INTERVIEWS CONDUCTED BY GREAT LAKES RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	TEACHER	IHE EDUC. FACULTY	IHE FACULTY	IHE ADMIN.	PUBLIC SCHOOL ADMIN.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	TEACHER ORG. REP.	LEGIS- LATOR
WISCONSIN	Madison	5		6		3				
	Milwaukee	6		2	1	2	1		1	
	Steven Point	7	7			2				
	Shorewood	1								
	Jonesville	1								
WEST VIRGINIA	Charleston	6	2	2	2	4	2	1		2
	Institute	1								
GRAND TOTALS		86	15	38	14	42	12	2	12	3
TOTAL INTERVIEWS	224									

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NORTHEASTERN RTR CENTER
HOWARD UNIVERSITY
INTERVIEWS CONDUCTED BY STATE AND USER GROUP

STATE	INSTITUTION/ SCHOOL DISTRICT	# INTERVIEWS BY USER GROUP								
		IHE ADMIN.	FACULTY	SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	LEGIS- LATOR
CONNECTICUT	U. of Hartford	3	5							
	Trinity College	1	4							
	Kinsella Public School				1	2				
	Hartford School District	1						1	2	1
	Burns Public School				1					
MAINE	U. of Maine Presque Isle	2	5							
	S. Aroostook School District			1	3	7	1	2	1	1
MARYLAND	U. of Maryland Baltimore College	1	6							
	Morgan State College		7							
	Coppin State College	1	5							
	Dunbar High School				2	1		1		1

INTERVIEWS CONDUCTED BY NORTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE ADMIN.	FACULTY	SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	LEGIS- LATOR
	Baltimore School District	1						1		
	Pimlico Public Schools	1			2	5				
NEW HAMPSHIRE	Hanover School District				1		1	1	1	
	Dartmouth College	2	4							
	Hanover Public Schools				1		1			
	Supv'y U. #32				1		1			
	Richmond Public Schools				i					
	Ray Public Schools	•				3				
	School St. Public School					4				
NEW JERSEY	Glassboro State College	3	11				2			
	Rodgers Public School				2	4				
	Academy Street Public School				1					
	Bowe Public Schools				1					

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE		SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	LEGIS- LATOR
		ADMIN.	FACULTY							
	Glassboro Public Schools	1								
NEW YORK	New York City Public School 179					4				
	New York City Public School 192				1	9	1			
	New York City Public Schools							1	3	
	New York City Public School 145				1					
	New York City Public School 163					2				
	New York City Area		7		12	22	8			
	Bank Street College	3	5							
	City College New York		2							
	S.U.N.Y. Potsdam	2	7							

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INTERVIEWS CONDUCTED BY NORTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE ADMIN.	IHE FACULTY	SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	LEGIS-LATOR
	Canton Central Schools				1					
	Canton Middle Schools					3		1		
	Canton Public Schools				1					
	Parishville-Hopkins Public Schools				1	1				
	Potsdam Public Schools					1				
	Norwood-Norfolk Schools				1	2		1		
	A. A. Kingston Middle Public School					1				
VIRGINIA	Fredericks-burg Public Schools					3				
VERMONT	Seminary Hill Public Schools					1				
	University of Vermont	1	10							
	Rutland Public Schools				2	2	4			

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INTERVIEWS CONDUCTED BY NORTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	IHE ADMIN.	FACULTY	SUPT.	PRINCIPAL	TEACHER	TEACHER ORG. REP.	SCHOOL BOARD. MEMBER	STATE ED. DEPT. OFFICIAL	LEGIS- LATOR
	Wheeler Public Schools				1					
	John F. Kennedy Public School				2	5				
	Burlington Public Schools						2		1	3
GRAND TOTALS		23	78	1	40	82	21	9	9	7
TOTAL INTERVIEWS	270									

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SOUTHEASTERN RTR CENTER
UNIVERSITY OF GEORGIA
INTERVIEWS CONDUCTED BY STATE AND USER GROUP

