establishment of a certification renewal committee as set forth within Standard Three (LEA Approval of Individual Staff Development Plans). There must be compliance with all other standards in regard to the specific competencies educators are expected to demonstrate on the job as a consequence of the staff development activities outlined in the program application.

C. Agency Application - A college, CESA or any other public or private agency may submit an application for certification renewal credit. This application must meet the intent of each standard. Under Standard One, the applicant must present a process for insuring that the objectives of the certification renewal plan are consistent with system's goals and improvement objectives before individuals are allowed to participate for certification renewal credit. Under Standard Three the applicant must present a process for having prior approval of each individual certification renewal by local system superintendent or his desgnate rather than a local committee. The applicant must comply with all other standards as they are written.

IV. Procedures and Standards for Obtaining State Approval of Staff Development Plans for Certification Renewal

The local school system shall submit to the Georgia Department of Education for approval a comprehensive plan for certification renewal. To be approved to grant certification renewal credit, the local system must have operated an approved staff development program for at least two years. Plans for certification renewal shall adhere to the following standards (except as indicated in III, B and III, C above).

A. Goals, Policies and Procedures

The local staff development plan must include a list of broad student goals and a list of educational improvement practices toward which certification renewal will be directed. System policies and procedures for recommending individuals for certification renewal must be approved by the local board and included in the local plan.

B. Educational Personnel Needs Assessment

In developing the local staff development plan, the system must indicate how both external and self-assessment of educational personnel will be conducted.

C. LEA Approval of Staff Development Plans for Individuals or Groups

Local system criteria and procedures for giving prior approval of individual plans for certification renewal must be included in the local plan. Staff development plans must include

student goals being addressed

improvement practices to be implemented

competencies to be demonstrated with associated performance indicators identified

preparation plans (when, who, how and where)

on-the-job assessment procedures (when, who and how).

A logical relationship among these components will serve as one criteria in the approval of an individual plan for certification renewal.

Plans for certification renewal for individuals or groups must be approved by a certification renewal committee appointed by the local board of education or superintendent. Committee members should have experience in the following areas

- Assessment procedures - The knowledge, skills and attitudes necessary to set up procedures to observe and appraise an educational situation objectively and make process-product evaluations of individual performance.

- Processes of the committee for certification renewal - Each member must be thoroughly versed in all processes and procedures of the committee and in the assessed needs of the system and its plans for dealing with the needs through staff development.

- Any other areas of expertise deemed necessary by the local board of education.

D. Completion of Preparation

The local plan must contain the criteria and procedures to verify that the individual has completed the preparation phase at an acceptable level.

E. On-the-Job Assessment

The local plan must contain procedures for conducting an objective on-the-job evaluation over an adequate period of time regarding the demonstration of competencies set forth in the individual or group certification renewal plan. The procedures should include

selecting and preparing qualified evaluators;

reports or documentation to be made at conclusion of each evaluation. The evaluation report must confirm the attainment of desired competencies with respect to identified performance indicators.

F. Recommendation for Certification Renewal

Criteria, policies and procedures for recommending individuals to the Georgia Department of Education for certification renewal credit must be contained in the local plan.

Either a local committee as mentioned under Standard Three or a qualified external evaluator who has been approved by the Georgia Department of Education could recommend a person for certification renewal credit. The recommendation would be based on a favorable review of evidence regarding preparation and on-the-job performance.

G. Program Coordinator

The local system shall identify a local person to coordinate the program for certification renewal. This person must have a minimum of a master's degree and the expertise required of members of the committee for certification renewal.

H. Record Keeping

The local plan must describe how sufficient records will be maintained to adequately document and verify the recommendation to State Department of Education for certification renewal credit.

I. Appeals Channels

Clearly defined procedures for resolving differences between program participants and the system must be included in the plan. Appeals channels must be identified and be included in the plan.

V. Modifications

The local system can submit to the Georgia Department of Education for approval any modifications of the initially approved plan at any time.

VI. Monitoring

The Georgia Department of Education will appoint two people from outside the Department to monitor each local plan annually from the initial date of approval. They will observe the following procedures

The monitoring visit will be a minimum of one day;

Details of the visit (time, place and agenda) will be agreed upon by the monitors and the local school system;

The visit must include a meeting with the local committee for certification renewal; and

A report will be filed by the monitors with the Georgia Department of Education with copies to the local system.

All certification renewal applications must be sent to

Division of Program and Staff Development
2[illegible] State Office Building
Atlanta, Georgia 30334

EDUCATIONAL COMPETENCIES AND PERFORMANCE INDICATORS

What are Competencies?

Competencies are knowledge, skills and attitudes believed to be essential to the intellectual, emotional, social, aesthetic or physical growth of students. Identifying and organizing such a list of abilities could be an overwhelming task. Fortunately, many such lists already exist from which a system may select, and several of these are included in the resources section.

Educational competencies are divided generally into two types, generic and specific.

Generic Competencies

Some competencies are broad, basic behaviors that all teachers should have in order to encourage learning. Because these behaviors are basic and essential to effective teaching, they are called generic competencies. There has been considerable research in Georgia on such competencies for teachers, principals and guidance personnel. These should form the basis of any system's competency expectations of its personnel and thus for staff development systemwide.

Specific Competencies

Most competencies are particular to a content area or specialized learning objectives. A math teacher needs different knowledge and skills than a history teacher. Different types of teaching roles may also require specific competencies which are not generic to all teachers. For example, a school which is individualizing instruction will need to develop specific personnel competencies which may not be necessarily required of other staff in the system. Almost every instructional program either calls for specific competencies or strongly implies them in objectives and activities.

Performance Indicators

Figure I shows that for every competency statement there are performance indicators. A performance indicator is a process or product which would indicate to an observer that the competency has been achieved. The performance indicator is proof that an educator has learned to apply the competency.

Consider the following generic teacher competency and its performance indicators.

Competency--The teacher plans his course of instruction.

Performance Indicators

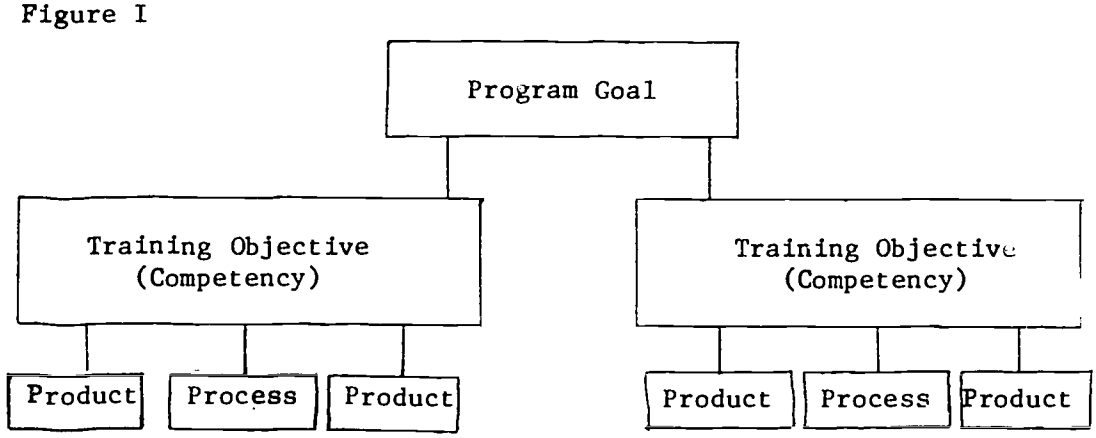
Plans the long-range (quarter, semester, or school year) instructional program

Writes statements of objectives which clearly communicate intended ideas

Includes a variety of appropriate teaching strategies, materials and equipment in planning for instruction

Competencies, whether generic or specific, have a definite place in the typical staff or program development format. The program goal is generally supported by program or training objectives which are often competencies. These objectives are further specified by one or more products or processes to be implemented, the performance indicators. Graphically a typical scheme may look like Figure I.

