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ABSTRACT

This manual is designed for the training of inservice facilitator teams, which include regular and special education teachers, administrators, and other school district staff. Inservice facilitator teams are defined as teams which develop inservice programs for their school system. Each chapter focuses on a specific skill for the training teams; the importance of each skill and alternative activities for teaching the skill are described. Each chapter also describes the continuing support network that is essential to keeping the teams functioning successfully. Chapter 1 presents an overview of the functions and responsibilities of inservice facilitator teams and information on how to use the manual. In chapter 2, there is a description of the strategies to be used in setting up a team, selecting participants, the modeling of team skills by the training staff, and the structured interaction of team members. In the third chapter, techniques are discussed that may be used to help teams share their perceptions of their school system and establish achievable goals. Chapter 4 describes several ways to introduce needs assessment techniques. The fifth chapter offers descriptions of activities that are used to help teams develop resource management skills. Strategies for managing workshops are presented in the sixth chapter. Chapter 7 includes activities which can be used throughout the workshop to enhance communication skills. The eighth chapter is devoted to a discussion of how to develop and maintain political support. The final chapter presents a review of the work of the training staff and articulates the theoretical basis for a successful inservice program. (JD)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WHAT IS HEC?

In 1974, the school districts in Hampshire County joined to form a new public agency, the Hampshire Educational Collaborative (HEC). At the request of our members, we provide programs and services including vocational education, special education and inservice teacher education. HEC currently operates more than 20 classes serving over 250 students. Hundreds more participate in other HEC sponsored activities and receive service at their own schools.

HEC activities are concentrated in three program areas:

Vocational

- vocational skill training shops
- youth employment project

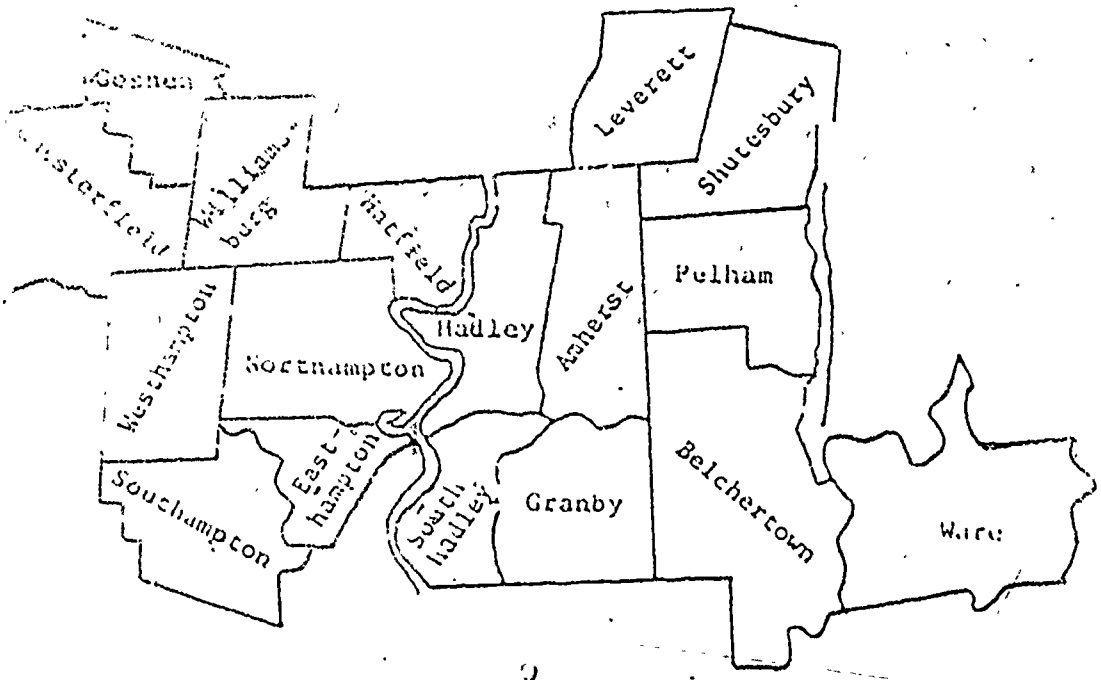
Special Education

- classes for special needs students
- specialist services
- technical assistance for local school districts
- extra-curricular opportunities for special needs students

Staff Development

- resource center activities (seminars, library, recycle materials)
- curriculum development (basic skills, computers, energy, nutrition)
- technical assistance to school system inservice planning teams
- staff development workshops and courses for teachers and administrators
- microcomputer resource center

HEC is governed by a board of school committee representatives from the following towns.



Helping Teachers Become Inservice Facilitators

A Training Program To Develop School Based Inservice Planning Teams

Seventh Edition

Dr. Mary Alice B. Wilson

Hampshire Educational Collaborative

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Second Printing, 1982

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Masha Rudman, School of Education, University of Massachusetts, Amherst
Ann Schumer, Springfield Regional Education Center, Massachusetts Department of Education.

Members of the second training team in 1978 had been participants in the first workshop series. They made important changes in the training program and encouraged the development of the first training manual (which replaced a mountain of randomly distributed handouts). Like the first team, they have continued to support our inservice network. Thank you:

Mary Lou Cutter, Hadley Public Schools
Merrita Hruska, Amherst Public Schools
Cheryl Maloney, South Hadley Public Schools
Mark Reese, South Hadley Public Schools

There have been many other trainers from the local school systems, all former inservice facilitator team workshop participants, who have each contributed to our training program.

In 1979:

Andrea Ahrens, Easthampton
Lee Blair, Gateway Regional
Gail Bolte, Union 66
Judith Fateman, Hampshire Regional/Union 66

- Hal Jenkins, Granby
  Margaret LaPalme, Easthampton
  Sue Teece, Union 66
  Mark Reese, South Hadley
  Jeff Sealander, Easthampton
  Mike Smith, Granby
  Carolyn Streeter, Ware
  Peter Thamel, Ware
  Richard Zagranski, South Hadley

In 1980:

Mary Ellen Dunn, Northampton
Anne Farnsworth, South Hadley
Tom Haley, Hatfield
Jeff Hatch, Amherst
Jean Lawler, South Hadley
Jeff Sealander, Easthampton
Phyllis Wood, Hampshire Regional

In 1981 (so far):

Peter Baltren, Ware
Mary Ellen Dunn, Northampton
Elaine Hutchinson, Ware
Jane Golab, South Hadley

Although a few of the trainers have left the area (Anne is in Indonesia, Lamont in Boise, Cheryl in Chicago and Bill in Boston) most have remained and have continued to support the inservice programs in their schools and the Hampshire Educational Collaboratives Inservice Network. Thank you.

This training manual has been revised seven times. All revisions have been based on evaluations of previous workshops and suggestions from trainers on better materials or organization. Special thanks to Andrea Ahrens, Gail Bolte, Mary Lou Cutter, Judith Fateman, Jean Lawler, Cheryl Maloney, and Cecelia Scaife who rewrote major sections of the manual for the fifth edition.

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The revising of this manual has become a tradition at HEC. We already are thinking about the eighth edition. As in the past, we will be using the evaluations from our own training workshops and suggestions from manual users (you). And so, an anticipatory "thank you" for providing us with additional ideas, resources, suggestions, or funny stories. We are looking forward to hearing from you.

Mary Alice B. Wilson
Hampshire Educational Collaborative

1. The Inservice Facilitator Team Model

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1. The Inservice Facilitator Team Model

The Inservice Facilitator Team Program is designed to train and support teams of teachers and administrators to develop inservice programs for their own school systems. The model includes a training program to prepare the teams and an inservice network to provide continuing support to the teams in their schools. Six years of development have gone into the design. Evaluations during those years have demonstrated its effectiveness. The model can be adapted to meet the inservice needs of a cooperative organization of small school districts, such as the Hampshire Educational Collaborative, or a large school district.

This manual is designed for people who will be training the inservice facilitator teams. Each chapter focuses on a specific skill the teams need to learn: describing why we think the skill is important and providing alternative activities for teaching the skill and discussion guides or handouts as necessary. Although the focus of the manual is the training program, we have tried to describe in each chapter the continuing support network which we believe is essential to keep the teams functioning successfully. This is the seventh edition of this manual. Each revision has been based on comments from the trainers who have used the manual and on the results of our evaluations of the effectiveness of the teams we have trained.

History

The idea for a training series began in 1976 when a group of teachers, administrators and university faculty met to design a new inservice training model for the school systems in the Hampshire Educaitonal Collaborative. It seemed to us that the poor quality of many of the inservice programs was directly related to the planning process. Everything we knew about learning

theory and organizational development indicated that the wrong people were responsible for the planning and that, unfortunately, the people who should be doing the planning lacked the skills to take on the task.

In order to improve the planning process, we designed a model for recruiting and training inservice facilitator teams. These teams were to be responsible for the planning of inservice activities in their school systems. We thought that a team which represented the school district's teaching and administrative staff could be trained in the planning and organizational skills needed to design effective inservice programs. It would be misleading to say that every team trained and every activity planned during the past six years has been totally successful. However, thanks to the hard work of the team members and the support of their administrators, we know that the inservice facilitator model works. Teams do it best.

The program is based on several assumptions:

1. Adults learn best when they are involved in and responsible for planning their own learning.

2. A representative group of teachers and administrators can be trained in the planning and administrative skills needed to organize and evaluate an effective, continuing inservice program.

3. Inservice programs must be integrated into and supported by the school system within which they operate.

4. To operate effectively, teams need an inservice support network to provide continued training, encouragement, and communication.

TEAM MEMBERSHIP

The Inservice Facilitator Teams include regular and special education teachers, administrators and other representative staff from the district. In a large district, a team could draw from one large high school or a group of elementary schools. Over the years we

have trained teams specifically for elementary unions, regional secondary systems and special education collaboratives. The job titles change, of course, but we still encourage the school system to recruit a team which is representative of teaching and administrative staff from different grade levels and academic areas. Some of our teams have official representatives of the teachers' union. One of our teams has a school committee member.

When we began recruiting teams, we worked with the superintendents to locate team members who would be interested in participating and who represented the widest possible range of staff concerns and interests. We have found that membership on the team must be voluntary. Members must be willing to participate in the training and to serve actively on the team. Once a team is established, team members themselves recruit new members. Over the years, teams have recruited specifically to get better representation by sex, ethnic heritage, age, subject area, or to add specific skills (artist, writer, group facilitator, photographer).

The inservice teams in the HEC schools vary from 5 to 14 members. Less than 5 is hard on the team. One flu epidemic and inservice stops. More than 15 makes meetings difficult. Group facilitation writers recommend working groups of 6-8. If the school system you work with is very large, you may want both building level teams and a system-wide coordinating team. In some of our very small schools, the entire faculty (of 5) is on the inservice team. That is, however, a very time-consuming solution.

TRAINING DESIGN

The goals of the training program are to:

1. Model the best available theories of adult learning.

2. Develop teams with the skills to continue to function after the workshop series.

3. Develop a support system linking school district inservice teams which will continue to function after the workshop series.

4. Make use of the resources provided by the training team and participants' expertise.

5. Provide skills and experiences which participants can apply to classroom and other school responsibilities.

Through the years, these goals of the program have remained much the same. However, the skills identified as necessary to the team have been revised by experienced team members who have served as workshop trainers. This seventh revision of the manual identifies 8 skill areas as the basis of the training program:

Team Building: to develop and maintain a functioning inservice facilitator team. (Chapter 2)

Analysis and Goal Setting: to analyze forces affecting the inservice program and to set goals for the team and the program. (Chapter 3)

Needs Assessment: To conduct a needs assessment using a variety of procedures and data sources. (Chapter 4)

Resource Management: To meet the expressed needs of the staff with appropriate resources. (Chapter 5)

Workshop Management: To plan, oversee, and evaluate inservice workshops. (Chapter 6)

Communication with the School Community: To develop and maintain communication between the team and the school community. (chapter 7)

Political Survival: to develop and maintain political support. (Chapter 8)

Inservice Theory: to articulate the

theoretical basis for a successful inservice program. (Chapter 9)

THE TRAINING TEAM

The training worksnop series is conducted by a team (never an person alone). One member, usually from our own staff, attends all sessions to coordinate the planning and evaluation. The rest of the training team may remain the same throughout a series or may change each session. Members of the training team are former training program participants who are presently serving on inservice teams in their own school systems.

embersnip on a training team serves as advanced training for team members since they have to review and revise both skills and activities based on their experience as inservice team members. The mathematically-inclined readers will realize that our goal of using every participant as a trainer is like the rice-on-the-chessboard exercise. It is not possible. In the short run (the first row on the chess board), however, it has been an effective method for developing an excellent cadre of trainers, for improving the quality of our training program, and for supporting continuing professional growth for team members.