STATE	INSTITUTION/ SCHOOL DISTRICT	TEACHER	IHE EDUCATION FACULTY	IHE OTHER FACULTY	IHE ADMIN.	PUBLIC SCHOOL ADMIN.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	TEACHER ORG. REP.	LEGIS- LATOR
MISSISSIPI	Jackson State College		1	1	1					
	Jackson Public Schools					1	1	1		1
VIRGINIA	Virginia State College, Richmond		2	1	1					1
	Virginia Union		1	1	1					
GEORGIA	Atlanta University		1	1	1					1
	Atlanta City Schools	8				1	1	1	1	
	University of Georgia		1	1	1					
	Clarke County Schools	5				1	1		1	
TENNESSEE	George Peabody College		1	1	1					
	Nashville City Schools	5				1	1			1
	Middle Tennessee State Murfreesboro		1	2	1					

INTERVIEWS CONDUCTED BY SOUTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	TEACHER	IHE EDUCATION FACULTY	IHE OTHER FACULTY	IHE ADMIN.	PUBLIC SCHOOL ADMIN.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	TEACHER ORG. REP.	LEGIS- LATOR
	Murfreesboro City Schools ·	5				1	1			
ALABAMA	Auburn City Schools	1				1				
	Auburn University··		1		1					
	Miles College, Birmingham		1	1	1					
	Birmingham City Schools	7				2			1	
	University of South Alabama		1	1	2					
	Mobile Consolidated Schools	15				1	1		1	
GEORGIA	West Georgia College		1	1	1					
	Columbus College		1		1					
	Columbus Schools	1								
	Carroll County Schools	1				1				

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INTERVIEWS CONDUCTED BY SOUTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	TEACHER	IHE EDUCATION FACULTY	IHE OTHER FACULTY	IHE ADMIN.	PUBLIC SCHOOL ADMIN.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	TEACHER ORG. REP.	LEGIS- LATOR
LOUISIANA	Xavier University		1	1	1					1
	New Orleans Parish Schools	10				1				
FLORIDA	University of Florida		2							
	Alachua County Schools	5				1			1	
	Florida State University		1	1						
	Tallahassee School District	15				1	1	1	1	
KENTUCKY	Western Kentucky University		2	1	1					1
	Elizabethtown Board of Education	5				1	1			
	University of Louisville		1	1	1					
	Louisville City Schools	7				1	1		1	1
SOUTH CAROLINA	University of South Carolina, Columbia		2	1	1					

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INTERVIEWS CONDUCTED BY SOUTHEASTERN RTR CENTER

STATE	INSTITUTION/ SCHOOL DISTRICT	TEACHER	IHE EDUCATION FACULTY	IHE OTHER FACULTY	IHE ADMIN.	PUBLIC SCHOOL ADMIN.	SCHOOL BOARD MEMBER	STATE ED. DEPT. OFFICIAL	TEACHER ORG. REP.	LEGIS-LATOR
	Lancaster Area #4 Schools	10				1	1		1	
	South Carolina State, Orangeburg		1	1	1					
	Orangeburg County Schools	5				1	1			
NORTH CAROLINA	Winston-Salem State		1	1	1					
	Winston-Salem Schools	3				1	1			1
	North Carolina A & T University, Greensboro		1	1	1					
	Greensboro City Schools	6				2				
GRAND TOTALS		120	25	19	20	20	12	3	8	8
TOTAL INTERVIEWS	235									

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APPENDIX B

INTERVIEW ANALYSIS GUIDE

INTERVIEW DESCRIPTION

1. Date of interview
    1. September
    2. October

2. Present position of interviewee
    1. Teacher
    2. School Administrator
    3. Higher Education Faculty: College of Education
    4. Higher Education Administrator
    5. Other
    6. Teacher Organization Representative

3. Location
    1. Urban
    2. Rural
    3. Suburban
    5. Other

4. Type of population area
    1. Metropolis
    2. Small City
    3. Small Town
    4. Rural

5. Years of service in education
   1. 0-3
   2. 4-9
   3. 10-20
   4. Over 20

6. Ethnicity
   1. American Indian
   2. Anglo
   3. Asian American
   4. Black
   5. Other
   6. Mexican American/Chicano

7. Sex
   1. Male
   2. Female

TOPIC 1: INCENTIVES AND MOTIVATION

It is generally believed that present arrangements do not provide adequate incentives for teachers to participate enthusiastically in ISTE activities.