Figure I



It is obvious that for every program goal there may be different training objectives or competencies to meet the goal. There may also be multiple products or processes, performance indicators, for each objective. These multiple performance indicators suggest two beliefs--that there are often many different ways to indicate competency and a participant's activity should be as individualized as possible, and that demonstrating the competency in more than one way will be a more reliable indicator of success.

GOALS, POLICIES AND PROCEDURES

Out of the extraordinary effort by Georgia's educational community to clarify its position on improving education is derived the concept of continuous improvement of its personnel. The development of this concept in the early 1970's has spawned several generally agreed upon axioms. First is the belief that the direction of local staff development ought to be determined largely by the needs of the local student. Secondly, student achievement is greatly affected by the competencies of teachers and principals. Lastly, the continued certification of educational personnel ought to be based on how well they demonstrate proficiency in the competencies needed for student improvement in an actual educational setting.

The above concepts are crucial for a system's educators to keep in mind as they begin to design a staff development program for certification renewal, especially in establishing goals and formulating policies and procedures for achieving those goals. In any project or program it is essential to begin with a statement of what the program intends to accomplish--its goals. In the case of staff development, emphasis on student needs would make it reasonable to base system goals on student goals.

Concurrently, a statement of improvement activities, those system thrusts conceived to facilitate the student needs would naturally follow from the statement goals. Lastly, a vehicle, system policies, and procedures is necessary to bring system plans into working programs. The following discussions should give some suggestions that might be helpful in this preliminary stage.

Goals

Developing statement of broad student goals, which identifies and ranks student needs, is the first step in a staff development project. From this the system can determine specific goals for different student groups (regular,

gifted, disadvantaged, and hadicapped) at different levels within schools.

Improvement Practices

The second logical step in developing a model of staff development for certification renewal is to identify improvement practices designed to meet goals for different students. These practices may be worded as the objectives of each goal. There are essentially two kinds of objectives which are suggested by a goal for students. First are student objectives which may be suggested by a given student goal. Take, for example, the following goal and set of student objectives.

Goal--DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH

Objectives

Develop self-understanding and self-awareness.

Develop feeling of positive self-worth, security and self-assurance.

Develop discipline in work and study.

Another example of the same kind of relationship can be found in the Georgia Goals for Education with its accompanying program and performance Missions of the State Department of Education.

The second type of objectives are those for teachers and administrators relative to student goals. The attitudes, skills and knowledge necessary to facilitate achievement of specified goals by the learner has been defined as educational personnel competencies. In other words, what teachers and administrators will have to know and be able to do in order to achieve the stated goals. An example of an educational personnel competency is given below.

Goal--The teacher is able to impart comfortable feelings, a sense of pleasure and success in learning to students. (A generic competency)

Objectives (performance indicators)

In a standard classroom setting, the teacher will demonstrate a cross section of human development activities.

In a standard classroom setting, the teacher will demonstrate the ability to accept and incorporate student ideas into classroom discussions and group activities.

In a standard classroom setting, the teacher can demonstrate the use of positive reinforcement in a classroom management situation and an instructional situation.

Not only should the statement of goals include teacher/administrator objectives (competencies) but the list should be headed by those that are agreed upon as "generic," as discussed earlier in this publication. Distillation of such a set of generic competencies is obviously beyond the capacity of a single school system, and it is suggested that a system draw upon this publication's resources section to generate its own list. Generic competencies are being emphasized here because it is widely believed that they are as fundamental to all teaching as basic skills in language and math are to the intellectual development of all students. If educational personnel are not proficient in at least those competencies considered generic to their particular jobs, then success in any more complex educative effort is unlikely.

So far this publication has dealt with developing a statement of goals for students, based upon an examination of their needs and accompanied by corresponding objectives for students' education, and the attitudes, skills and knowledge needed by educators to meet these student goals and objectives.

Policies and Procedures

Once a system has established the above crucial lists of goals and objectives, the next step in the development of a plan is to formulate a set of system policies to implement and guide system efforts. The importance of such policies, formally passed by the local board of education and included in the existing System Statements of Educational Policy, cannot be overstated. At this point system planners will need to look ahead and study all of the

remaining standards carefully along with suggestions made herein for their development. The official system policy statements should include a section on each standard. This can be a considerable job but once accomplished the policy statements and procedures will establish directional boundaries for the entire program.

Upon adoption by the local board, system efforts toward the staff development program take on a legitimacy otherwise impossible. Experience has shown that any developmental activities of this sort undertaken without the direction and approval of the local board are not likely to succeed. Because board policies become the point of reference for all decisions which have to be made or problems which arise, it is imperative that these policy statements be as clear and in as much detail as the drafting committee can make them. A lack of specificity and clarity usually leads to confusion and misunderstanding once the program is underway. The same precautions should, of course, be taken with the accompanying procedures for carrying out each policy.

It is strongly suggested that the process of establishing goals and objectives and formulating system policy be a shared effort with representatives of the entire educational community, especially teachers and building level administrators. Experiences statewide for the past three years have shown that in-depth participation from all levels of the educational community should be a prerequisite of any functional program. And once formulated, goals and policy should be circulated among the rest of the staff for comment prior to final adoption.

EDUCATIONAL PERSONNEL NEEDS ASSESSMENT

In the context of Standard One, a system has accomplished several things at this point. There exists a set of broad student goals with an accompanying set of intended improvement practices to meet these goals and a list of teacher and administrator competencies to facilitate the improvement practices. The general program outline and guiding decisions have been made in the statement of system policies. The system should now design the process by which each professional will be measured, and will measure himself, against system expectations. This step is very important because it is upon the basis of individual assessment that all individual and group staff development plans will be devised. Just as the statements of policy and procedures serve as the guideposts for system-wide development, the external and self-assessment of individual teachers and administrators dictates the specifics of individual programs in staff development. The purpose of an individual personnel needs assessment, then, is to help the system and the individual get a clear picture of the specific needs of every teacher and administrator in the system. This is comparable to pre-assessing students as the basis for individualized instruction. This process is the key factor in any staff development program, it provides purpose and meaning to staff development.