PARTICIPATION

It is important that all members of a new team attend the training series. It is especially important that the administrative representatives on the team attend with the teachers. Administrators have found themselves in embarrassing positions when they have made mistakes because they lacked the skills the rest of the team had learned. The administrators' attendance, or lack of it, is also a message to the teachers about how much the administrators value their membership on the team.

We have found it to be more cost effective to train a number of teams at one series. The advantage in training a team alone is that all resources can be devoted to the needs of that school system. The advantage of sharing the training with a number of teams is that a network of resources among the systems is begun. We plan each training day so that teams work together for most of the time, but have at least one opportunity for a cross-team activity designed to encourage sharing of resources and experiences among teams. We have trained up to 60 people with a training team of 5.

SCHEDULE

When we schedule a training series, we prefer to plan four all-day sessions at least two weeks apart. We never plan workshops on Mondays or Fridays (too hard on substitutes). We usually vary the day of the week to help the special subject teachers who may see student groups only once a week. As substitute money has disappear, we have run late afternoon and evening sessions. It saves money, but is incredibly exhausting. We have offered the workshops as a three-day series, cutting corners where we could. Acting on the belief that something is better than nothing, we have even offered single, half-day introductory sessions to get a group thinking about becoming a team. It is, of course, not possible to develop a skilled inservice team in a half day, but it may plant a seed.

The schedule for each training series varies with the needs of the participants. Only once have we ever had the list of participants early enough to send out a needs assessment before the first training day. However, our first day's activities help us learn what goals the participants have for the series and what skills they have which can be used by the training staff and other participants. In order to make sure that we provide some activities for each of the skills identified, we schedule the four days as follows:

Day 1: Initial team building activities (Chapter 2)

Analysis and goal setting (Chapter 3)

Needs assessment techniques (Chapter 4)

Homework: draft a needs assessment

Day 2: Follow-up and critique assignments inteam building, goal setting and needs assessment

Resource location (Chapter 5)

School communication (Chapter 7)

Homework: draft a communication strategy

Day 3: Follow-up and critique assignments in team building, goal setting, needs assessment and school communication

Workshop management (Chapter 6)

Homework to complete previous tasks assigned

Day 4: Review of skills, critique of tasks assigned

Political support (Chapter 8)

Inservice theory (Chapter 9)

If only three days are available, less time is spent helping teams critique and review skills. Day three focuses on workshop management and political support. In an introductory workshop we touch on team building, goal setting and needs assessment only.

USING THE MANUAL

The purpose of this manual is to help train an inservice facilitator team. We hope that, with copies

of this manual in one hand, a team of trainers could plan, conduct and evaluate a workshop series for a group of inservice facilitator teams. Chapters 2-9 are devoted to specific skills we have identified as being necessary for the teams. Each chapter includes a training objective, an explanation of why the skill is important, detailed descriptions of activities which can be used to teach the skill, and handouts or discussion guides associated with those activities. We assume that all participants have copies of the manual. Team members will be using them during the workshop series for examples, handouts and after the training series for reference and for orienting new team members.

You will find it helpful to supplement this manual with a parallel set of files with additional skills, activities, brainstormed lists and handouts. You may want to turn the manual into a notebook by tearing it apart and adding your own additional pages. (Actually our earlier editions were designed for a three-hole notebook, but manual users asked for a sturdier binding.) If possible, that is, if you have any money, supplement this manual and your files with a shelf of reference books. You will find bibliographies to get you started throughout this manual.

It may sound slightly incestuous, but we use our training manual to plan our own training workshops. For example, the training team goes through the planning process outlined in Chapter 3 to set goals for itself. How else will we know if we are successful? We use the chapter on school communication and workshop management to plan the workshop series...and so on through the chapters. There are two advantages to this system: the training team becomes familiar with the manual and, even more important, the team is sure that it is modeling the skills it wants the teams to learn. Given the general perversity of human nature, the inservice teams will learn more from the behavior of the training team than from any activity structured for them.

RESULTS

The final 20 minutes of each training day is spent evaluating the session and planning for the next workshop. This time is very important to us. Not only does it provide us with specific ideas for improving the workshops to, but it models effective workshop evaluation, a skill we want the teams to learn. Over the years, we have used a variety of evaluation instruments. Whatever format we use, we always use open-ended questions since we are more interested in individual ideas than in any mathematical summary. We often list the specific goals for the workshop day, asking participants to describe how the goals were met and how they could have been met better. We always, always, always ask for additional suggestions, comments, or ideas. We then summarize the evaluation, use the results in planning the next session and distribute the summary at the beginning of the next training session (or in an inter-session mailing).

Completing evaluation form should take no more than 10 minutes. The additional time is spent reviewing tasks that the team and participants have taken on and adding to that list. ("Could you find the name of that person you mentioned who....," "I'll bring in that book on meeting management I have at home." At one glorious first session, the participants were unhappy with the local restaurants. In 10 minutes they had organized trainers and participants to bring pot luck lunches for the other three sessions. We knew that series was going to be a success.

What do participants get out of the training series? Our follow-up evaluations indicate that they benefit from:

Professional recognition from the adminstration and peers within the system and from educators in other systems

Release time for training

New skills which are transferable to other responsibilities (especially leadership and group facilitation skills)

Friendship and personal support

Access to the power structure

How do the school systems benefit from the training series? They gain a team of teachers and administrators who are willing and able to plan the inservice program for the school system.

CONTINUING SUPPORT NETWORK

Unfortunately, our observations and evaluations indicate that the trained team is a necessary but not sufficient component. (Now you tell us!) The school system, in particular the school administration at both the building and central office level, must continue to actively support the work of the team. A definition of active support is difficult, since school systems vary so widely in their support structures. For the schools in the Hampshire Educational Collaborative (HEC) this has meant that the individual school systems encouraged and supported team activities, consulted the team about inservice related issues, assisted the team in gaining school committee and community support and encouraged HEC in its efforts to provide a resource support network. This network, sponsored by HEC, has included:

1. Monthly meetings of an advisory council made up of representatives from the inservice teams

2. Newsletters distributed monthly to all school administrators, teacners' rooms, and all inservice team members in the HEC school systems

3. Computerized resource retrieval system listing consultants, visitation sites, local resource centers and books in our professional library

4. Assistance in locating funding for inservice activities

5. Training of new team members

6. Coordination of the Network by an

In the remaining chapters of the manual, these support activities are described in greater detail. We hope that you will be able to adapt some of them to meet the needs of your teams. Don't be discouraged if, at first glance, such a support system does not seem possible. When we began our training series five years ago, we had no plans for developing any type of support network. It was the teams who pointed out the importance of continued support. "Hey, wait a minute, you can't just abandon us!" We innocently began a monthly support group meeting for workshop participants. After the second workshop series two year later, participants requested a part-time coordinator to provide communication through a newsletter, to locate resources for a resource file, and to plan additional training. Once those systems were in place, of course, new needs were identified and once those systems were in place, new needs were identified, and ...

2. Team Building

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2. Team Building

Objective: to develop and maintain a functioning inservice facilitator team.

Many of the school district inservice facilitator team members meet for the first time at our workshops. In order for the team to function, members need to be comfortable with each other. In addition, team members need to understand that, in the long run, the sucess of their team will depend as much on their skill in working together as on the quality of the activities they organize.

When we began our workshop series, we delayed any consideration of team building until the third workshop. Over the years, we have realized that team building begins on the first morning. We still delay formal consideration of team organization until the third session, but we begin team building activities on the first day.

Each year, we have evaluated each of the teams in terms of its own goals and in terms of our goals for the team. Each year we are impressed with the importance of a well organized team. Teams that have not taken the time, or have not had the requisite skills, to work well together have had many more problems, more confrontations with administrators and teachers, more crises, and more burn-out than the well organized teams.

In the yearly evaluations we have asked former training participants which of the skills they learned as team members have been most important to them in their other school activities. Group organizational skills always win. Team members report success in organizing committees and task forces with the skills learned in team building. If you have to prioritize the skills

necessary for the team you are training, the team's ability to organize itself should come first.

OVERVIEW

Over the years we have used a variety of handouts from the many excellent books on small group functioning and effective meeting management. A brief bibliography appears at the end of this chapter. New books which you should review appear regularly. If you can provide a small lending library for the teams you are training, members could certainly benefit from browsing through them.

When we began our training program, we focused on those small group interaction materials which describe the behaviors often found in a group (gate-keeper, mediator, loud-mouth, task versus maintenance activities, etc). However, we found that understanding small group behavior was not sufficient training for inservice facilitators. The teams needed know-how to organize themselves as a team, and especially, how to run good meetings. We now spend less time on group roles and more time on organizational roles (facilitator, assistant facilitator, note taker) and procedures (agenda, time limits, evaluation). We hope that good management skills will facilitate the team's understanding of the small group behaviors underlying these practices. We also hope that the teams will read some of the books we suggest to them to learn more about small group and task group behavior.

In this chapter we will describe first the strategies we use to set up a team building climate for the workshop series: the selection of participants, the modeling of team skills by the training staff, and the structured interaction of team members. Second, we will describe some specific activities we use to teach organizational skills which participants can continue to use after the workshops. These skills include agenda planning and evaluation, note taking, the assigning of facilitator and note taking responsibilities, problem solving, brainstorming, and consensus decision making.

One of our goals at every workshop series is to make effective use of the participants' skills. The team members you will be training may vary widely in their backgrounds. If you are fortunate in having participants (or staff) who are skilled in small group facilitation, you can expand on the activities we have suggested here. By the end of the series, all team members should, at least, realize the importance of team organization and be able to use a variety of simple techniques to help the team work effectively.

ORGANIZATION FOR TEAM BUILDING

Selection of participants

Since team building is a high priority, it is obviously preferable to train an entire team at one time. In a perfect world, that would always be possible. In our world, it is not always possible. There may be new team members who need training which is not appropriate to the more experienced members; there may be systems that cannot release entire teams for training. Whatever your training configuration, keep the goal of team building clearly in mind. Use whatever strategies you can to set up a team situation. When you are training new members of a team, use some experienced members of the same teams as trainers. If only certain members of the team can attend the entire training series, set up a sharing session between workshops, so that the entire team can participate in some of the activities.

It is especially important to entice the administrative members of the team to attend the training sessions with the teachers. The skills and morale which the team develops are less powerful when the administrative representative does not participate.

There are advantages in training several teams together. We plan some activities which are for participants working as teams, and some activities

Which are designed to mix teams. In the remaining chapters, we will describe activities which are best done by teams (goal setting, needs assessment design, communication strategies,) and activities which benefit from having cross team groups (resource location, workshop planning, political strategies). Cross team activities help develop networks between teams that can last beyond the training workshops and often help individual members to consider a wider variety of options when they are considering solutions to problems.

When we assign tasks to the teams, the trainers float among the groups, or remain within shouting distance so that they can help a team in trouble. Since the trainer cannot stay with the group after the workshop series, we do not assign a trainer to work regularly with each team. We don't want the teams to become dependent on outside assistance.

Selection of training staff

The training staff for your workshop is, after all, a team. We never have run a workshop with only one trainer and would never do so. As a team we work at developing common goals, careful planning, equality of roles, open feedback and good humor. We also walk on water at least once during each series. The power of effective modeling, especially if you take the time to talk about the team process openly with the group, should not be underestimated.

We have varied the staffing pattern for different workshop series. We have tried using one training team throughout the series. This works fine for the training team, but school systems object to the number of release days involved. Alternatively, we have had one training facilitator who coordinates the series and attends all sessions; the rest of the training team changes each session. In selecting the team members, we have brought together members of a number of teams. (Participants hear about a variety of team experiences, but they don't get to watch a well organized team at

work.) Sometimes the trainers for a given session come from a single team. (Obviously the participants hear about fewer experiences, but have more chance to observe team members working together.) Whatever staffing pattern you use, take advantage of the opportunity to use the training team to model team building skills.

Getting started

Members of our new teams often are not acquainted with each other. It is important to remember that teachers in the same building may not even know each other's names. The first task, therefore, is to make sure that everyone on the team knows everyone else.

Names: It sounds simple-minded, but it is hard to remember someone's name if you have never heard it before. If possible, the training staff should have a list of participants before the session. Names should be read aloud, memorized, or remembered by whatever system you normally use. Name tags are essential and should be used at all sessions. (We prefer the sticky ones without the "hello". If your organization has cards with a logo, great. The little holders are nice. Not everyone wears a jacket, so avoid the ones which fit into coat pockets.) After the first workshop, staff should review names and then, of course, use them during the workshops.