ISSUE 1: Is this true?
   1. Yes (Agree) (True)
   2. No
   5. Other
   8. Did not discuss
   :. Did not know

ISSUE 2:   If so, why?   What are the major shortcomings of present arrangements?

1.   Time related reasons: We are expected to teach all
     day and participate in inservice.

2.   Money related reasons

3.   Time and money

4.   Disorganization of program

5.   Other

6.   Irrelevant

7.   Inconvenient location

8.   Did not discuss

9.   Did not know

ISSUE 3:   What suggestions do you have for improving the "incentive system?"

1.   Better planning and organization, i.e. more teacher
     input, meet local needs, long range plans

2.   More incentives to encourage participation, i.e.
     general statements such as more rewards

3.   More incentives to encourage participation, i.e.
     time related statements, such as released time

4.   More incentives to encourage participation: money
     related

5.   Other

6.   Time and money

8.   Did not discuss

9.   Did not know

ISSUE 4:   What are the chief obstacles to reform in this area?

1.   Attitudinal - teachers, i.e. teachers' resistance
     to change

2.   Attitudinal - administration; lack of enthusiasm
     from administration

3.   The lack of incentives for teachers

4.   Lack of financial support for inservice teacher
     education

5.   Other

8.   Did not discuss

9. Did not know

ISSUE 5: What are the chief issues and problems to be solved in developing
and implementing better incentive systems?

    1. Need for better planning and organization, i.e.
teacher participation in planning

    2. Need for an attitudinal change on part of teacher
and/or administration

    3. Need for staff awareness for need of inservice
teacher education

    4. Lack of financial support

    5. Other

    8. Did not discuss

    9. Did not know

TOPIC 2: RESPONSIBILITY FOR ORGANIZATIONAL STRUCTURE OF ISTE

ISSUE 1: What agencies and groups should have the greatest responsibility
for initiating and organizing ISTE? (Deciding on overall patterns
of offerings, teacher centers, etc.)

1. Teachers

2. Cooperative effort between teacher and school district

3. Administration/school district/LEA

4. Cooperative effort between school district (LEA) and higher
education institution (university)

5. Other

8. Did not discuss

9. Did not know

ISSUE 2: Who should determine the content and process of ISTE? (What materials will be focused on and what methods will be used.)

1. Cooperative effort between school district and teachers, i.e. teachers and administration
2. Cooperative effort between school district and universities
3. Cooperative effort between various agencies
4. School districts/administration
5. Participants (teachers)
6. Other
8. Did not discuss
9. Did not know

ISSUE 3: Who should evaluate programs of ISTE? (i.e., state officials, local school boards, building principals, teachers, etc.)

1. Cooperative effort between school district and teachers
2. Cooperative effort between school district, teachers, and other participating agencies, i.e. community, higher education institution, outside agencies
3. School district/administration
4. Teachers
5. Trainers
6. Other
8. Did not discuss
9. Did not know

ISSUE 4: What should be the relative roles, overall, of: (1) state education agencies; (2) school districts; (3) teacher organizations; (4) community groups; and (5) higher education personnel in the determination of policy? (List in rank order from most significant role to least significant role.)

1. State education agencies
2. School districts
3. Teacher organizations
4. Community groups

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5. Higher education personnel

6. Other

TOPIC 3: INSTRUCTIONAL PERSONNEL FOR ISTE

Presently, college faculty are the most frequently used source of instructional personnel, with curriculum supervisors and consultants involved less frequently.