One warning before the process is begun, however, and that is to do everything possible to avoid the feeling that this assessment is an evaluation. The purpose is not to single out weaker teachers or administrators but to produce a profile of the present strengths and resources of each person, compare this to system and community expectations and design an improvement program for each individual. This idea of a profile is all important.

Visualizing the product of assessment as a professional profile helps one to understand the necessity for delving into every aspect of a professional's role and behavior. The following section highlights some of the areas a system may wish to include in the assessment and some techniques for creating individual profiles in each area.

What Needs Might be Assessed?

In developing a professional profile of all system personnel, the body of areas to be assessed must cut across each role assumed by the teacher or administrator and must include an examination of the individual's attitudes, knowledge and skill in the major product and process areas. The needs to be assessed are logically divided into knowledge, competencies, classroom organization and management and attitudes.

Subject matter knowledge is obviously a basic area to be examined. Without a good understanding of information in his content area a teacher will never be able to effectively use the other skills and competencies necessary to promote student learning. The subject matter knowledge required of teachers will, of course, vary depending upon level and ages taught. For example, the topics below are currently under consideration for beginning social studies teachers on the state criterion-referenced test

Social Studies

1. Behavioral sciences
2. Citizenship
3. American studies
4. Georgia studies
5. History (including methodology)
6. Economics
7. American government and political science

Each category tested will include representative questions that indicate a mastery of the content of these areas. The assumption is that any beginning teacher in Georgia in social studies must be minimally prepared in these knowledge areas. The same would be true for an experienced teacher in

U. S. Government, but with more detailed sub-categories.

The knowledge base for principals might need to be equally detailed but concerned more with the theory and practice of educational administration and maintenance such as data collection, planning, communicating, decision-making, implementation and evaluation.

Similar areas should be identified for counselors and central office personnel. There are several existing knowledge tests and other instruments to test their subject matter knowledge which will be discussed later.

Generic competencies are another foundation on which to base an assessment structure of system personnel. Although they have not been verified for all types of personnel, excellent work has been done in Georgia in three of the five most populous personnel areas--teachers, principals and guidance personnel. DeKalb County, R.O.M.E. and the Pioneer CESA Projects have verified lists of generic competencies for initial assessment in the above categories. Systems to contact for information on each of these can be found at the end of this publication.

Specific competencies are teacher or administrator competencies relating directly to a particular content area of role. They may or may not be generic. There are many nationally or state validated programs which require specific competence in specific areas, most of which list and provide assessment of such competencies. In many cases competency lists and assessment procedures can be acquired without adopting the project (see resources for list).

Curriculum is a fourth important area to help personnel identify categories in which they may need improvement through staff development. For teachers and principals, this goes beyond subject knowledge into the organization and structure of the content knowledge and skills students are expected to acquire.

For teachers the assessment must consider all the skills necessary to plan, organize, carry out and evaluate a program for students. Major areas of concentration are listed below.

. Organizing the subject content in a form consumable by a particular group of students

. Applying the basic concepts of scope and sequence

. Devising and implementing a pre-assessment process to decide individual needs

. Grouping and scheduling students according to the pre-assessment

. Demonstrating the basic ability to write comprehensive lesson plans for curricular implementation

. Testing and evaluating to set new objectives for successive series of lessons

The principal's role in curriculum would naturally focus more directly on scope and sequence of the entire school's curriculum and how it relates from grade to grade within the school. Does the principal have the skills to:

. plan a five or six-year curriculum for a typical student,

. help teachers work together to assure continuity,

. work with the next level institution to assure continuity,

. to serve as the curricular leader of the school with all that implies?

Central office personnel have the same kinds of responsibilities system-wide.

This can be a complex area for assessment, but one into which considerable attention must be devoted because of its central position in the schooling function.

Instructional approaches is another important area for teacher assessment. Even if a teacher, or a principal, is excellent at structuring and organizing the curriculum without a working knowledge of instructional media, materials and activities and how to use them in a variety of situations, the school

program is likely to be ineffective. The teacher and principal should be able to skillfully match media and materials to activities. They need to know

. the kinds of activities most appropriate for getting across certain kinds of ideas or information,

. the variety of learning styles exhibited by students and how to match various instructional modes to those styles,

. a variety of grouping schemes for various kinds of activities using different kinds of media.

In other words, do the teacher and principal have the skills and knowledge necessary to use different techniques with different materials and media in order to meet the instructional requirements of a given body of knowledge or schooling experiences? And does the principal have the skill to fill the leadership role in teacher efforts in this area?

Most of the personnel needs assessment areas posed above may appear so obvious and so basic to teaching and educational leadership that they might not be given full attention. However, it is the very fundamental nature of these areas that makes them so important. Competency in both is, in essence, generic to any effective school program.

Attitudes and perceptions is a final area that should be assessed. Questions such as how the individual perceives the purpose of the school and the school's role in the society can give depth to the educational profile of a teacher or administrator. Specific concerns like relating subject matter to life roles is another example of an area that the system should examine.

Self and External Needs Assessment

Techniques and instruments with which teachers and administrators can do self-assessments will be discussed in the next section, along with external needs assessment of educational personnel. Listed below is a range of personnel who might be involved in an individual's needs assessment.

Students are an obvious source of assessment in determining how a teacher or principal's organization or institutional behavior affects their perceptions. The same is true for parents from their particular point of view. Systems without enough personnel to offer one-to-one assessment from a local professional may consider using the Berrien County Project's Peer Panel Process. This was designed for ongoing peer support, but it has obvious advantages for needs assessment processes. (See resources section for address of project.) For many types of data an individual's immediate supervisor (principal, supervisor or superintendent) may be the most logical source of needs assessment. Lastly, outside experts brought in for specific assessment tasks are another useful source. This person is often available from other projects to do pre-assessment as the first step in implementation.

The central concern when considering sources of assessment data is that there should be more than one source of external assessment. Many of the types of information and insight cannot be collected from just one source. In addition, some sources generally provide more accurate information than others. Multiple sources of assessment data are more likely to produce a realistic profile of an individual's educational needs.

Processes for Conducting Needs Assessment

Just as a variety of data sources produces a more realistic needs profile, a variety of collection techniques will also add to the profile. Knowledge tests have the advantage of use with large groups and can be scored mechanically.

Rating scales and questionnaires have always been popular, and many are available. They also can be used in some forms with large groups both for external and self-assessment. Observation scales are usually more time-consuming, except in situations like the Berrien County Project with its peer panel. Interview schedules are available and can easily be designed locally. Although usually requiring a one-to-one situation, they can produce insights unlikely with more impersonal techniques. Video and audio recordings can be compiled over a period of time and used as a source for either expert external assessment or self-assessment. Some systems have had success in identifying needs areas with videotape, letting teachers see themselves in action for the first time. Anecdotal records can be kept by the individual or an observer. This technique is especially useful for recording a wide range of reactions over a period of time and avoiding the "one shot" disadvantage of many other techniques.