Pictures: Photographs are very useful for recalling names, for team building, and for producing attractive display areas during the workshop series. We have had better technical success with high-speed black and white film, which can be developed, printed, labeled, and posted at the next session. Polaroid is all right if you need pictures immediately, but the prints rarely are good

enough for later use. Color slides are useful for presentations later, but make very strange bulletin boards; color prints are too expensive for most of us.

Introductions: Start the first session by having people introduce themselves. Next time have them introduce the person on their right, or on their left, or across from them. Include name and something interesting about them, or a hobby, or a dream, or whatever. The only variation on this we have ever seen backfire is when the first person is asked to pick someone to introduce, and that person introduces a third, and so on. If you don't think that creates stress, watch the faces of those who aren't selected until the end.

Time: Give people a chance to get to know each other. If meals are involved, arrange tables so that teams will eat together. Set up space so that each team can work together in reasonable comfort, while the training staff can be unobtrusive observers.

Climate: Work at setting a climate which encourages team members to have a good time. There is a good deal of writing in education about the importance of a good learning environment; work at creating one. Do little things to create an atmosphere of team spirit. Thoughtful, nonthreatening rewards help (a magic marker to the team that used the most newsprint during the day, a miniature plastic rowboat to the team whose school had a flood between workshops). Take time at the beginning of the second, third and fourth workshops to have each team report on what they accomplished together between sessions.

ACTIVITIES

In addition to organizing the workshops for team building, we plan a series of specific activities to help team members develop team organization skills. We try to integrate this skill building into other activities so that teams will practice them under realistic situations and, also, so that we can pack in as much training as possible during the workshop series.

Agenda planning

During the last three training sessions, we introduce the team building skills as part of other activities. We usually begin by handing out copies of the meeting and agenda planning forms (pp. 32-33). We then present some task for an imaginary team and ask everyone to try to complete the planning form. For example, "Your inservice team has a two-hour meeting scheduled next week to complete their planning of the after-school workshop catalog. Each member has been responsible for a different workshop. Take a few minutes to fill in these planning sheets." (This activity can be done with the total group, or in informal groups of two's or three's). A brief (10 minute) discussion should touching on the planning process and about the various ways of organizing the agenda to get the task accomplished. Encourage teams to revise the forms to meet their specific needs. Once everyone is familiar with the form, you can ask each team to complete it as the first step in some team activity you have assigned. It is especially effective when the team is asked to plan a needs assessment (Chapter 4) or communication strategy (Chapter 7).

Note Taking

This is a skill which is easily incorporated into some

other activity. Whenever you assign a task to a group, whether it be a team or cross team activity, make sure the group designates a note taker and that the note taker uses a note taking form. There is a sample form at the end of this chapter (p. 34). Change it to suit your needs and encourage the teams to change it themselves. Stress the importance of simple note-taking. There may be situations in which typed notes are desirable (and your participants might want to list these). For most groups a set of legible, hand-written notes distributed immediately, with the tasks clearly assigned and decisions accurately recorded, is more valuable than neatly typed notes which have taken a team member's time and are handed out two weeks later.

Team Roles

We have identified 3 roles which we think are essential for the functioning of a team, or any task group: Facilitator, Assistant Facilitator and Note Taker. You can introduce these roles by having the participants read a copy of the role descriptions listed below or you can elicit descriptions of the roles and responsibilities from a group discussion. For example, you might ask participants to visualize a good committee at work. What is going on? Now visualize a poor committee. What is happening? Take the lists developed to lead the group through the process of describing the important functions of the members. The advantage of the discussion approach is that it focuses the participants attention of group function. The disadvantage is, or course, that it takes more time.

Team Responsibilities

Facilitator: Plan agenda with help of participants, distribute agenda before

meeting, start meeting on time, set procedures and time limits for each part of the meeting, help everyone share in meeting, call for breaks, review decisions made, end meeting on time.

Assistant Facilitator: Help plan agenda, keep track of time, check that all members are involved, act as recorder if visible notes are needed to keep track of the discussion (on newsprint or board), lead evaluation of the meeting, compile evaluations, distribute copies to all members. The assistant facilitator becomes the facilitator of the next meeting.

Recorder: Keep written record of decisions/actions, responsibilities of team members, and deadlines. After the meeting, copy the notes and distribute immediately (or as soon as possible). Check with group after each decision to make sure of relevant information. Use a simple note taking format (like the one provided in this chapter). Keep in mind the goals of legibility, accuracy and rapid distribution. Write legibly in black ink so duplicating can be done directly from hand written notes (unless copies are needed for school committees, etc.) The recorder becomes the assistant facilitator of the next meeting. (If the group is very small, the recorder serves both the recorder and assistant facilitator roles.)

Once the participants understand the responsibility of each role, they will need to practice. Each time a group (team or cross team) is given a task, remind them to designate members for each role. We usually introduce the roles with the needs assessment or resource management tasks (chapters 4 and 5). You may want to have colored name tags with the roles written on them, which you hand out at the beginning of each task. A visual cue often helps remind the group of the different roles.

Since learning these roles is important for the future functioning of the team, be sure to allow the individuals time to get feedback on their skills. Plan

work sessions so that participants spend the last five to ten minutes reviewing the process of the group (whether it is a team or a cross-team group). Encourage participants to suggest alternative ways of handling situations. Focus on the "next time you might try", rather than "you shouldn't have".

We occasionally have asked group members to role play different personal roles (initiator, summarizer, harmonizer, railroader, isolate, comedian) by handing out role cards to each member before they started a task. If a group is working well together, this activity is not necessary and may do more harm than good. If you do some activity of this sort, keep it light. Assign a task that is simple or even silly. Make sure that the group takes the time to process their feelings after such an activity and them move them quickly into some task where they can be successful together.

Problem solving

The process of problem solving has been widely studied. Effective problem solving skills are important in task groups (hence the interest of business and management in problem solving) and in conflict resolution (which explains the interest of psychologists and behaviorists in the process.) If members of your staff, or participants, are trained in these techniques, you may want to do more than we suggest here. At the very least participants should know these six steps in problem solving and have an opportunity to use this approach. The probelm solving stages are:

1. define the problem in terms of need (we need..., we lack...)

2. generate possible solutions (what are all the alternatives...?)

3. evaluate and test various solutions (what would happen if...?)

4. decide on a mutually acceptable

solution (we all agree to try this...)

5. settle the details of implementation (who does what? by when?)

6. evaluate the chosen solution (what happened? why?)

You can use these stages to structure tasks for needs assessment, communication strategies, resource management, workshop planning or political analysis. Here are some of the ways we structure the learning of the stages.

#2: Generate possible solutions

Once a problem has been defined (not as easy a task as one might think), the generating of possible solutions, or brainstorming, is the most fun. We usually use the brainstorming technique in connection with some task we are doing (goal setting, location of resources, workshop management, and communication strategies). Before brainstorming begins, the rules (listed below) are reviewed. It is also possible to set up a very brief training activity in order to review the rules. You might ask members of the large group to quickly gather in groups of threes (called triads in the trade) to come up with all the possible uses for a pen cap, or a brick, this manual, or some object in the room. This is a quick, non-threatening way to make sure everyone understands the rules before you begin. (You can give the pen cap to the group with the longest list.)

After the brainstorming, participants should be asked to comment on the process and to discuss some of the problems of staying within the rules.

The Brainstorming Rules: The purpose of brainstorming is to generate as many creative ideas as possible withing a limited time. In order to brainstorm, the group needs a recorder whose responsibility is to write down all ideas without making any comments

about their quality. It is very important that all ideas, however flaky or foolish be accepted. The assumption behind the process is that the off-beat ideas will stimulate others to think in different ways and will result in more creative alternatives. If group members begin making evaluative comments (good or bad), the recorder should remind them that the evaluations come later and are not appropriate during the brainstorming session. The recorder should be someone who can write quickly. Legibility is useful, but this is not the time for calligraphy. The pace should be fast and the time limit short (usually five minutes).

It is important that something be done with the lists generated during a brainstorming session. If the task was simply to make a good list, the group should review the list, clustering similar ideas together, and assign someone the task of compiling and distributing the list. Usually the list was generated as part of a problem solving process, in which case the group should return to step three.

#3: Evaluate and test various solutions

Try to have a break after the brainstorming session. If the group goes directly into testing solutions they tend to get silly. Limit this stage to 15 minutes. The purpose is to check out potential effects, not to make a decision. Try to keep members from saying, "that is not a good idea because." Instead, have them structure their suggestions as the "best scenario" and "the worst scenario". The same kind of sharing of information about the school structure occurs during this discussion as during the force field analysis (Chapter 3). The danger of this stage is that members may not be right about the effects of various activities. Therefore, try to encourage at least two alternative results to every solution.

#4: Deciding on a mutually acceptable solution/ consensus decision making

Consensus decision making is the most difficult concept discussed in this manual. It really deserves more space, and takes more time, than the training sessions provide. However, if you feel comfortable with the concept, it is a skill which will help your teams.

If you are going to have the teams practice this skill, you may want to have them read the explanation given here, or you may want to give some type of large group presentation. You might then ask individuals to volunteer for a role playing demonstration which others could watch, or you could ask each team to use the model as part of some task you have given them. Great tasks for consensus: practical decisions such as where to go for lunch, the date and time of the team meeting, or how to distribute the homework task for needs assessment or workshop management.

Rules for consensus: The purpose of consensus decision making is to place all group members in a position to say "I may not completely agree, but I can live with the decision and support it." The alternative to consensus is majority vote, where those who win are happy with the decision and those who lose are not, and (more importantly) may not support the group's actions. Consensus decision making takes longer, but most people feel that the results are worth it.

When all goes well and consensus is reached easily, the facilitator should check to make sure that all members are in fact content. (Easy consensus may mean that participants really don't understand their responsibility to speak up.)

When there is some conflict, but consensus is reached, the system seems wonderful. Usually there has been careful discussion, even more

careful listening, and some open disagreement, often with "I messages". It is very exciting to think that the group has been able to respect everyone's feelings.

And then there are the times when it doesn't work. If some people feel group pressure to "go along so that we can do something", then the system has broken down and the group is back to majority rule. At these very discouraging moments, it usually pays to go back to the definition of the problem (first step in problem solving). Chances are that the group does not agree on the problem they are trying to solve. This doesn't mean (sigh) starting all over again, it means reexamining the assumptions of the group.

It may also pay to take some time out: a walk, some relaxation exercises, some food, small talk, anything that will re-energize the group. After the group has redefined the problem, a new attempt should be made to examine other solutions, hopefully, some new ones will appear that will free up the group to look at alternatives. On some issues, the group may never reach consensus. This may seem frightening until you remember that the alternative is having the group make a decision that some members may be unable or unwilling to support.

#5: Settle the details of implementation

This stage is essential. The greatest danger is that, after the emotionally exhausting experience of consensus making, everyone will be anxious to leave the group. It is in the facilitator's personal interest to check out members' feelings at this point. It is better to spend 10 minutes taking a break than to have the group wander away leaving the facilitator with all the work. The note taking form at the end of this chapter is especially useful in directing the

discussion of implementation. It may be a help to make two copies, one kept by the recorder on the form and an identical one (perhaps by the assistant facilitator) on newsprint. Some teams we have worked with list all the tasks first, then have people volunteer for them; some teams have people volunteer as each task is brought up; some teams assign tasks (a dangerous approach if you want the job done). Whatever approach your teams use, it is essential that the deadlines are realistic and that everyone gets a copy of the notes as soon as possible. If the group has trouble setting deadlines, you may want to do some work on timelines at this point. There is a timeline exercise in Chapter 8.

A personal note: We have found that administrators carry calendars and, when assigned tasks, immediately write them down on the appropriate date. Teachers, because so little of their time is theirs to organize, tend not to carry appointment books and are often seen making notes about meetings in the margins of grade books, on shopping lists or student papers. Encourage all team members to carry personal calendars. Spend a few minutes having workshop participants and training staff display the wide variety of calendars that members of almost any group use. The most exciting ones are made by people who are "into time management". Get them to demonstrate how they have designed their calendars to meet their specific time schedules and job responsibilities.

MEETING PLANNING FORM
page one

PURPOSES OF MEETING	WHO SHOULD ATTEND	LONG RANGE GOALS FOR GROUP
1. 2. 3.		1. 2. 3.

DATE Day of week: Month/Day/Year:	PERSON RESPONSIBLE	MECHANICS	DEADLINE	PURPOSE #	GOAL #
PLACE Building: Room: Permission form:					
PREPARATIONS (Invitations, agendas, materials, special guests, etc.)					
FACILITATION					
NOTE TAKING					
EVALUATION					
FOLLOW-UP					

MEETING PLANNING FORM
page two

AGENDA -items	PROCEDURE	ESTIMATED TIME	PRE-MEETING MATERIALS	MEETING MATERIALS	EQUIPMENT	PERSON RESPONSIBLE	PURPOSE //	GOAL //

Comments in planning process: problems solved, not solved:

Names of people involved in planning:

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NOTE TAKING FORM

Minutes for:	Date:	Time: ____ to ____	Place:

Present:	Page ____ of ____

Item	Action	Responsible	Deadline

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3. Analysis & Goal Setting

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3. Analysis and Goal Setting

Objective: to analyze the forces affecting the inservice program and to set goals for the team and the program.