ISSUE 1: Please select a particular training objective that you perceive as significant and identify the best source of instructional personnel for it.

OBJECTIVE	PERSONNEL
1. Individualization	1. Experienced teachers
2. Diagnostic and prescriptive	2. University personnel
3. Multicultural/cross cultural/human relations	3. School administrators
	4. Special consultants
4. New teaching strategies	5. Other
5. General methods	8. Did not discuss
6. Specific teaching skills	9. Did not know
7. Other	
8. Did not discuss	
9. Did not know	

ISSUE 2: Who should select the instructors in a local ISTE program?

1. School district (administration)

2. Teachers and school district

3. University

4. University and school district

5. Teachers

6. Other

8. Did not discuss

9. Did not know

ISSUE 3: Why would you elect to participate in a program of ISTE?

    1. For professional growth, i.e. for better
       performance in my classroom, to keep abreast
       of trends

    2. To receive incentives, i.e. salary increments,
       university credit

    3. Part of job

    5. Other

    8. Did not discuss

    9. Did not know

ISSUE 4: On what basis would you like to receive benefits if you were to
to teach in an ISTE program? (i.e. part of regular teaching load,
supplementary pay, released time, etc.)

    1. Part of regular teaching load

    2. Supplementary pay

    3. Released time

    4. No preference

    5. Other

    8. Did not discuss

    9. Did not know

TOPIC 4: PRIORITIES AND OBSTACLES

ISSUE 1: What is the most important issue that ISTE must focus on at the
present time? (i.e. what areas do you see as needing immediate
attention?)

    1. Individualized instruction

    2. Special education

    3. Multicultural education/bilingual education

    4. Humanistic goals

    5. Other

    8. Did not discuss

    9. Did not know

ISSUE 2: Do you feel ISTE is satisfactory at present?

    1. Yes

    2. No

    5. Other

    8. Did not discuss

    9. Did not know

ISSUE 3: Do you feel that any major program of ISTE is needed?

    1. Yes

    2. No

    5. Other

    8. Did not discuss

    9. Did not know

ISSUE 4: What do you feel are the major obstacles to the improvement of ISTE?

    1. Resistance to change (attitudinal)

    2. Teachers in general

    3. School administration

    4. Lack of financial assistance

    5. Other

    8. Did not discuss

    9. Did not know

TOPIC 5: DECIDING PARTICIPATION AND EVALUATION
OF INDIVIDUAL TEACHERS AS TRAINEES IN ISTE

ISSUE 1: Who should decide how frequently an individual teacher will participate, what she/he will study, and how much she/he will study?

    1. Teachers

    2. Teachers in cooperation with administration/ supervisors/ principal

    3. Principal

    4. School district/administration

    5. Other

    8. Did not discuss

    9. Did not know

ISSUE 2: Should all teachers be required to have regular programs of ISTE?
(For example, should there be periodic "cycles" of training with,
say, a month per year set aside in each teacher's schedule for
ISTE activities?)

1. Yes (including those who say regular basis, ongoing, etc.)
2. No
3. Sometimes/maybe
5. Other
8. Did not discuss
9. Did not know

ISSUE 3: Should participation be on the basis of requirements by local
district, self-diagnosis and interests, diagnosis by other teachers,
suggestions of principals, supervisors, etc.?

1. All of, or combination of, above
2. Self-diagnosis
3. Self-diagnosis with suggestions of supervisor/principal
4. Local district/school district
5. Other
8. Did not discuss
9. Did not know

ISSUE 4: What form should evaluation of a teacher's performance in an
ISTE program take? Who should be the evaluator or evaluators? How
should the results be used?