The process of professional needs assessment is tremendously important to the development of a sound staff development improvement program for individuals and the system. The process itself can have advantageous effects beyond creating a needs profile for educators. Just the fact that a system is asking a variety of people in the school community to help assess educational personnel creates a positive note of action and concern. There may, of course, be some apprehension on the part of people being assessed. To overcome this apprehension will be one of the first important tasks of project planners and administrators. The needs assessment phase of a comprehensive project will become an arduous task, but both the short- and long-range benefits to the school system cannot be overstated. An accreditable initial project will have to be grounded in honest, comprehensive needs assessment, and its system-wide profile of staff proficiencies and needs will serve indefinitely as a major resource for long-range planning and maintenance.

LEA APPROVAL OF STAFF DEVELOPMENT PLANS FOR INDIVIDUALS AND GROUPS

System efforts in the previously discussed standard areas is directed toward making good workable plans for system personnel possible. It is generally agreed that the emphasis for LEA approval of staff development plans should be on personnel taking an active part in the development of their own continued professional education. The idea is a natural outgrowth, at a different organizational level, of the concept of local determination in general and is specifically evident in the trend of colleges and universities becoming responsive to local needs when designing courses. In order to apply the concept to system personnel, the system establishes perimeters by which applications can be submitted to the staff development committee for approval. But the system's teachers and administrators may be responsible, individually or as groups, for designing their own programs in a comprehensive plan. When this individual responsibility has been fostered in other states and when teachers and administrators assumed such responsibility in other states, the results have been uniformly positive for all involved.

There are some inherent problems, however. Georgia standards, for example, do not require specific criteria for local program applications nor do they require very specific administrative procedures. Partly, this is the nature of program standards in general, but it is also partially due to the value the Georgia Department of Education placed on local determination to meet specific local needs and area situations. Substandards listed in section 3 of the Statement of Standards are only categories under which systems will need to devise their own criteria. (Suggested directions for each of these will follow.) Experiences from other states and in Georgia during the past two years has suggested another problem. Given the opportunity to design an individual self-improvement program, some system

personnel may tend to choose the first thing that comes to their attention, jump on a neightbor's bandwagon, or select activities that are merely easy to implement. Some of these activities may not be very significant for individuals or far below their potential and there may be considerable pressure on the committee to accept such proposals. One of the early tasks of both program planners and the committee will be working to avoid such pressure. The best way to do this is to have clear, detailed criteria outlining program development and submission ready before the process is begun in the system. Discussed below are some suggestions for Standard 3's substandards. These substandards are designed to help a system verify that a true individual need really is being addressed and that it is in some way related to system needs.

I. System Criteria

The student goals section will be the easiest for personnel to respond to if the individual's needs assessment has been efficient. If it has, it should be a relatively simple task to identify the system student goals within which individuals need to improve. Since these goals are stated in priority order, teacher needs are automatically ranked too. In most cases, improvement practices will be actual student activities or classroom-related products. For some plans, however, activities in pursuit of particular competencies may not seem to have a direct connection to student goals or be directly demonstrable in the classroom. This is one point at which a system advisor may either help the participant work out the connection or decide that the improvement goal is inappropriate. In any event, the individual should have access to system personnel (committee representatives) to check on such contengencies.

Competencies to be pursued can be drawn from the system list, and the participant may also choose to adopt the corresponding performance indicators. However, he may wish to add additional or supplementary indicators more

reflective of planned activities. At this point, the committee will have to decide whether additional indicators truly represent the competency. Being at a decision point, the committee should be sure to devise criteria concerning such decisions.

The first three elements in this standard set the stage for the crucial planning element, the preparation plan itself. The system should be very careful to devise specific criteria to cover this section. These criteria should set the perimeters of the individual plans in much the same way the present standards set the perimeters for system proposals. However, it should be remembered that criteria by definition are more specific and directive than standards. The criteria should be flexible and emphasize the wide range of directions possible in each plan. This is systems personnel's chance to design their own programs and be as creative as they wish. The system may offer a suggested list of types of activities it would consider appropriate.

Each individual or group plan, however designed, should have specific impact objectives. How will the plan effect the behavior of the teacher or administrator, and how will this in turn effect students? Each plan, then, will need strategies for translating knowledge acquired in the preparation phase into actual practice. To effect (and perhaps help evaluate) the activity, there should be a follow-up phase to each training component. This is strongly recommended based upon considerable experience in and out of the state. Lastly, participants should be encouraged (perhaps required in the criteria) to be as specific as possible in their proposal. If they are going to elicit help from a college or CESA, for example, that contact should be made during planning with names and dates included in the plan. We know that without extra attention to details there is a good chance that many of the activities will not take place or be wedged into the last month of the project.

The purpose of all of this planning and effort is to improve classroom activities by enhancing the knowledge and skills of the teacher and administrator. For this reason, on-the-job assessment is a particularly important element. The fact that there is a separate standard on this element suggests its importance in the whole process. Criteria established for this element should follow the sub-elements of Standard IV/5 and the suggestions below.

II. The Committee for Certification Renewal

The committee for certification renewal will be the heart of a system's comprehensive program. It should have wide-range, decision-making responsibilities in addition to providing leadership for the entire program. For this reason, there are a number of important elements to consider when constituting such a body.

Representation is an important consideration. Committee size may vary from system to system depending upon the extent of the responsibilities beyond the state standards it assumes. Even if it assumes just those in the standards, however, it will be crucial to be sure that all school levels and program areas are represented. This should include, of course, a cross-section of teachers, principals and central office personnel. A lay community representative may also serve the program well. In addition, a system should consider a member external to the school system and the community. This might be a representative from a college or university, a CESA consultant or someone from the Georgia Department of Education. There could be many advantages from such a member, drawing on a particular expertise or position in a supportive educational organization. An outside point of view can often mean the difference between well-consider or short-sighted decisions. A list of committee members and their qualifications should be included in each plan.

Although general qualifications are listed in the standards, additional comment seems appropriate in light of state-wide experience. The number and

kinds of decisions the committee will have to make should indicate the caliber of representation required of an effective committee. If degrees and certification levels are considered a positive indicator, a system might consider a criteria requiring upwards of fifty percent masters' degrees or sixth-year certificates (or at least work toward that). The two standard elements required for membership will also effect who may serve. The second, on process, requires that the person be familiar with the local system; this should not be a problem, except for the community or external representative. The first requirement, however, on assessment, could disqualify an otherwise desirable member. Under no circumstances should this standard be compromised. A local system may need to provide an introductory preparation phase on committee procedures prior to formal committee staffing. Both the department of Education and colleges can offer help to systems to train local personnel in basic assessment procedures. There is also a body of literature on this concept. Without such skills and knowledge the committee would have to assume a purely ad hoc committee approach to each new issue with no reserve to draw upon. In short, a committee without such expertise would likely design and administer a weak program which could be a disservice to the educational community.