When an inservice facilitator team begins to plan together, it is important that the members share their perceptions of their school system, and their goals for the team and the inservice program. As we mentioned in Chapter 2, team members often do not know one another, so that this sharing of information helps them get acquainted. It is also important that they set goals for themselves as a team.

The comments in that first paragraph are so obvious to us now, that we are somewhat embarrassed to admit that it took us three years to discover the importance of goal setting. One reason any group (or individual) sets goals is to have some notion of direction and some measure of accomplishment. Another, and equally important, reason for the team to set goals is that the members of the group need to share the same goals for their activities together. Our yearly evaluations of the teams indicated that much of the frustration could have been avoided if members had spent more time talking through their expectations. When 11 people sign up for a workshop, the team member who was only expecting 6 really can't understand why another team member slams down the registrations and stalks out of the room unless she realizes that the disappointed member expected a minimum of 30 registrants.

The procedures we use to help team members develop goals have become useful skills for members in other organizational settings. They find it very helpful to have a structure which encourages the members of the group to share their perceptions and forces the group to be specific about goals.

OVERVIEW

When we began the training series, we assumed that the team should begin by conducting a formal needs assessment. Therefore, needs assessment was the first skill on our list. (It is now third in priority, after team building and goal setting.) Although the results of the needs assessment will require the team to examine, and perhaps adjust, their goals, the initial direction must be set by the team working together. If you are working with an experienced team, don't skip this chapter, since sucessful teams should go through the analysis/goal setting process every year.

This chapter includes three techniques we use to help teams first share their perceptions of their school system and their hopes for the team and then determine their goals and the strategies for achieving them. These are excellent activities to use to get a team working together, and to introduce some of the team building skills mentioned in Chapter Two. You will not have time during the first day of the workshop to have the teams complete the entire analysis and goal setting process. However, you can encourage them to complete it by the end of the training series. By the final workshop, the team should have a set of specific goals in writing and should be able to continue to use these analysis techniques in the future. There are a number of other organizational development activities which can be used to help the teams plan their program. If a member of your training team is skilled in organizational analysis, you might want to add to the activities listed here.

ACTIVITIES

Visualizing good inservice

Sometimes we have the luxury of having a list of participants available before the first training session. If we have such a list, we mail them a welcoming letter with some history of the training, all the logistical details, a copy of the agenda, and a half-page questionnaire which they are asked to bring to the first session. The questionnaire says:

1. Visualize a good inservice activity. What is going on?

2. Visualize a poor inservice activity. What is going on?

3. What is the purpose of inservice

4. What does your school system need that inservice can provide?

We bring extra copies of the questionnaire to the first session for those who have forgotten them. (If we can't send a mailing ahead of time, we ask participants to complete the questionnaire when they arrive. Sometimes we have no idea whom we will be training until they walk through the door.)

As soon as we have finished the introductory activities (introduction of participants and staff, review of agenda, house rules about smoking, eating, etc.), we turn to these lists. Two trainers act as recorders to list as many descriptors as possible on newsprint. Usually there is agreement among participants that good inservice includes active, exciting learning and that poor inservice includes depressed participants and irrelevant information. Participants also agree that

the purpose of inservice is to improve the educational opportunities for students.

This activity has a number of purposes: it is fairly non-threatening and thus, encourages people to participate; it allows participants to vent their grievances about bad inservice without turning into crybabies; it provides a training series goal:"good inservice". The newsprint should remain posted for reference during the force field analysis and goal setting exercises which follow. After the workshop, the list should be typed and returned to participants (either in a between-session mailing or at the next workshop). Some of the definitions developed by our teams appear in Chapter 9 (Inservice Theory).

Force Field Analysis

The Force Field Analysis technique was developed by Kurt Lewin (Principles of Topological Science, New York, McGraw Hill, 1936). The modification we use was made by Dr. Merrita Hruska of the Amherst Area Teacher Center.

The purpose of this technique is to allow a group to analyze the structure of the system within which they work. We usually introduce this technique by having one of the training team fill in a blank chart (pp.47-51) on an overhead transparency. The training team member tells something of the history of his/her own team while filling in the chart with the forces influencing the teams and strategies the team used. In order to keep this history from becoming too detailed, limit the presentation to 10 minutes.

Each team member is then given a copy of the chart. Ask one person on the team to serve as recorder. The newsprint notes will focus the team's attention and can be copied down later for the team's files. If you haven't used a training team member to introduce the forms by giving a team history, you will need to spend about five minutes explaining how the chart is to be filled in.

p.1 Diagnosis and Action Planning

Although good problem solving techniques require that the group spend time carefully defining the problem, we usually treat this task very lightly the first day. As the team works together, they may want to return to this page for a more careful definition. For the moment, ask the team for a general description of the problem the school system is having with staff development, the staff population to be involved (teaching staff, others) and the group's general goal. This page deserves much more attention than we give it during our opening exercise. Encourage the teams to return to this page later in the series to expand the information here.

p.2 Diagnosis of the problem

This is the most useful part of the analysis for a new team. As they list restraining and driving forces, they have a chance to share perceptions of their own system. Explain that the length of the arrow is an indication of the degree of force and that it is very possible that some forces are both positive and negative. We have included an example (p.49) of this page. The teams should be able to develop a partial list of forces and the arrows appropriate to each force in half an hour.

After a break, teams list their forces for the entire group to give everyone additional ideas. The teams are then given an additional half hour to complete this page and to begin the next.

p.3 Objectives and Activities

Have the team brainstorm possible strategies for working with the forces. (Be sure to review brainstorming rules listed in Chapter 2). After the half hour, bring the teams back together to review what they have accomplished. Have the teams count up their positive and negative forces. Research in organizational change suggests that the best strategy is to spend most of the energy in taking advantage of the positive forces. Some time can be spent neutralizing the negative forces, but if there are more negative than positive forces at work, the team should revise its goal. You may want to ask team members, especially those with major political problems in their school systems, to spend some homework time limiting their goals.

p.4 Implications for the Team

We usually assign the completion of this page as homework, or ask the team to work on it when they have time during the workshop, but we don't schedule time for it. However, we do reward the teams who complete the entire form (usually something silly at the beginning or end of one of the training sessions: their own chart neatly typed, a blank chart, an overhead tranparency set, a new pen)

p.5 Summary

This summary page is too small for most of us to use, but it helps the team see how all the pages fit together. Actually, some teams prefer to use copies of this page rather than the four-page version.

One of our goals is to have team members learn skills which they can use in other school settings. You might want to point out that this system of analysis can be used by school related committees or task forces. It also can be used in the classroom to help students

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analyze some past or present social or scientific issue (problems facing one side in a war, explorers, pioneers, ethnics groups, scientists).

Goal setting

Like the Force Field Analysis, this is an activity which the teams start during the workshop, but complete on their own time. You should allow the team at least an hour of workshop time to work on goal setting. Explain all the steps to the entire group, or have training team members take each team through the steps. We are indebted to Ken Blanchard for teaching us this technique.

step one. With the partially completed force field analysis posted nearby, brainstorm a set of goals for next year (or some other appropriate period of time). Remember the brainstorming rules (chapter 2, p.27).

step two. Review the list eliminating or clustering similar goals. Recopy, so list is legible.

step three. Have each member of the team assign priority points to the goals in clusters (5=most important, 3=important, 1=least important). While the group takes a break have someone with a pocket calculator add the totals and rewrite this list from highest to lowest (listing totals next to each goal). Select the highest goals (usually there is a natural break in the numbers between the top few and the rest.)

We use this system to set priorities for the original set of goals for the team. You could also use the consensus decision-making model here. Sequencing is less threatening for a new group. Alternatively, the consensus approach would provide the group

with more information about the members and ~~be a good chance to learn that technique~~ (Chapter 2).

step four. Put the first goal on the "Indicators of Success" chart (p.53). The team must first decide what level of success they could live with (pessimistic level). If possible, the team should come up with a number or percentage. For example, if the first goal is to offer good workshops, the pessimistic indicator of success might be 3 workshops which have 10 participants each, or a 60% positive response on the workshop evaluations or 10% of the staff participating during the first year. The team next completes the realistic level (team would be content with these numbers) and then, the optimistic level (if the stars were right, great but not impossible).

It is wonderful to listen to a team work through these levels of success. There is a good, open exchange of information, of personal goals. If the group gets stuck on one level or goal, have them skip it for the moment. Usually the problem is a fuzzy goal which will have to be reworked.

The most valuable aspect of this exercise is the actual doing of it, the sharing of perceptions. However, the list will be very helpful to the team later when they are assessing their accomplishments. The team needs to know when it has succeeded. As Ken Blanchard says, this is one of the few ways the team will get strokes. The Indicators of Sucess system is also easily transferable to other school settings. It is very helpful with a group of adults or students when organizing events (PTO banquet, junior prom, field trip) or in a classroom discussion when students are developing classroom rules.

Force Field Analysis: Problem Diagnosis and Action Planning

Statement of the problem: _____

_____

_____

Statement of the action goal: _____

_____

_____

Identification of the population: _____

_____

_____

Force Field Analysis Page One

Diagnosis of the Problem

Forces restraining the goal from being attained				Forces driving towards the goal		
-3	-2	-1	Force	+1	+2	+3

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

Force Field Analysis Page Two

Diagnosis of the Problem

Forces restraining the goal from being attained — Forces driving toward the goal

-3 -2 -1 Force +1 +2 +3

← Constant threat by forces outside school, e.g. staff cuts

← Failure of staff to recognize needs and problems

← Hostility towards specialists

← Willingness of staff to address problems, but feeling of being threatened

← Previous bad experiences

← Large group structure of inservice meetings

Inservice budget

← Inservice scheduling →

← (Mandated, present) organized inservice program (Attendance taken)

← (Unstructured) Inservice team organization

← School committee (attitude, power) →

← Superintendent →

← Parents unorganized

← No present inservice plan

← Poor response to needs assessments

Force Field Analysis Example

Objectives and Activities

Specific objectives for resolving conflicting forces	Specific activities or projects for implementing action objectives
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	

Force Field Analysis Page Three

Implications for Teams

Resources we have which will contribute to implementation	Skills or resources we need (do not have now)
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	

Force Field Analysis Page Four

Force Field Analysis
For Problem Diagnosis and Action Planning Purposes

1. Specific Statement of the Problem Being Worked on: _____

2. Specific Statement of the Action Goal: _____

Diagnosis of the Problem							Specific Objectives for Resolving Conflicting Forces	Specific Activities or Projects for Implementing Action Objectives	Implications for Teams	
Forces Restraining the Goal From Being Attained				Forces Driving Toward the Goal					Resources We Can Now Contribute to Implementation	Skills or Resources We Need (Do Not Have Now)
Forces										
-3	-2	-1		+1	+2	+3				
1)										
2)										
3)										
4)										
5)										

Chart developed by Ken Blanchard

Goals	Pessimistic	Realistic	Optimistic	Comments

INDICATORS OF SUCCESS

4. Needs Assessment

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4. Needs Assessment

Objective. To conduct a needs assessment using a variety of procedures and data sources.

During the first morning of the training workshop, we keep the teams busy analyzing their school systems and setting goals for their team (Chapter 3). Since the members of the team represent different segments of the school population and since they have a daily knowledge of the system, this analysis is appropriate and necessary. However, it would be a great mistake for the team to begin planning activities without checking with the staff in more detail about their needs. What might happen if the team did not do a needs assessment?

1. The inservice design would be based on the team members' perceptions of what their fellow teachers need. The team has not been given a mandate to make that kind of decision.

2. The activities planned might meet the need of some of the staff but exclude others who are not adequately represented on the team (coaches, language teachers, specialists, the primary staff, etc.).

3. The staff was never given the opportunity to think through their needs together. This step is an essential part of the learning process (for children or adults). The team has deprived them of this opportunity.

4. The staff will feel no ownership in what is planned. Even if the plan is exactly what they want, they won't have any commitment to it.

5. The team will have missed the opportunity to let the staff know about their existence and their goals. Doing a needs assessment is great publicity for the team. It is also a fairly good way to find out what people want.

OVERVIEW

Every workshop we do for inservice facilitator teams, whether it is a four day sequence, a half-day introduction, or an advanced seminar for established inservice teams, includes some activity associated with needs assessment.