EVALUATOR(S)

1. Teachers
2. Joint evaluation: teachers and administration
3. Joint evaluation: administration and higher education institution
4. External evaluator
5. Other
8. Did not discuss
9. Did not know

USE OF EVALUATION

1. Identify future needs for ISTE
2. Improve present programs of ISTE
3. Help teachers improve classroom performance
4. General incentive (salary increment, university credit)
5. Other
8. Did not discuss
9. Did not know

TOPIC 6: DEFINITIONS OF ISTE

ISSUE 1:   If you had to define ISTE as it presently exists, how would you characterize it; that is, what is your conception of ISTE?

    1.   Lacking organization

    2.   Providing needed services in keeping teachers up to date

    3.   Inadequate in meeting needs of teachers

    4.   Management-directed/administration-based program

    5.   Other

    8.   Did not discuss

    9.   Did not know

ISSUE 2:   What would you like ISTE to become (if that is different from the above)?

    1.   Provide professional development for the classroom teacher

    2.   Meet local needs

    3.   Increased involvement of teachers

    4.   Nothing different

    5.   Other

    8.   Did not discuss

    9.   Did not know

TOPIC 7: CONTEMPORARY ISSUES

ISSUE 1:   Some people feel that ISTE should be competency-based; that is, each piece of training should be oriented toward specific, definable skills or concepts.   What do you think of this?

    1.   Agree

    2.   Disagree

    3.   Somewhat agree

    5.   Other

    8.   Did not discuss

    9.   Did not know

ISSUE 2: With the present trend toward "mainstreaming," it seems likely
that more "handicapped" children will be coming into the "regular"
classroom. What do you feel will be the implications for inservice
education to work with the following groups?

A. The physically handicapped (blind or nearly so, deaf or nearly
   so, and the orthopedically handicapped).
   1. More inservice education for teacher (general training)
   2. More inservice education for teacher (specific skill training)
   3. Need for diagnostic prescriptive training
   4. Development of understanding of attitudes of
      handicapped child
   5. Other
   8. Did not discuss
   9. Did not know

B. The students with serious learning problems
   1. More inservice education for teacher (general training)
   2. More inservice education for teacher (specific skill training)
   3. Need for diagnostic prescriptive training
   4. Development of understanding of attitudes of
      handicapped child
   5. Other
   8. Did not discuss
   9. Did not know

C. The emotionally disturbed
   1. More inservice education for teacher (general training)
   2. More inservice education for teacher (specific skill training)
   3. Need for diagnostic prescriptive training
   4. Development of understanding of attitudes of
      handicapped child
   5. Other
   8. Did not discuss
   9. Did not know

ISSUE 3: Multi-ethnic education is developing rapidly, with bilingual and multi-cultural education important aspects of it. Comment on the needs in this area for inservice education.

    1. There is a need for inservice in these areas (a high priority)

    2. A need, but other areas more important

    3. There is no need for inservice in these areas

    4. Special need for bilingual teachers

    5. Other

    8. Did not discuss

    9. Did not know

ISSUE 4: Pick a curriculum area (reading, arithmetic, social science, science, performing arts, physical education, etc.). In this area, what are the greatest inservice needs and problems? (For teachers, school administrators, and college faculty only.)

    1. Reading: need to meet individual needs and obtain training in teaching strategies

    2. Social science (studies): need for training in multi-ethnic education and teaching strategies

    3. Individualization

    5. Other

    8. Did not discuss

    9. Did not know

Why?

    1. Because teachers need to be familiar with new techniques

    2. We have to teach kids to learn to live with one another

    3. We have a number of Spanish-speaking kids

    5. Other

    8. Did not discuss

    9. Did not know

If you are a teacher, do you need inservice help in this area?

1. Yes

2. No

5. Other

8. Did not discuss

9. Did not know

What kind?

1. More work on teaching strategies

2. More work on motivational issues

3. Time to review curriculum materials

5. Other

3. Did not discuss

9. Did not know

TOPIC 8: PARTICIPATION: STATE OF THE FIELD

ISSUE 1: What ISTE experience have you been involved in during the last two years in any role (as organizer, trainee, instructor, project monitor, etc.)?