III. Administrative Procedures

The overall goal is to approve plans that will truly make a difference in the expertise of local educators. This should be done through a systematic effort to set up a committee and establish criteria to guide personnel through the process of designing their own programs in the most efficient and effective manner possible. Experience has shown that the apparently mechancical administrative aspects of the process are often ignored or left to develop as the need arises. This same experience has shown also that more problems can arise from a lack of clear administrative procedures than from almost any other

misunderstanding. Several areas require careful consideration before implementing the program system-wide. Responsibilities of the committee are perhaps the most important element to consider. The examination and approval of plans submitted by local personnel is a responsibility clearly stated in the standards. Implicit in the sub-standard on assessment expertise is the committee's responsibility to finally approve the evaluation of a program and recommend personnel for certification renewal. However, there are a number of ways a committee can respond to this mandate. This could range from developing criteria to delegate field people the responsibility for evaluation (with the committee merely acknowledging their signatures, adding their own and passing on to certification) to the committee actually evaluating system personnel. This decision and a system for implementation should be one of the first major decisions the committee makes. More details on this responsibility will be found in the on-the-job assessment section.

An application format is the first step. This will be designed by the committee to meet their criteria, but the Georgia Department of Education application may serve as a model. The most important point to remember is to consider carefully all of the information the committee is likely to need, not only to initially approve the proposal, but to assure that adequate steps are included in every participant's plan for accurate evaluation. Thinking ahead at this point will save many headaches later.

Application submission and approval is the heart of the administrative process. How and when proposals should be submitted, to whom, how and when will the committee react, what form the responses take and how participants are notified are all questions which will have to be decided before the first application is received. Specificity, again, is extremely important at this point.

Actual committee procedures will need the same attention. Such seemingly mundane decisions as when and where the committee will meet need to be decided in the beginning, written down and distributed throughout the system. The same is true of the internal workings of the committee--how the committee deals with the mandates of the state standards, what tasks the committee will perform besides standards and how the work requirements will be divided among members. These decisions are preliminary to actual committee proceedings and should be made clear to all participants before they begin designing their individual programs. How the committee will administratively handle their applications, and especially the process of evaluation, will effect how participants design their programs.

IV. Relationships

Setting up a mechanism and procedures to guide participants while they design their own programs and the procedures for accepting and approving such plans will be obviously a complicated and difficult task even for systems with considerable resources. But it is a necessary process. Inherent in the whole process to this point has been the necessity for building in a logical relationship among the several component parts. These may seem obvious, but they deserve comment. The preparation phase, designed by the participant with the consent of the committee, should have a clear relationship to the competencies to be gained, both generic and supportive. The preparation phase must also make clear its link to expected on-the-job performance, a crucial element in the improvement process. The evaluation design must be appropriate to the preparation activities and the objectives of the individual effort. The on-the-job assessment and recommendation for certification renewal sections will contain more on evaluation.

COMPLETION OF PREPARATION

The evaluation of an individual or group plan is accomplished in two phases. The first simply verifies that preparation has been completed at a predetermined level of excellence. This is the kind of evaluation to which most people are accustomed. Did the student participate for the designated number of hours? Did the student meet certain prearranged goals and objectives in the cognative or affective realm? Did the student meet specified product or process criteria? In other words, it must be verified that the individual has followed a process assumed to produce learning. The second phase is somewhat unique to the certification renewal process--on-the-job assessment to assure that the participant can translate knowledge and directed experience into practice. This important departure is the subject of the next standard.

Verifying that the preparation phase has been completed at a reasonable level of success is mostly a matter of establishing several broadly accepted criteria areas such as time involvement and types of learning deemed necessary to achieve mastery. However, discussion of Standard IV, 3, Individual and Group Plans, strongly emphasizes the importance of plans being individually suited to systems and system personnel, and variety and creativity in the standard criteria should be encouraged. Given this idea, verifying that the preparation phase has been acceptably completed may also require some variety and creativity when setting criteria.

Criteria for Acceptable Completion of Preparation

Time spent in preparation is the first consideration. The present standards are explicit on the minimal time requirements (see "Frame of Reference"). But these are minimal; a system may choose to require more participation in its general staff development effort. A portion of the participant's activities can be designated as convertable into certification renewal credit or this can be left up the participant. In this case, it should be decided whether

the evaluation scheme and on-the-job assessment should apply to all of a person's staff development or just the part used for certification renewal.

Type of learning to be pursued is a second criteria area. Considering the wide range of needs likely to be identified in even the smallest staff, this criteria should be as broad as possible. Participants should be aware of possible experiences in process-product study and preparation, skills related to present study or programs already in operation in the school, relevant knowledge areas and experiences intended to improve personnel attitude. These may seem so broad and generally accepted that they might go without specific reference. Again, being as specific as possible, no matter how ordinary or traditional the posture might seem in the planning stage, will help to avoid more complex problems later.

One area in which a system might want to be more specific is whether a participant should concentrate in one area of learning or become involved in a crosssection of types of learning. Some of the areas mentioned above will take more activity than others, and this should be a criteria consideration.

Process for Documenting Learning

Quality of learning is a third generally accepted criteria area to verify learning. If the student spends the required amount of time and studies the accepted topics, how is the quality of learning measured? The philosophy of the present standards suggests that this can best be answered by observing the participant's performance in the school setting. But this can be a complex process requiring the cooperation of many people over a period of time. To avoid wasting time and energy for such an assessment, when the participant may or may not have been successful, an intermediate assessment is suggested. Immediately following the preparation activities, the system needs to ask the question, "Is this person (or group of people) ready to demonstrate mastery of his chosen competencies in the school setting (whether

classroom, principal's office or central office?)" Should the reply be negative, more preparation can be prescribed without going through the relatively complex process of on-the-job assessment.

There are a variety of documentation processes to consider. An instructor assessment is a common, often employe technique. An expert panel or individual could review a participant's products, plans for on-site implementation or demonstration and interview the applicant. If the participant or group has developed products in different media, examination of a project portfolio by a panel or expert individual might suffice. To measure attitudes, formal attitude scales could be efficiently employed. Many plans may culminate with the participant or group doing a trial run of their product. In this case an observation might be in order. These are just a few methods of assessment, and local systems should be able to brainstorm many more. Brainstorming is an excellent way to involve system personnel in planning system criteria. How much the system wants to require in which areas will be the main consideration.

Procedure for Verifying Acceptable Performance

Finally, the planning committee should specify procedures to verify acceptable performance during the preparation phase. At this point the documentation processes suggested above must be enumerated. Criteria for matching appropriate documentation with various kinds of activities are in order.

- Will the participant be required to engage in more than one type of documentation process for an activity or a program of activities?
- Who will receive the reports of documentation and in what form?
- Who will finally approve the preparation phase and how will this be recorded?

. How will the participants be notified?

. How will possible recommendations or shortcomings be handled?

. What will system policy be and what situations will be left up to the discretion of the committee, evaluators or participants?

. Procedures to cover all of these contengencies should be developed and made a part of the system plan.