This chapter includes a description of a number of ways to introduce needs assessment techniques, a Discussion Guide of points which need to be covered (either in a formal presentation, a hand-out, or by critiquing the work done by the teams) and some sample needs assessments to get the teams started.

ACTIVITIES

The best activity is, of course, doing a needs assessment. If we have scheduled the teams for a series of sessions which are held about two weeks apart (our favorite arrangement), we have each team:

write a rough needs assessment plan for the second meeting

give it to a small group for the third

collate the results from the small group for the fourth

We spend time at each workshop having the group critique each team's work. We also give teams time to revise their work during the workshop.

Whatever type of assignment you can devise, it is still necessary to have the group learn about the different needs assessment techniques and to learn what to do with the results. There are a number of ways to present this information.

1. The wrong way. Embarrassing as it is to admit, our very first workshop included a three-hour panel discussion by experts in assessment and evaluation. The panelists got into a heated argument about esoteric data collecting issues of no interest to the participants. It was incredibly boring.

2. After that disaster, we began collecting examples of needs assessments, making multiple copies (we didn't have a real manual until the third year) and using those to generate a discussion on the good and bad points of needs assessments. A set of overhead transparencies of the various needs assessments made leading the discussion easier, especially when trying to demonstrate problems with wording or format.

3. We have also tried having the group develop a criteria of sucess for the needs assessment process. ("If the needs assessment is successful, what will happen"). This often produces a very interesting discussion, and leads easily into an examination of different techniques.

4. Assign a needs assessment plan for homework, Spend no more than an hour at the first workshop on needs assessment, since you will be reviewing the main points during the critiquing session. Always remember to take the time, no matter how much you want to cover, on reviewing both the product and the process of team homework. Reviewing the product is important, because this is your

best chance to evalute what the team has learned and needs to learn. Reviewing the process is important because one of the other objectives is to have the participants become functioning team members. The assigning and carrying out of tasks is a critical part of team membership. This task offers a wonderful opportunity to introduce the team to functional roles (Facilitator, Assistant Facilitator and Note Taker. For more information on team functioning see Chapter 2.)

DISCUSSION GUIDE: NEEDS ASSESSMENT

The rest of this section will list the most important points to cover in your discussion of needs assessments. A number of examples of needs assessments are provided at the end of the section. Use these at your first workshop series, but begin a file from your teams and use examples from that file at future workshops.

1. Why do a needs assessment?

--to find out what people are interested in

--to let people know you are planning something

--to check out your perceptions of what is needed

--it sounds very professional to say "as a result of our needs assessment, we.."

2. What problems are likely to occur?

--the answers will be so ambiguous or so complex that they will be useless

--the process will take so long that you will treat the results as sacred and will continue to use them long after they are out of date.

ERIC 50

--no one will fill in the form, or if they do won't give it careful thought

--you won't do anything with the results and will lose your credibility

3. Why give a written questionnaire?

--it takes much less time than doing interviews or small group oral assessments

--you can set a climate for completing the form by doing the assessment as part of faculty or department meetings. Begin with a small group brainstorming session of staff needs (one team member per table or cluster of desks): follow with time to fill out the form. Have a team member at each table to lead discussion, help answer questions about the form and collect the completed questionnaires.

--if names are included on the forms, the team can get back to individual people to make sure needs are being met.

--the results can be summarized for reports, presentations and for your own planning

--only costs are duplicating, team time in designing, administering, summarizing, and food used for the meeting where form is to be completed.

4. Why ask "closed" questions on written questionnaire? (checklist, yes/no, multiple choice)

--takes less time to complete

--easy to tally results

--results look good in report, easy to convert to percentages

--don't get requests for things you can't respond to (since you made up the list, presumably you can find the resources to meet everything on it.)

--don't get confused by having staff actually tell you

What they want, limit the responses to those you expect to receive

--staff will know exactly where you are coming from, what your biases are

--can be combined with open ended questions so that need for percentages/ranking/etc. can be met and more information about people's needs can still be collected

5. Why ask "open ended" questions (asking people to list most important needs, describe ideal training situation, explain what skills they think will be most important to learn)?

--get wide variety of responses which fairly accurately represent staff concerns

--can cluster needs for reporting purposes

--can get back to individuals (assuming you ask for their names on the questionnaire) whose needs will not be met by the overall plan

-- will get answers from quieter members who might not talk in a group discussion

--will give the staff the impression that you value their honest answers

--will provide the team with hours and hours of work to cluster responses into some meaningful design

6. Why do individual oral needs assessments?

--the team can spend the rest of the year collecting data

--can follow up on answers, ask for clarification, more detail

--lets staff know that the answers are so important that you are willing to take the time to ask each person

--individuals may be more open with a single staff member than they would be in a group

--can do a random sample set at the beginning of a needs assessment process to get a sense of the questions that need to be asked on a written questionnaire

--can do interviews with key individuals in the administration, teachers union, school committee, community, and staff to clarify their needs

--can follow up written questionnaire with selected interviews of those whose responses were most ambiguous to determine their needs and to inform them of the role of the team.

--end up with completed forms which you have been filling out during each interview which can be combined into a report and inservice design

7. Why do group oral needs assessments?

--more suggestions generated in group setting than in individual interviews, as the discussion becomes a brainstorming session for ideas on staff development. It sometimes helps to ask the group to describe an ideal situation "think of a good inservice program, what is going on?" or "what must happen in order for this year's inservice program to be a sucess?"

--good introduction to giving a written needs assessment

--good press for the team who would be conducting the sessions

--end up with lots of ideas and some newsprint which can be converted into a report.

8. Why do all of the above (oral, written, open and closed questions)?

--it's very unsophisticated to use only one data source. Since every source is biased in some way, your only hope of getting good data is to have more than one type of data collection procedure

--people respond differently. One of the clear ways to model the fact that you are interested in meeting

needs, is to be accepting of individual differences in communication style

--you may not have more actual pounds of data, but you will have more insight into why certain topics keep appearing, or why others never show up

--if you plan it right, needs assessment can be fun. Make the faculty meeting where you are doing the needs assessment a party. In Amherst, Dr. Merrita Hruska used to hand out numbers at the door which assigned faculty to tables (thereby breaking up the usual cliques) where there was punch and cookies. A team member was assigned to each table to run that part of the meeting. At the end all the questionnaires were completed and all staff members had talked with a team member and some other staff members about the design of inservice. In South Hadley, an administrator baked the banana bread for the meeting in order to demonstrate his commitment to the process.

--what are you going to do if you don't do a good needs assessment? How are staff going to be involved in the process? What are your assumptions about learning? If you are not prepared to ask people what they need and then to respond to those needs, ...

9. What are some examples of questions we can use to design our needs assessment?

--thought you would never ask. Included in this chapter are examples that we have collected from our school systems. Remember each is designed for a specific situation, make sure yours is appropriate for your situation.

--you probably have some old needs assessment forms around already which you should use to start an idea file. Keep adding to it.

--there are a number of books on workshop planning and social service planning which include sample questionnaires, copy the questionnaires for your file

10. Are there any tips for designing the written questionnaire?

--always remember to have a few people proof your form

by filling it out. Check for spacing, spelling, clarity, vital information (who is sponsoring the assessment, when is it due, to whom should it be given), and make sure that a request for "additional ideas or suggestions" is included. This is an essential question no matter what format you use. Check again for jargon, for ambiguity.

--Take the responses from the test group. Can you collate them? Did you remember to ask not only about topics but about style (how and when workshops should be conducted, by whom, in what format) Have you asked for more than you can respond to? (If the only power you have is to plan a once-a-year release day and you ask about topics for after-school courses which you cannot produce, you are digging yourself a big hole.)

--it takes years to build trust. Our experience has been that, in the beginning, staff are reluctant to admit to the team (and maybe to themselves) what their needs really are. If you accept the needs as stated and meet them, new ones, which may involve more risk, will surface. You also need to think about establishing trust in the administration. If you anticipate that your needs assessment will create any anxiety or bad feeling, make sure the administrative council has a copy before you distribute it (and have a team member present to explain your procedure.) For example, the needs assessment on p.70-71 might create problems if the administration didn't understand the purpose of the survey. You will never have a greater opportunity to practice your skills as a manager of learning than on the inservice team.

SOUTH HADLEY STAFF DEVELOPMENT

FEEDBACK

JUNE 8, 1977

NEW NEEDS ASSESSMENT PLANNED

Do teachers feel the same about teaching and their role in this system as they did this time last year?

The Staff Development Group would like to find out, and therefore plans a new needs assessment at the end of this year.

The School Committee gave its approval at the June 1 meeting. The actual schedule will be subject to approval of the administration and SHEA, since it is proposed to take place during the final three teacher days.

If approved, the process will be similar to the one employed during last years assessment. A questionnaire would be distributed at individual building meetings, followed by an open discussion period.

The assessment itself will be radically redesigned so that it will be a critique of this past year's staff development program as well as a means of pointing to potential directions for next year.

Any staff member wishing to make suggestions for things the assessment might cover, or wishing to help administer the assessment, may do so by checking the appropriate box on page 4, or by contacting any staff development group member.

INSIDE:

2 MAY 11 WORKSHOP RESULTS

3 MORE WORKSHOP

4 YEAR IN REVIEW

SPECIAL TOPICS FOR FINAL 3 DAYS:

HELP IS AVAILABLE

The staff development group is ready to assist any staff member desiring a specific workshop topic during the final teacher days in June.

Help might include contacting teachers or consultants to offer workshops, helping write proposals, arranging rooms, publicizing the event, and budgeting, if necessary.

According to superintendent Hoar, some funds may be available.

Staff members wishing to take advantage of this help can do so by checking the appropriate box on page 4 or by contacting any staff development member.

February 6, 1978

Dear Teachers:

Thursday, February 16, 1978 is the date set for the second Half-Day Workshop. On this day all teachers are requested to gather at the Ware High School Auditorium from one until two o'clock. During this time you will be asked to complete a Needs Assessment which will be used for planning the Curriculum Day and the two half-day Workshops in the 1978-1979 school year.

The Needs assessment includes questions pertaining to skills, systems, techniques, styles, needs, management, development, activities, and grouping. This Assessment was developed with the help of the Hampshire Educational Collaborative.

We are excited about the Needs Assessment because it will determine specifically the areas you, the teaching staff, are most concerned about. Workshops will be given in the areas you as a group chose. Please come prepared to make known the programs you would like to participate in at your future Curriculum and Workshop days.

Your Inservice Committee,

Peter Baltren

Carolyn Streeter

Peter Thamel

HEC INSERVICE FACILITATORS TRAINING WORKSHOP, WINTER 1978
HAMPSHIRE/GATEWAY INSERVICE PROGRAM

Name_____

In order to design the inservice program, we need to know which types of learning experiences are best for you.

Which do you prefer?	Why?
1. attendance voluntary ___ or attendance required ___	
2. individual inservice projects ___ or small group activities ___ or entire faculty activities ___	
3. time spent receiving information ___ or time spent planning classroom projects ___	
4. activities after school ___ or activities during release time ___	
5. inservice plans made by a committee of teachers and administrators ___ or inservice plans made by the administration ___	
6. set of skills taught in one all-day session ___ or set of skills taught in weekly one hour sessions ___	
7. outside consultant acting as leader of a workshop ___ or school faculty member acting as leader ___	

Which do you prefer?	Why?
8. opportunity to receive inservice credit ___ or not interested in credit ___	
9. homework: developing classroom projects ___ or homework: reading and preparing short papers ___	
10. option of receiving college credit (at personal expense) ___ or not interested in academic credit ___	
11. series of guest lecturers or series of workshops with same staff ___	

12. What are the worst things that can happen at an inservice activity?

13. What are the best things that can happen at an inservice activity?

Questionnaire

Directions:

Please check the appropriate box opposite each question. If your answer is "no" elaborate on the specific area of concern and possibly why.

Question 1: Curriculum

Are you generally satisfied with the basic curriculum of the school?

Yes_____ No_____

Reason:

Question 2: Pupil Personnel Services

Are you generally satisfied with the pupil personnel services available for all students? Yes _____ No_____

Reason:

Question 3: Pupil Management

Are you generally satisfied with the discipline policies and procedures as regards student behavior in the school?

Yes _____ No_____

Reason:

Question 4: Instructional Resources

Are you satisfied with the A. physical materials andequipment and B. the support instructional personnel available to carry out the educational program? Yes_____ No_____

Reason:

Question 5: Physical Plant
Is the school building ideally utilized to provide instruction?
Yes _____ No_____

Reason

Question 6: Communication Systems
Are there sufficient avenues for communication between: A. personnel within the school or B. outside the school? Yes_____ No_____

Reason.