1. Organizer

2. Trainee

3. Instructor

4. Project monitor

5. Other

7. Combination of roles

8. Did not discuss

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ISSUE 2: What motivated you to participate in these experiences?
1. Primarily for self-growth and experience
2. To better help the children
3. Forced to attend
4. Saw the need in different schools
5. Other
8. Did not discuss
9. Did not know

ISSUE 3: How satisfactory were the ISTE experiences in which you participated?
1. Excellent
2. Very good
3. Fair (acceptable)
4. Poor
5. Other
8. Did not discuss
9. Did not know

TOPIC 9: DEVELOPING APPROPRIATE FISCAL ARRANGEMENTS

Several agencies presently contribute to the costs of ISTE, and teachers as individuals bear most of the cost.

ISSUE: What kinds of arrangements should be explored in an effort to find an appropriate fiscal base for ISTE? (For example, districts could contract for services from universities; states could fund networks of teacher centers; teacher organizations could contribute toward, or operate, ISTE centers. What are your views on this? What would

you hope to see occur?

1. Any combination of above
2. State department of education
3. Joint effort between state department of education, school districts, and teachers
4. State department of education, federal government, and universities
5. Other
6. Local school district
8. Did not discuss
9. Did not know

APPENDIX C

TEACHER CORPS RECRUITMENT AND TECHNICAL RESOURCE CENTERS

Western RTR Center
William C. Hill, Director
University of Southern California
311 South Spring
Los Angeles, California 90015
(213) 625-7204

Midwestern RTR Center
Floyd T. Waterman, Director
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Great Lakes RTR Center
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Northeastern RTR Center
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Southeastern RTR Center
Michael G. Baker, Director
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Washington, D. C. 20202
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APPENDIX D

PROJECT CONSULTANT INTERVIEWERS

Ursula Anderson	Midwestern RTR Center
Roxie Bagley	Western RTR Center
Michael Baker	Southeastern RTR Center
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'ames Boyer	Kansas State University
Elsa Brizzi	University of Southern California
Carol Bryant	Wayne County Junior College, Detroit
Roger Bryant	Southeastern RTR Center
Ronald Butler	Carroll County, Georgia School System
Francine Clemons	Washington, D. C. Public Schools
Paul Collins	New York Teacher Corps Network
Suzie Collins	Pasadena Unified School District
Carol Coy	Northeastern RTR Center
Joyce Ellis	Boston Indian Council
Floyd Falany	Reinhart College
Paul Fisher	University of Southern California
Eugene George	University of South Carolina
Eileen Goins	University of Seattle
Turner Goodlow	Houston Independent School District
John Green	University of South Alabama
Marilyn Harper	Stanford University
Edith Harrison	Portland COP Project
William C. Hill	Western RTR Center
Willie Hodge	University of Toledo
Janet Hunter	Compton Unified School District
Andrew Johnson	Wayne State University
Bruce Joyce	Stanford University
Mary Kelley	Consultant, Worcester, Mass.
Hal Knight	West Virginia Institute
Margaret Koch	Pasadena Unified School District

Reba Lassiter	Pasadena Unified School District
Billie Lipsey	Detroit Public Schools
Mary Logan	Federal City College
Patricia Matthews	Northeastern RTR Center
Donald Mims	Los Angeles City Schools
Barbara Ogletree	Southeastern RTR Center
Roger Pankratz	Western Kentucky University
Donald Parker	Northeastern RTR Center
Lucy Peck	Hofstra University
Lorenzo Reid	Consultant, Washington, D. C.
Terry Rice	Stanford University
Joseph Romo	Western RTR Center
Richard Stroup	Costa Mesa School District
Beulah Tumpkin	Consultant, Detroit
Rupert Trujillo	University of New Mexico
Barbara Vance	Great Lakes RTR Center
Susan Vernand	Pasadena Unified School District
Floyd Waterman	Midwestern RTR Center
Doris Wilson	Southeastern RTR Center
James Wilson	Wayne State University
Roger Wilson	Northern Arizona University

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