Although this process and the questions it trys to answer may seem like more red tape, their purpose is actually quite important, to establish criteria in the beginning that can be discussed with all affected personnel and differences ironed out before real problems occur which might wreck an otherwise functional program.

ON-THE-JOB ASSESSMENT

The major criterion for staff development in the past has been participation. A person hears a lecture, observes a demonstration of a new skill and answers intellectually questions about what he has heard and seen. Yet, learning has been defined as a change in behavior. He may hear and see but not be able to implement. Staff development for certification renewal makes the ultimate criterion one of performance, a major shift. It is based on the assumption that learning has not been adequately acquired for an educator until he can apply it effectively for improved learning in an assigned area of job responsibility.

It is important to recognize the distinction between certification renewal and employment. In certification renewal the State Board of Education is concerned that the individual acquire a new knowledge and be able to put it into action in the work setting. Whether or not the individual continues to demonstrate those new competencies in his work setting is a problem for school management and leadership at the local level. Therefore, the basis for certification renewal is not that the individual continue to demonstrate the new knowledge, but that he demonstrate that it has been acquired. The continuing demonstration of that competency addresses itself to the employment factor.

A second distinction which is important to consider is that between data collection and assessment. This is at the heart of on-the-job assessment, which is divided into these two functions. Individuals or groups of observers will first collect information on whether an individual can demonstrate, on the job, the competencies which are the focus of the staff development program. How this can be done is the subject of this section. This information (data) is then presented to evaluators (i.e., the local committee for certification renewal), and they decide whether the performance measures up to the objective

of that individual's proposal. (This process is described under the section on Recommendation for Certification Renewal.) Therefore, data collection is basically recording what is evident or observed and should not even consider whether what performance is acceptable or not. Assessment, then, involves determining the status of performance, judging it against the original program objectives.

Consider the following elements in designing an on-the-job assessment scheme.

Objective Evaluation

It is imperative for several reasons that on-the-job assessment be as objective as possible. Besides the integrity of the program and fairness to the individual, a good, realistic assessment during and at the end of one program can serve as the major focus for needs assessment at the beginning of the next cycle. This would be true even if the individual did not participate again for a year or more. The importance of an objective personnel needs assessment has been discussed earlier.

What should a system consider to assure an objective evaluation? The choice of who does the evaluation is primary. Experience and discussion across the state on this issue since 1974 found respondents divided on whether the evaluators should be local system people or someone from outside. It seems reasonable that systems could remain flexible enough for both. For individual and group plans participants will be designing their own evaluation with the advice and consent of the committee. Different types of plans could logically include either.

Besides this problem there are several points on which everyone agrees. Evaluators should have considerable expertise in the area under evaluation. This in itself suggests that all evaluations could not be handled by one person. It is also strongly suggested that the evaluators not be in a

position to directly affect the participant's employment; to assess for employment purposes is not the object here. To evaluate the central office personnel may require an outside evaluator, perhaps on a reciprocal basis with another system.

Not only should evaluators have expertise in the area being evaluated, but they must also have expertise in the skills of evaluation. Since the participants will be designating the kinds of evaluation they believe to be appropriate, it behooves the system to be very specific about its criteria on the selection of evaluators and their qualifications and require the participants to defend their choice accordingly.

Areas That Might Be Evaluated On The Job

First, it should be decided whether products are being utilized at an effective level. There exists a broad range of products that might be involved in certification renewal. They might include new instructional materials, new curriculum, revised curriculum structure or specially developed materials. Therefore, certification renewal can be based on document evidence that the individual involved has effectively implemented an improved or validated product.

The second area is documentation of implementation of a valid or improved process. These processes may include new approaches to teaching basic skills, improvement of generic competencies, different approaches to classroom management, individualization of instruction, uses of the community for learning purposes, team teaching, diagnostic and prescriptive learning, etc.

In those instances where teachers have introduced evidence of a process resulting in improved student learning, this can serve as the basis for certification renewal. Processes are not limited to teachers only. The school principal who has implemented an improved process of communicating with his faculty and dealing with instructional problems also fits this category. Also

included would be the principal who organizes a faculty into a functional team, develops team leaders, holds instructional and planning meetings with team leaders and is involved in on-the-job assessment for certification renewal. The guidance counselor who is attempting to work with the curriculum and more with the teachers to achieve certain career guidance objectives also will fit in this category. The process may include improved or new competencies being displayed on the job.

Sources of Evidence to Consider in Determining Whether a Particular Product or Process Has Been Implemented

People represent a major source of evidence. Students, their parents, teachers, supervisors, the individual being evaluated and experts on products or processes are sources of evidence.

Another source is the individual's own audit or records referring to the use of either a product or process. These may include minutes or tape recordings of class sessions, diaries, actual products that are consequences of the competency, work of students or any type of historical record that substantiates the utilization of a product or demonstration of a process.

A third source of evidence is an expected change in behavior by new competencies being acquired by the individual. In the case of teachers, the source is evidence of student growth. In the case of leadership personnel, the source is evidence of improvement of or change in performance of subordinates. This may be confusing because a process may be precisely and accurately demonstrated and yet not result in student growth. But it would still be a source of evidence.

An additional source of evidence is direct observation of the individual using the Product or demonstrating the performance of a new process skill. Such observation can be done by peers, a trained observer, or an individual knowledgeable of whether the product or process is being done correctly.

These represent only four sources of acceptable evidence that a competency is being utilized or demonstrated at an expected level. The local system may design many others.

Resources Available to Assist Wtih On-the-Job Assessment

Validated projects represent a major resource of on-the-job assessment instruments. Almost all validated projects contain instruments that can be used to determine when particular products or processes have been adequately implemented. Furthermore, these validated projects contain precise objectives and evaluation techniques that make them adaptable with minimum change. A second resource is existing instruments of developmental projects that are adaptable and adjustable to determine whether a particular competency is being demonstrated in the classroom. Projects in DeKalb and Berrien Counties, Project ROME in Thomas County, the West Georgia Project and a brief scan of professional literature provide an array of instruments currently available.

An inventory of the resources already available would include CESA staff, local colleges and local system staff. An example of a local system expert evaluator might be a teacher who has done an effective job of individualizing his instructional process. He may be the best person to assess whether another individual has effectively individualized to the expected level.

Another resource for assessment is the reciprocal concept. In small systems, this may be an effective means of getting at certification renewal. For example, three principals trained as evaluators might spend five days in a neighboring school system evaluating persons for certification renewal. In return, three principals from that neighboring system might serve as evaluators for certification renewal for teachers or administrators in the first system.

Another resource is the evaluation instrument of the system's adoption/adaptation project. These instruments are excellent vehicles for certification renewal. A certain amount of these projects' budgets can be used to bring the original project developers in as evaluators. They can easily determine if teachers or administrators are implementing the products or processes at the expected level.

Adoption/adaptation and staff development funds can be used to purchase release time for the teachers used as evaluators. This may be the most acceptable form of evaluation for certification renewal. Supposedly, teachers prefer to be evaluated by individuals who are both trained evaluators and masters of the competency or process on which they themselves are being evaluated.