Question 7: Instructional Approaches
Are we using the best approaches to provide the educational program for our students? Yes_____ No_____

Reason:

Question 8: Supervisory Approaches
Are you generally satisfied with the amount and kind of supervision which you receive from supervisors? Yes_____ No_____

Reason.

Question 9: Administrative Structure
Are you generally satisfied with the administrative structure of the school e.g. team leaders, asst. principal, principal, spec. ed. administrator, etc.? Is this structure the best for our needs?
Yes_____ No_____

Reason

INSERVICE EDUCATION QUESTIONNAIRE
1978-1979 SCHOOL YEAR

Name: _____ Position: _____ Program: _____

Length of time in current position: _____ Length of time with HEC: _____

Instructions: Indicate your need for HEC to provide opportunities for you to learn more about the skills listed below by using the following code.

1-- Feel comfortable 2-- Need some help (1 session) 3-- Really need help

4-- Not sure what is involved in skill -- N/A--not appropriate to my classroom population

I. Classroom Instructional Skills

____Individualizing instruction

____Using small groups effectively

____Using role play and simulation games

____Maximizing the effectiveness of an aide

____Operating A-V equipment

____Making and using curriculum material

____Tracking student progress and record-keeping techniques

____Probing skill acquisition

____Task analysis

____Classroom environmental design

____1:1 instructional sessions

____Planning field trips

____Other _____

II. Student Management Skills

____Motivating a class

____Handling disruptive behavior

____Student's rights--the legal side of the picture

____Using behavior management techniques

____Counseling in the classroom

____Writing Performance Contracts

____Use and effect of psychotropic drugs with students

____Dealing with seizure disorders in the classroom

____Behavioral observation techniques (observing staff and students)

____Becoming aware of different learning styles

____Other _____

III. Organizational and Planning Skills

____Determining goals
____Writing and using objectives
____Planning and organizing units
____Planning with other teachers
____Using specialists in the classroom
____Planning interdisciplinary programs
____Evaluating the effectiveness of a curriculum
____Writing course descriptions
____Defining course scope and sequence
____Program development, management and evaluation
____Writing program descriptions
____Other_____

IV. Knowledge/Information

____Local resources, speakers, tours, service agencies, source of free materials, etc.
____What Occupational/Career Education services are offered by HEC
____What the HEC Inservice Project is all about
____How to use a CET Liaison to coordinate services for BIS students
____How to get an education plan modified
____Accountability at the local, state and national levels
____How to find out about grants/grant-writing skills
____The adolescent in the home, school and community
____The multiply handicapped in the home, school and community ____Other_____

V. HEC Special Education Services

____Special Education Legislation (State and Federal)
____Knowledge of HEC Special Education services offered during 1978-1979
____Preparing to attend an Annual Review
____Making referrals for additional assessments
____Working with your Educational Coordinator
____HEC referral system
____Using diagnostic test information
____Using cumulative record information
____Working with parents
____Working with LEA's
____Understanding the CORE process
____Other_____

VI. Reading/Language Arts

____Selecting appropriate reading material
____Learning about specialized reading programs
____Matching specific reading program to individual student
____Determining individual needs in listening and oral communication skills
____Integrating reading/language arts into subject areas
____Teaching library skills
____Developing skills in outlining, note-taking, critical reading and writing skills
____Teaching creative writing ____Other_____
____Technique for teaching spelling
____Developing basic comprehension and phonetics skills
____Word attack strategies
____Pre-reading
____Functional reading ____Other_____

VII. Math (Quantitative)

____Technique for teaching basic operation
____Practical math curriculum
____Teaching metrics
____Reality bases for abstract math
____Using computers in math/science
____Use of pocket calculators
____Functional math ____Other_____

VIII. Developmental

____Developmental sequences for "normal" students (specify age group)_____.
____Developmental sequences confounded by disability
____Toilet training techniques
____Language development (Expressive/Receptive)
____Fine motor development
____Gross motor development
____Use of age-appropriate activities in teaching basic skills
____Age-appropriate social development
____Developmental assessments
____Definitions and implications of medical diagnosis
____Other_____

IX. Communications

____Interacting with colleagues
____Interacting with administrators
____Improving parent-teacher reports
____Dealing with specialists
____Improving student conferences
____Teacher sharing strategies
____Peer/Team teaching arrangements
____Supervising aides ____Other_____

X. Teacher Support

____Income tax aid/tax shelter
____Understanding the contract
____Assessing career goals
____Taking criticism constructively
____Locating summer opportunities
____Graduate work
____First Aid CPR workshops
____Handling job frustrations
____Controlling bad teaching habits
____Staff evaluation ____Other_____

XI. Goals, Philosophy, General Issues

____Developing a philosophy of education
____Setting school and/or program/HEC-wide goals
____General trends in American Education
____Other_____

XII. _____
____ _____
____ _____
____ _____
____ _____

Inservice Needs Assessment

5.

Indicate formats you would favor being used as part of Inservice.

	Very Interested	Somewhat Interested	Not Interested
a. Time for exchange of ideas with colleagues	_____	_____	_____
b. Demonstration lessons taught by other teachers.	_____	_____	_____
c. Visits to other programs	_____	_____	_____
d. Programmed instruction	_____	_____	_____
e. Workshops with high participant involvement	_____	_____	_____
f. A series of presentations by knowledgeable people	_____	_____	_____
g. Study at a college or university, either degree or nondegree	_____	_____	_____
h. Time to attend professional conferences or conventions	_____	_____	_____
i. Sabbatical leave	_____	_____	_____
j. Student feedback of their perceptions	_____	_____	_____
k. Videotaping and analysis of a teaching unit	_____	_____	_____
l. Time for independent study or research	_____	_____	_____
m. Exchange of roles (teacher, ed. coord., etc.)	_____	_____	_____
n. Ongoing weekly or monthly workshops from 2:45 - 3:45 p.m.	_____	_____	_____
o. Other (please specify):			
o _____	_____	_____	_____
o _____	_____	_____	_____
o _____	_____	_____	_____

NAME _____

SCHOOL _____ GRADE LEVEL & SUBJECT _____

The Inservice Committee is in the process of planning both activities for the release day in March and after school inservice courses. We need help from you!

I Structure for Release Day

I would prefer

_____ All day school meetings

_____ All day inservice program

_____ Combination of school meetings and inservice

II Structure of After School Inservice Program

A I would be available after school starting the end of January on (check as many as possible)

Monday	Tuesday	Wednesday	Thursday
☐	☐	☐	☐

B I would be able to travel half an hour to an after school inservice program.

_____ yes _____ no

See back for more questions——

III Topics for Inservice

The following topics have been suggested as possible inservice activities, either for the release day or after school credit workshops (or both). Please rank them 1 to 5 (1 would be most interesting to you).

March Release Day Prioritize 1 - 5	ACTIVITIES	After School Inservice Credit Workshop Prioritize 1 - 5 Spring 1979 Definitely Interested	1979-1980 Definitely Interested
	C P R (one credit only)		
	Gifted and Talented		
	Energy and Environmental Education (See separate sheet)		
	Status of Competency Skills Testing		
	Developmental Age Grouping (elementary)		
	Helping Children Develop their Potential as Total People		
	School Committee/Administration/Faculty Communication		
	Integrating Voc. Ed. into High School Curriculum		
	Art Therapy		
	Nutrition		
	Grant Writing/Funding Information		
	Non-competitive Games/Physical Education in the Classroom		
	Art in Every Classroom		
	Leadership Effectiveness/Classroom Management		
	Reading in the Content Areas		
	Hands-on Science Materials		
	Integrating Career Ed. into the Classroom		
	Creative Drama and Movement		
	Behavior Modification		
	Outdoor Education		
	Speech and Language Problems		
	Other		

Thank you for filling this out. We will let you know the results within two weeks.

Your Inservice Committee

HEC INSERVICE FACILITATORS TRAINING WORKSHOP, WINTER 1978

Past In-service Programs

Explanation: We need examples of past good in-service programs so that we will be able to set up future programs which will prove meaningful for you, and as a result will benefit your pupils. Please write up more than one program if you can.

Thank you for your cooperation,

Mary Lou Cutter

I. Which in-service program do you feel was of most benefit for you?

II. Who was the leader for this program? (or leaders) In what capacity...instructor, organizer

III. What types of activities were involved during this training? Please star (*) those activities which you found most interesting and beneficial for you.

__A. Lecture and research

__B. Small group discussions

__C. Classroom participation

__D. Tests

__E. Other (explain)

IV. What lasting effect has this program had on your teaching (or working with children)? How have you added to or improved your teaching as a result of this program?

V. Other comments:

IV. What is the best time for in-service workshops for you?

__A. After school

__B. Evenings

__C. School vacations

__D. Other (explain)_____

V. Would you be more apt to take part in in-service training if you receive credits?

Yes No

(Explain....if you wish)

VI. How would you feel about inviting faculty members (a limited number) from other school systems to take part in the learning.

VII. Please add any other comments about in-service training that you may have.

VIII. What do you think of this questionnaire? Are the questions clearly stated? Have I covered all aspects of in-service training which need to be covered in a questionnaire? Do I show bias in my questions? Do you feel threatened by any questions....that you did not want to answer them?

Future In-service Programs

Explanation: We need to assess our needs before setting up meaningful in-service training programs, and we need to know the kinds of activities which should be included to get the job done. Your answers will be helpful.

I. What kinds of in-service workshops would be of value to you? (List 3-5)

1.

2.

3.

4.

5.

II. What types of in-service activities would be of most value for you for the kind of programs which you would like to see developed? (Indicate which activities would work for which program by putting the number of the program from question #I., before the activity.)

__A. Lecture and research

__B. Personal involvement..(actually doing activities such as you might later require of your pupils)

__C. A combination of A and B

__D. A combination of A and B, and incorporating the use of activities in your class for feedback in successive workshop sessions

__E. Other (explain)

III. Who should conduct in-service training? (Indicate 'who' by using numbers from #I question before the appropriate choice.)

__A. Administrators

__B. Colleagues

__C. Outside consultants (any suggestions?)

__D. A combination of A, B, and C

__E. Other (explain)

IV. What is the best time for in-service workshops for you?

__A. After school

__B. Evenings

__C. School vacations

__D. Other (explain)

V. Do you think faculty members should be rewarded for participating in in-service training? How? Do you think faculty members should be rewarded for assisting and/or leading in-service training? How?

VI. What part would you like to play in making meaningful in-service programs a reality? (check more than one if you wish).

__A. Partitipate in learning at workshops given in areas indicated in question I.

__B. Assist in teaching workshops (explain which ones)

__C. Assist in setting up and organizing workshops (Here's your chance to have a voice in what we do.)

__D. Other (explain)

VII. How would you feel about inviting faculty members from other school systems to take part in the learning at these workshops? (space permitting)

VIII. Please add any other comments that you may have about future in-service programs:

NOTE: Please return these questionnaires to me by ----------

TEACHERS HELPING TEACHERS

1979-1980 A.A.T.C. ASSESSMENT

The Policy Board of the Amherst Area Teacher Center has identified six major areas of focus for next year. One of these pertains to unique building needs: the other five have been "defuzzed" into a list of potential topics for fall programs.

We need your help in determining which of these topics to focus upon and what programs to emphasize next year. The survey has been divided into three parts:

STEP: I — Several topics have been listed under each objective. Place a check next to those topics you would most like to concentrate on next year. Please add any other topics of interest.

STEP: II — On the second page, list the number and title of each of your chosen topics. Beside each topic indicate which teacher center programs you will most likely pursue next year - no limit on the number or variety of responses.

STEP: III — Under "Identification of Resources," six types of participation are listed. Place a check next to those activities in which you'd like to become involved. Your comments and all "specifics" are welcomed.

Thanks! This information will help us live up to our symbol, "teachers helping teachers."

AMHERST AREA TEACHER CENTER
EAST ST. SCHOOL AMHERST, MA 01002 (413) 253-9363

1979 ~ 1980 OBJECTIVES

Leadership: Teachers who participate in Teacher Center leadership activities will demonstrate leadership, decision-making, and management skills to improve the teaching/learning situation.

___ (1a) Situational leadership

___ (1b) Student leadership and decision-making

___ (1c) Small group facilitation/inter-personal communication

___ (1d) Approaches, theories and models

___ (1e) Other:

Transition: Students of teachers who participate in Teacher Center activities concerning transition issues will demonstrate increased readiness and ease and decreased conflict when in transition.

___ (2a) Student transitions (Pre-K, 6-7, 9-10, 12)

___ (2b) Grouping within buildings and classrooms

___ (2c) Mainstreaming (special needs; gifted and talented)

___ (2d) Life issues (divorce, death, displacement)

___ (2e) Learning and teaching styles

___ (2f) Other:

Culturally Diverse: Students of teacher who participate in Teacher Center activities concerning sex-fair and culturally diverse curricula will demonstrate increased appreciation and understanding of differences that exist among people.

___ (3a) Strategies, materials and approaches

___ (3b) Foundations and philosophies

___ (3c) Studies of ethnic groups in USA

___ (3d) Local networking: Moving past awareness

___ (3e) Other:

Sex-Fair:

___ (4a) Equality in 1980: Myth or reality

___ (4b) Survey of resources and materials

___ (4c) Violence and aggression (self-defense, rape)

___ (4d) Occupational and educational barriers and opportunities

___ (4e) Other:

Adolescence: Students of teachers who participate in Teacher Center activities that address affective needs of pre-adolescence and adolescence will demonstrate an increase in positive attitudes towards themselves.

___(5a) Early adolescence issues

___(5b) Developmental stages (moral and cognitive)

___(5c) Classroom concerns (e.g. motivation, behavior, teaching strategies)

___(5d) Self-concept

___(5e) Other:

Writing Skills: Students of teachers who participate in Teacher Center activities concerning writing skills curricula will demonstrate improvement in language mechanics and writing style.

___(6a) Teachers as writers

___(6b) Forms of expression (e.g. poetry, journals, composition, journalism)

___(6c) Strategies, materials, and approaches

___(6d) Writing, reading and critical thinking

___(6e) Other:

IDENTIFICATION OF RESOURCES

	I'D LIKE TO -	I KNOW OF SOMEONE TO -	COMMENTS - RESOURCES
1. Contribute to FOCUS (column, article, review, photographs)			
2. Help plan inservice activity			
3. Present inservice activity			
4. Participate on:			
a) Ad-hoc committee			
b) Building inservice team			
c) (K-6) Staff Development Advisory Group			
d) (7-12) Staff Development Advisory Group			
e) PPS Staff Development Advisory Group			
f) Policy Board (as openings occur)			
5. Help institute/expand in-school resource center			
6. Other:			

NAME _____

SCHOOL _____

GRADE/DEPT _____

#'s	TOPICS	PROGRAMS I'm interested in attending inservice activities: x) one or two sessions y) series - three or more z) on-site graduate class (Circle one or more) INSERVICE	Please make available articles, books, magazines and other professional materials in resource centers and FOCUS. Please check (✓) RESOURCES	I'd like to help organizing a classroom visit, consultation support group, or team project. Please check (✓) LINKING	I'm considering submitting an individual or team project. Please check (✓) MINI-GRANTS
		X Y Z			
		X Y Z			
		X Y Z			
		X Y Z			
		X Y Z			
		X Y Z			

COMMENTS:

5. Resource Management

5. Resource Management

Objective: to meet the expressed needs of the staff with appropriate resources.

There are two parts to the resource management process. The first part is determining what the results of the needs assessment really mean. If 20 teachers checked the box "classroom management," does that mean they are willing to participate in a three weekend workshop series on conflict management or do they just want their principal to "do something"? Our teams have learned from experience that if you "take the needs assessment and run with it" the effect is similiar to crossing the goal line without the football.

Once the team has developed skill interpreting the meaning of the needs assessment results, they have to face the second problem: finding the right resources. Almost everyone has spent an incredibly boring afternoon listening to someone drone on about a boring topic to a bored audience. Teams are justified in feeling real panic when they think of being responsible for such horrors. The purpose of this chapter is to help teams develop skills in locating resources (people, places or materials) appropriate to the needs of their staffs.

OVERVIEW

This chapter will describe the activities we use to help teams develop resource management skills. It also includes a discussion guide for locating resources and

handouts for the activities: a sequenced list of steps for compiling needs assessments, a tallied needs assessments and a brainstormed diagram for designing programs based on needs assessment.

If you intend to continue to work with the teams you are training, you may want to set up an on-going resource file. We have such a system at HEC, and are so pleased with it that we have written a small booklet, "Developing a Computerized Resource Retrieval System: Inservice Series #5", which describes how to set up either a paper file or a computerized resource retrieval system. We also will send diskettes of our programs which are written for an Apple II micro computer.

ACTIVITIES

Interpreting the Needs Assessment

It is very easy for team members who have administered a needs assessment to think that their work is almost complete. It is not. The next step is to analyze the needs assessment data. We have a handout, (Matching Needs and Resources: Some Thoughts, p.98) which suggests the steps a team should go through. However, we like to set up an activity to guide the team through at least part of the analysis process.

One of our dreams has been to work with a team long enough during a training series so that the team would have their own needs assessment data to use in the analysis activity. It has not happened yet. The teams usually design needs assessments by the final session, but the training series is always over before the needs assessment results are collected. Lacking the best data, we make do with data from other school systems. We have tried two approaches to using the data.

First alternative: At the second workshop, we give each team a pile of completed, unsorted needs

assessment questionnaires. The team is given the task of compiling the information and designing a tentative inservice program. Sometimes we have handed out a copy of the Matching Needs and Resources handout which suggests a series of steps for analyzing a needs assessment; sometimes we have had the teams develop a similar sequence on their own. This is a rather time consuming activity (half a day), and a bit frustrating since teams are not working with their own data. However, the group will understand the process especially if you review it with them. Part of the frustration the team will feel will be that they "lack information." In fact, a team working with its own data lacks information: answers are ambiguous, illegible, missing. Spend some time discussing the importance of treating the needs assessment as partial information only.

Second alternative: At the second workshop, we give each team a set of compiled results from a questionnaire, asking them to develop an inservice design based on the information in front of them. (Since they haven't gone through the collating process, we pass out a handout on the summarizing process, "Matching Needs and Resources" and hope they read it.) The design process takes about an hour, and is also an opportunity to introduce team roles (Chapter 2). As with every task, time during the training session (at least 15 minutes) should be scheduled for the teams to share information about the process they went through, the problems they had, the ways in which they solved them, and will try solving them in the future.

This is a good time for the teams to brainstorm a list of potential inservice program designs. The team can make a standard written list, or they can use a more visually stimulating approach, similar to the example we have included in this chapter (p.102). Members of your staff, or participants, familiar with curriculum development will recognize it as a variation on the curriculum web. The web approach is especially helpful in getting a group to expand the number of alternatives they are considering at the brainstorming stage (see Chapter 2 for more information on the steps to take after brainstorming).

Locating Appropriate Resources

Teams usually are very concerned that they will not be able to find good workshop presenters. They are convinced that the success or failure of a workshop depends entirely on the quality of the presenter. While teams have good reason to be anxious about locating appropriate resources, there is more to a successful workshop than the quality of the consultant. A good consultant is a necessary, but not sufficient, requisite for a successful workshop. We spend part of our chapter on Workshop Management (Chapter 6) discussing the process of communicating and contracting with consultants. Sometimes a poor workshop is truly the fault of the consultant. Usually it is a problem of team communication. This paragraph sounds (very) negative, and it may not be necessary to take time with the teams on cautionary tales. However, if participants began telling gory stories about the terrible consultants they have heard, it is worth asking some questions about the planning that went into the selection and contracting with the consultant.

Locating resources is an ideal cross-team activity. It gets participants acquainted with one another, and it widens each team's knowledge of the resources available. We usually ask the entire group to come up with a list of the 15 most likely categories of inservice. You might want to prepare a list ahead of time, so you can make sure that major categories are not overlooked. The smaller cross team groups are then asked to list (on newsprint) at least three individuals or organizations who could be contacted to give workshops, provide resources, or serve as contact people for resources in each topic.

The lists are combined, typed and distributed at the next workshop. If there are addresses missing, you might ask participants to locate those before the next workshop. A single copy could be posted for corrections and additions at the next workshop. The more accurate list could then be distributed at the final session.

Our own resource retrieval system grew out of just such a list. If you will be able to continue to work with the teams, you may want to spend workshop time planning the organization of such a file. We have prepared a booklet, "Developing a Computerized Resource Retrieval System, Inservice Series #5" which may be helpful to you in setting up the categories and organizational system you will need to keep a resource system functional.

If you will not be able to continue to assist the teams, you may want to give them time to plan the organization of a file for themselves. At the very least, spend a few minutes with the entire group listing the resources they can turn to when looking for workshop presenters. Use the Discussion Guide, Locating Resources, to add to the list developed by the group. Compile the list created and return to all participants. If possible, locate some group who can operate some type of communication system among the teams (regional office of some sort), so that the teams can learn about additional resources as they become available.

DISCUSSION GUIDE: LOCATING RESOURCES

1. Ask colleagues, friends, people from other school systems.

2. Talk with the superintendent and principals. Fliers and catalogues often come to them. They attend conventions or meetings where they learn about resources.

3. Attend conventions and meetings yourself. However, keep in mind that speakers who have to travel any distance may require travel fees adding to the total cost of the workshop.

4. Ask faculty members to respond to a questionnaire which includes questions on resource people. Make it a regular part of needs assessment and evaluation forms.

5. Scan newspapers. There often are press release articles about workshops in other school systems. Cut out anything interesting and add to your files.

6. Clip names and ideas from professional magazines.

7. Ask local newspapers if you can look through their file of "clips" on topics related to the workshops you are planning.

8. Put a notice on the faculty room bulletin board asking for ideas.

9. Brainstorm at faculty meetings. You can reap a tremendous harvest here. Seat faculty members in small groups (cafeteria tables?) and begin a topic. Or give names you already know, ask for feedback and additional names. Once again, one thing leads to another.

10. Approach local agencies and professional organizations who provide speakers or who offer workshops for their own employees or community groups. Find out what services they can offer you. Some of their speakers may come free!

11. Write your local senator, representative, or other elected officials asking for help locating resources.

12. Advertise in the classified section of the local newspaper. List the topics briefly, inviting interested presenters to submit resumes by a given date. This is a great way to reach people not normally associated with education.

13. Ask college representatives. Contact both administrative representatives and individuals in appropriate departments (including those outside the School of Education). Don't forget the smaller, undergraduate colleges which don't offer inservice courses for teachers, but which have faculty trained in a variety of related disciplines.

14. Look for regional organizations, such as regional offices of the Department of Education, collaboratives, consortiums. Look for those whose primary focus is human service, library information, health care or health promotion, museum coordination, cultural organization coordination, environmental information, extension services, or commerical or industrial coordinating groups. Locate a contact person in each of these organizations whom you can reach whenever you are looking for resources. And while you are at it, ask each of them to suggest one other organization you

should contact.

15. Encourage your own staff to serve as resources. If they don't volunteer, there are a variety of ways to entice them into beginning: ask a team of teachers to present a workshop together; offer non-credit workshops in handcrafts or other non-academic skills which your teachers have in abundance: later the same teachers will be able to admit that they are experts in curriculum development. Set a climate of gracious acknowledgement of the teachers' skills: newspaper pictures; letters to school committee; mention at faculty meeting; bulletin board in the staff room. Practice the workshop with the presenter, be a good observer, role player. At least have a fellow teacher serve a host-crisis manager-a.v. technician. Offer increment credit incentives for teaching a workshop (twice what the participants receive), or an honorarium.

16. Set up a resource sharing network with other inservice teams in the area. This network can be organized by any one system or through some type of regional organization such as a collaborative, consortium, regional or county office, or whatever type of intermediate agency your state has. Talk with agency staff about taking on some type of coordinating role and then work with other teams to provide resources and support the system by using it.

Matching Needs and Resources: Some Thoughts

As soon as the needs assessments are collected, the team can begin locating resources and planning programs. Right? Wrong. All the team has is a pile of wrinkled ditto papers with checks in-between the boxes and many illegible comments. How do you begin? We have found the following process useful.

1. Get comfortable and get it done. Plan a long enough working session to complete the task. Plan for working space, and energizing refreshments.

2. Before you begin the official collating, give everyone a chance to look through the responses to get a sense of the whole. It's a good way to invest a half hour.

3. Work out how you are going to divide up the collating. Since no two human beings will use quite the same tallying system, it is usually better to have one person read all of question # 1, someone else all of question # 2, etc. Be sure that each person tallying uses a mark beside each response he/she tallies or the same tally will be tallied at least twice resulting in 73 answers from 31 teachers. If you have open ended questions, decide ahead of time whether it is all right to tally similar responses as one. (Can "curriculum development", "ways to change courses", "changing content of class" be summarized as "curriculum development (3)" or should each be listed separately?)

4. Decide whether you are going to tally the entire school district together or do sub-tallies by schools or levels. Sub-tallies can provide a great deal of useful information and it doesn't take any longer. (You will need to color code or mark questionnaires ahead of time so that you know which forms come from which schools).

5. In preparing the summary for distribution, avoid converting numbers to percentages. You loose rather than gain information. Repeat the questions asked, give the responses underneath. This helps remind people of what they answered, helps remind team of what the question really was.