In addition many federally funded projects require evaluation. Systems could build into the procedure their own system of assessment for certification renewal.

Types of Instruments or Processes That Can Be Used to Document Demonstration of Competencies On-the-Job

Just as there are a variety of sources of evidence to demonstrate implementation of a product or process, there are a variety of ways to document this demonstration. These can usually be categorized as self-documentation by the participant or external documentation. Once again, the idea of a variety of ways to document attainment will give a more dependable assessment. The system may even want to establish a criteria that at least two or three types be offered in any one project.

The self-documentation approach can be very effective. A portfolio of products, diaries, records, student materials, even evidence of a participant teaching the skill or process to others, would all be good indications of an individual's acquisition of a competency. A portfolio may be simply made

up of the natural products of implementation and the most reasonable and easiest way for some participants to respond. A qualified individual or panel of experts could decide if the evidence presented in the portfolio is sufficient to indicate that the competency has been demonstrated.

Externally, there are several options available. An interview with the participant is one. A second approach might be an interview or questionnaire compiled by students, peers, supervisors or parents. A third might be the use of observation scales or attitudinal scales. There is no reason why both self documentation and external documentation approaches could not be combined.

The suggestions cited above are only examples; the local system and its support institutions should be able to develop many creative, useful ways to make evaluation meaningful and welcome rather than dry and threatening.

Communication

An element often overlooked when a group of professionals are in the throes of designing a complex system is that of continued communication with those for whom the process is intended. The degree of acceptance of any finalized system of staff evaluation for certification renewal will depend considerably upon communication provided during the process of developing the evaluation program. One aid to good positive communication is to select, within the nominated membership of the committee or its supportive sub-committees, individuals to represent various schools within the district. Another prerequisite to positive communication is the scheduling of regularly spaced meetings at which the committee members can solicit comments, criticisms and suggestions from the total staff. Although many other aids to positive communications could be added after surveying the local situation, a final requirement is the distribution of the written minutes of the committee to each committee member and each administrator. An updated set of minutes

should also be placed on appropriate bulletin boards within each school building. Final decisions should also be duplicated and given to each teacher and administrator.

ERIC

RECOMMENDATION FOR CERTIFICATION RENEWAL

The local school system will recommend the applicant for certification renewal credit. The recommendation may be made ultimately by the program coordinator, the local committee or person they designate. In any event, the system plan must make it clear what individual or group has this responsibility. It is not recommended that the superintendent or the board of education take this responsibility because their hiring function would represent a conflict of interest. Whatever person or group assumes final responsibility for this project, they would do well to consider several possible problems in advance and design criteria and procedures accordingly.

Since certification renewal is a concern of all levels and grades of educators, it will be necessary to adhere to state and local standards. This can be an obviously sensitive situation, and the local system will have to devise precise policies to avoid misunderstanding. It might be emphasized that the system is literally "recommending" that a person's certification be extended. The system simply verifies that the individual has successfully completed a program of work which meets the state and local criteria. It is on the basis of continued state approval of the local system plan that certification renewal will be formally granted. This is a somewhat circuitous position but is the case nonetheless. Because of the seemingly vague chain of responsibility the system may sometimes receive pressure to recommend on the basis of insufficient evidence or promised participation in order to meet deadlines. This is only natural, and most of this pressure can be curtailed throughout the process with built-in checkpoints on participants' progress. It is also another reason for requiring individual and group plans to contain specific resource people and instructors with accompanying completion dates. These are just a few of the problems which have emerged as the process has been developed and field tested. The main

problem will still be good preplanning and establishing sound criteria and procedures.

Criteria for Recommending Renewal

There are several general directives the planning committee should keep in mind while designing criteria to meet this standard. Evidence for approval will be the responsibility of evaluators designated by the participant's individual proposal. As we have seen, this will be of two types--the completion of preparation phase and the on-the-job assessment phase. A prerequisite to considering direct evidence, however, is a statement or documentation by the evaluator that the evaluation was carried out as approved in the original individual staff development plan. It should also be clear that evaluation was conducted against pre-stated performance objectives (i.e., behavior indicators). This is comparing outcomes to intentions. If the evaluation was modified, a rationale should be presented prior to examination of the evaluation data.

In the preparation phase, the committee should be sure that the applicant has attended the designated number of hours for staff development in the agreed-upon areas of study or experience. And in the on-the-job assessment phase the committee should also be sure that the agreed-upon number of observations were carried out and that they were of sufficient duration to adequately assess mastery.

Of most general concern, then, at this point of recommendation is that the data presented by the various evaluators to the committee clearly verifies that the competencies have been demonstrated on the job at an expected level of quality over a designated period of time. From the evidence presented the committee should be able to determine proficiency at a glance. The need for clarity exists to avoid misunderstandings on the part of the committee as well as lost time in processing. Both system standards and the stated objectives

of the individual proposal should set the expected level of attainment. This will be the main cross-reference for committee evaluation. The designated period of time may vary from project to project. Some competencies may be demonstrated on a one-observation basis or merely in the production of a piece of material or a report; others may require several observations. It will be important to clarify this in each proposal before initial approval.

Procedure for Recommending Renewal

Specific procedures will, of course, be at the discretion of the local system. A few suggestions based upon the requirements of other standards and their implications may be in order, however.

It is suggested that the applicant himself should initiate the process, theoretically when the work and evaluation are complete. However, it would be wise to write into the criteria a deadline far enough prior to the end of an applicant's certification period to allow for committee review and additional work or evaluation if necessary. Making the deadline at least a semester or more before expiration of a certificate will avoid the pressure to approve an evaluation because of the approaching expiration.

Further, it is suggested that each case be considered individually by the committee. It may not be necessary for the committee as a whole to review each application; they may be farmed out to individual members who will report back to the whole committee. A recommendation to reject perhaps should be reviewed by the entire committee. The members of a group which has cooperated on a project may be considered together by the whole committee. In any event, the details of such seemingly trivial procedures should be worked out in the planning stages of committee functions.

Every group has its own preferences in handling the paperwork created by its action. What to commit to paper and how to distribute it will be a tedious but necessary task. Minutes of each favorable or unfavorable action must be

kept. In addition, the data which is considered in approving or rejecting an applicant must be retained for at least three years for the Georgia Department of Educat n monitoring team. Beyond these brief suggestions the system should be as creative as it can in establishing criteria to make this operation as efficient and simple as possible.

PROGRAM COORDINATOR

Leadership of the program coordinator is crucial to the effective program operation of certification renewal through staff development. The coordinator will be responsible for the day-to-day functioning of the program set up by the planning committee. Unless the local system can afford an assistant, the range of decisions he will have to make will be considerable. Since the implementation period of any new project or thrust is the most difficult, the coordinator should be a full-time job in a middle-size to large system the first year. A large system may consider having an overall coordinator to delegate specific responsibilities to regional or content supervisors.

Before a system chooses a program coordinator, it must look at not only the duties of the position but also the qualifications required to perform those duties. The program coordinator must know the system's needs, policies and regulations; it is not a position for an outsider or newcomer to the system. His performance will be more effective if he is known by the other educators and has their respect; more weight will be given to his opinions and recommendations if he knows what the system is up against. In addition, he should be aware of the Georgia Department of Education's rules and regulations concerning certification and staff development.

The coordinator's attitude toward the program must be positive and enthusiastic. He is the major person in the system who will need the support of educators and the committee in certification renewal through staff development efforts. To work with groups of people, he should have skills in management, counseling, organization and group dynamics; his duties may also call for skills in assessment and observation/interview techniques.

Each system is likely to reassign a member of the present staff to assume these duties. Many program coordinators may need some preliminary training

because of the variety of skills required by the position.

RECORD KEEPING

A system's record keeping can get out of hand if certain decisions are not made before a plan is implemented and practices are set up. It will help everyone concerned if reports and forms are kept simple and the number kept to a minimum.

Each system should consider its resources and develop an efficient means of creating forms, retaining records and reporting outcomes to the various people involved. There are several questions that, when answered, will help a system in developing its plan for record keeping.

- Why is a record being kept?
- How will it be used?
- What forms or reports are actually necessary and contribute to the successful operation of the program?
- How long must records or forms be kept?
- Who will keep various forms or reports?
- Where will they be stored?
- Who will have responsibility for each form?

Certainly the size of the school system will influence the answers to the questions above. Probably a small school system would rather keep all records in personnel folders located in the system office; a large school system would be more selective in deciding which records to file in personnel folders. The size of the system also will influence the format or design of a form. A smaller system may wish to have complete records passed to appropriate personnel; larger systems might develop forms with tear-off recommendation/signatory pages to be sent to appropriate personnel.

Instructions for completion and procedures to follow should be attached to all forms. The "individual needs assessment record" would contain pertinent information that would outline the educator's needs and their relation to

the system's identified student needs. The "application for certification renewal" would list activities to address student needs, competencies to be gained, expected outcomes, schedule of training activities, identification of performance acceptable in implementing activities in the classroom, a plan for follow-up visits to monitor the progress made and to make recommendations and detailed evaluation plans.

The educator should retain personal copies of the individual needs assessment and application forms for the certificate period or the length of the system's approved program for certification renewal through staff development. To help state monitors each teacher should retain a personal copy of forms completed.

The system office should probably retain records required by the Georgia Department of Education and all records that would support the program's content or justify activities. The program coordinator would probably have the most extensive files for the program; he will want to keep individual files as well as all support materials on the certification renewal program.

The system's application for certification renewal and staff development will already be on file at the Georgia Department of Education, so when a participant is eligible for certification renewal, it is only necessary to send verification to Teacher Certification Services.

To insure uniformity, the Georgia Department of Education will provide a reporting form. This form will contain the full name and address of the participant, his/her social security and teacher certificate numbers, date of birth, title and brief description of each staff development activity, and assessment format, dates of in-service, and a statement by the superintendent or his designee verifying the information.

APPEALS CHANNEL

Because the participant in the certification renewal plan can continue working on a competency until that competency is demonstrated on the job, it may be that resorting to an appeals process will actually be a rare occurrence. Therefore, perhaps the most important aspect of this procedure is making sure everyone knows there is a process available, even though it may not be used frequently.

For this section reasonably to fit into the overall plan for certification renewal, the program coordinator should emphasize to all participants what can be done in cases of disagreement. Moreover, the idea of appealing should be considered and communicated positively and not as a threatening process. System personnel should be urged, perhaps in the policy statement itself, to seek reconciliation of any grievance or misunderstanding. They should have the assurance that such action will be handled promptly and fairly and will not go into their personnel files.

Each step in the appeals process ought to identify specific time frames, personnel involved and possible outcomes. The system will want to guard against general procedures that are open to interpretations that could possibly create confusion. Systems may wish to insert their present system policies on appeals into the plan or develop specific policies that deal only with the area of certification renewal. In any event, the process should be simple, well-defined and communicated to all personnel.

DEVELOPMENTAL TIME LINE

The following steps are suggested for comprehensive plan development and execution.

Months

1. LEA operates local staff development plan, approved by the Georgia Department of Education, for at least two (2) years.

1 2. LEA personnel attend drive-in conference on staff development and adoption/adaptation (certification renewal).

3. LEA personnel attend state workshop on procedures and processes.

2 4. LEA writes policies and designs procedures according to state standards.

3 5. Central office conducts discussion groups with system personnel on procedures and policies.

6. Local board of education reviews and approves local plan.

7. Program coordinator is identified.

8. Committee for certification renewal is appointed and training conducted.

4 9. Local plan is submitted to the Georgia Department of Education for approval.

10. Upon receipt of approval letter from the Georgia Department of Education, LEA policies and plan are distributed to system personnel.

11. LEA conducts personnel needs assessment.

5-7 12. Individual, group and school plans are designed and submitted to the local committee.

8 13. Committee approves plans.

9 14. Individual, group or school plans executed.

15. LEA conducts minimum of three (3) observations of participant performance.

16. Evaluators recommend approval to local committee.

17. LEA recommends participants for certification renewal.

18. Georgia Department of Education renews certificates.

19. Georgia Department of Education monitors local program according to state standards.

RESOURCES

SOURCES FOR GENERIC COMPETENCY LISTS

The Pioneer CESA Project

"The Development of a Model Comprehensive Needs-Based Guidance System and Modular Instructional Strategies," 1973
Pioneer CESA
Box 548
Cleveland, Georgia 30528 (Guidance Competencies)

The DeKalb County Project

"Performance Based Certification/Supportive Supervision Model," 1974
Doraville Education Center
3932 Flowers Road
Doraville, Georgia 30340 (Teacher Competencies)

Project R.O.M.E.

"Results Oriented Management in Education," 1972
Thomas County Schools
Thomasville, Georgia 31792 (Principal Competencies)

Purdue Instrument

"Observer Rating Scales," 1974
Ernest McDaniel, et al.
Purdue Educational Research Center
Purdue University
West Lafayette, Indiana (Teacher Competencies)

Carroll County Project

"Carroll County Competency-based Teacher Certification Project," 1973
Carroll County Schools
Carrollton, Georgia 30117 (Teacher Competencies)

SOURCES FOR SPECIFIC COMPETENCY LISTS

Educational Programs That Work

National Diffusion Network
United States Office of Education
Contact: Education Diffusion Project
Far West Laboratory
1855 Folsom Street
San Francisco, California 94103

Innovative Education Practices, Volumes I and II

National Advisory Council on Supplementary Centers and Services
425 - 13th Street NW
Washington, D. C.

A Catalog of Innovative Education Practices

Division of Program and Staff Development
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334

PEER PANEL PROCESS

Berrien County Project

"Project CLASS," 1974
Berrien County Schools
Nashville, Georgia 31639