6. Either return the summaries immediately with a cover letter thanking the staff for their help and giving a date by which the inservice program will be planned, or if you want to use the handout for publicity, put your preliminary plans for inservice in the cover letter. You can even include a feedback slip to make sure the team is on the right track and that you have staff commitment:
   Yes, I would be interested in.....
   No, I cannot .....because.....
   I would prefer.....

7. If you have the names on the questionnaires (and once you have established trust, you probably will want them) be sure to get back to those whose needs will not be met by your program. Maybe they have some solutions for their needs which your team can support.

IN-SERVICE QUESTIONNAIRE - ELEMENTARY

(90 Questionnaires tallied) (Total Responses)

I. What things do you find most useful about curriculum days in Northampton?

A. Teachers meeting together either by grade level or several grades together to discuss a variety of ideas and problems and solutions. (39)

B. Meetings held in our own schools with our own staff. (25)

C. Workshops pertaining to materials useful in the classroom. (22)

D. Interesting and knowledgable speakers on valuable topics. (14)

E. Workshops where teachers have a choice of areas depending on their grade or interest. (7)

F. No comment. (6)

G. Left blank (6)

II. What things do you least like or find not useful about curriculum days in Northampton?

A. Listening to a speaker who is boring or not telling any useful information. (36)

B. Lack of planning or direction which makes them not relevent or a waste of time. (27)

C. Unstructured meetings which are not beneficial to the classroom. (21)

D. Most topic have been discussed many times before. Committees have been formed only to have nothing happen regarding their recommendacions. (8)

E. Too much 766 or 622. (8)

F. No comment. (8)

III. How would you like to see an in-service training program (curriculum days) conducted in Northampton?

A. Meaningful workshops - perhaps during curriculum days. (51)

B. Careful planning and organization are important. (41)

C. Misunderstood the question -- answered they would like to see a program. (16)

D. Full-day workshops. (10)

E. Possibly done by schools with the administrator heading the program. (10)

F. grade level sharing (10)

G. for credit (11)

H. Should be a source of current trends in educational thought or activity. (9)

I. To develop our own curriculum with assessed needs. (8)

J. No comment. (7)

K. Curriculum Committee set-up. (2)

IV. What kinds of in-service workshops would be of value to you?

1. Curriculum areas (71)
2. Interdisciplinary Sharing (31)
3. Classroom Instructional or Management Skills (50)
4. Organizational and Planning Skills (33)
5. Special Education (15)
6. Knowledges and Information (12)
7. Goals - Philosophy - General Issues (17)
8. Evaluations (29)
9. Others:
   a. All of above if they were done in a practical and useful manner. (14)
   b. CPR and first aid course (7)
   c. 6th and 7th grade teachere meeting together to discuss goals and objectives. (4)
   d. Visits to other systems (2)
   e. What is expected of a substitute. (1)
   f. Record keeping. (1)
   g. School Committee members sharing ideas. (1)
   h. Bi-lingual. (1)
   i. Games for classrooms (1)

V. What types of in-service activities would be of value to you?

1. Lecture and research. (15)
2. Personal involvement (40)
3. Combination of 1 and 2. (39)
4. Other:
   a. Small group discussion or sharing. (1)
   b. Films-demonstrations. (1)

VI. Who should conduct in-service training?

1. Administrators (11)
2. Peers (19)
3. Outside Consultants (38)
4. All of the above as necessary. (46)
5. Other:
   a. Professionals in a specific field. (6)
   b. School Board Members. (1)

VII. When should in-service workshops be held?

1. After school (38)
2. Evenings (10)
3. Curriculum Days (81)
4. Other:
   a. summer workshops (2)
   b. full days (2)
   c. fewer - full days (6)
   d. Saturdays (2)

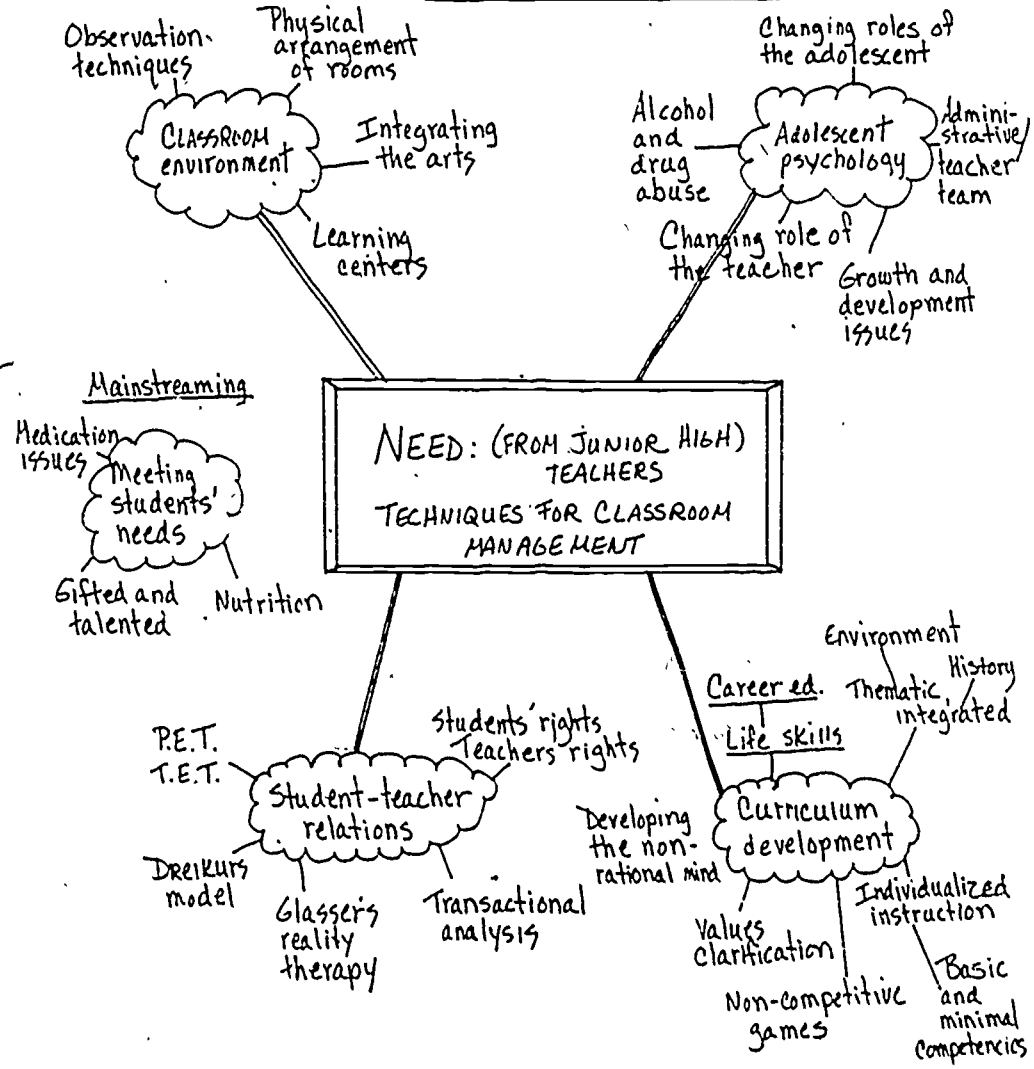
VIII. What are your thoughts on in-service training?

A. In favor of such an idea. (71)

IX. Additional Comments

1. The science workshops are meaningful and worthwhile. (17)
2. Teachers should have a consistent opportunity for input. (4)
3. Smith College Teacher Center (2)

DIAGRAMMED RESULTS OF BRAINSTORMING



6. Workshop Management

6. Workshop Management

Objective: to plan, oversee and evaluate inservice workshops

In the last chapter, on Resource Management, we stressed the importance of designing appropriate inservice activities and locating appropriate resources. For better or worse, the manner in which the workshops are organized makes a statement about how the team feels about its responsibilities and about what the team members think of the rest of the staff. Good workshop management is an excellent way for the team to demonstrate its commitment to the learning process. Participants remember the little things. The workshop that they couldn't find, the time the leader had handouts for 10 when there were 100 in the audience, the one that started with those awful games. Workshop management skills are essential to a successful team. Even though they will not be conducting the workshops, team members need to know how to get ready, how to troubleshoot and how to evaluate workshops given by consultants.

We recognize that some teams will not ever be responsible for workshop management. Some will focus on helping the schools set goals to link curriculum development and staff development activities through a series of task forces. Some will focus on communicating information about professional development opportunities already available in the area to the staff. Some will become funding sources, assisting in the locating of funds, writing and monitoring of proposals. However, the planning and management skills involved in workshop administration help the teams focus on the importance of planning any large group activities carefully.

OVERVIEW

Sometimes it seems that workshops are held together by masking tape, extension cords, and coffee spoons. Certainly, workshops fall apart when those things aren't present. There is a Lewis Carroll quality to the problem of giving a workshop on how to manage workshops. Our staff uses a number of strategies simultaneously to teach workshop management:

1. Visibility. We make the planning, administration, and evaluation of the workshop we are running very visible. There is no backstage. We talk openly to each other about our progress and about any changes we are going to make in our plans (and why).

2. Frequent Evaluation. We encourage participants to evaluate our workshops with both a written evaluation at the end of each session and with a fifteen-minute planning discussion at the end of each day. This discussion encourages participants to focus on the mechanical side of workshop management. We also return the collated results of the evaluation at the beginning of the next session and, as part of our introduction, explain what changes we have made based on participant suggestions. (There are always good ideas which we use to improve our planning.)

3. Discussion. At the third workshop we devote at least two hours to a discussion of workshop management. Alternative plans for directing this discussion will be listed in the Activities section. An outline of issues to be covered appears as a Discussion Guide in this chapter (pp 110). The discussion guide includes workshop goals, facilites (location, room, food, schedule), equipment and supplies, contracting with consultants, team member responsibilities, publicity (to

whom, what medium, what information, when), record keeping, evaluation (purpose, strategies, compilation, response), and rewards.

We used to spend one entire morning on evaluation techniques. Reducing evaluation to one of nine topics in a discussion does not mean that we think it is less important. We have found that our team members learn workshop evaluation skills quickly and don't need to spend much time being reminded of the importance of good evaluation data. You may want to spend more time on evaluation strategies.

4. Reference Materials. We prepare a handout on workshop management based on the participants' discussion which we distribute at the final session. We provide examples of some of the forms which our teams use in planning. A number of forms are included in this chapter. You will want to begin collecting new forms as your teams develop them. Teams should be encouraged to use these forms for ideas, but not to copy any form which does not exactly suit their needs or situation. At the end of the Chapter, p.140, we have included a bibliography of books we have found to be useful. If you can provide your participants, or your training team, with a reference library, some of these books would be useful. There are, of course, new books coming out. Become familiar with certain publishing houses listed in the bibliography. Get on their mailing lists and ask for examination copies.

ACTIVITIES

The activities listed here can be done either in teams or in cross-team groups. Cross-team grouping increases the range of past inservice experiences the participants bring to the discussion. In addition to providing new perspectives, it is a pleasant social

change to change groups once during each session. Whether you use a team or cross-team grouping, be sure to assign the three team roles: facilitator, assistant facilitator, and recorder (see Chapter 2).

1. Good workshops are easy to visualize. So are bad ones. A simple way to introduce this activity is to have the group (team or cross-team) list what is happening in a good workshop, and in a bad one, and to put together a list of "things that should be happening" (or goals). Then ask the group to begin brainstorming a list of all the things a team should do in order to plan, oversee and evaluate a good workshop. Have lots of newsprint ready. From this random list, the group can sort their ideas into categories and quite easily develop a very good workshop management list. The list they develop can be typed and distributed by mail or at the next workshop. Included in this chapter is a discussion guide for your use. We have found that these points need to be covered. You will probably want to add additional ones yourself.

2. Have the training team set up a newsprint timeline all along one wall of the workshop space. At the right end is the workshop date itself. The rest of the timeline is divided into week units, counting from the workshop date (i.e, backwards). Each cross team group is given cards on which to write activities necessary for the successful planning of the workshop. Completed cards are pinned or taped (depending on the wall covering behind the newsprint) on the timeline at the appropriate week. Groups then have to justify (or adjust) the sequence that has developed. Someone usually notices that there is no space for post-workshop activities. Have the participants add another three weeks of newsprint after the actual event for compiling the evaluations, writing "thank you" notes, reports and planning. The final list can be typed and returned to participants at their final workshop. Two sequenced lists developed by teams we have worked with appear later in this chapter (pp.124-126). You can use them for the teams to compare their own timelines. There will, of course, be variations based on the different team situations and responsibilties.

If you do not develop a timeline as part of this activity, you might want to spend a few minutes during some activity teaching the participants how to develop

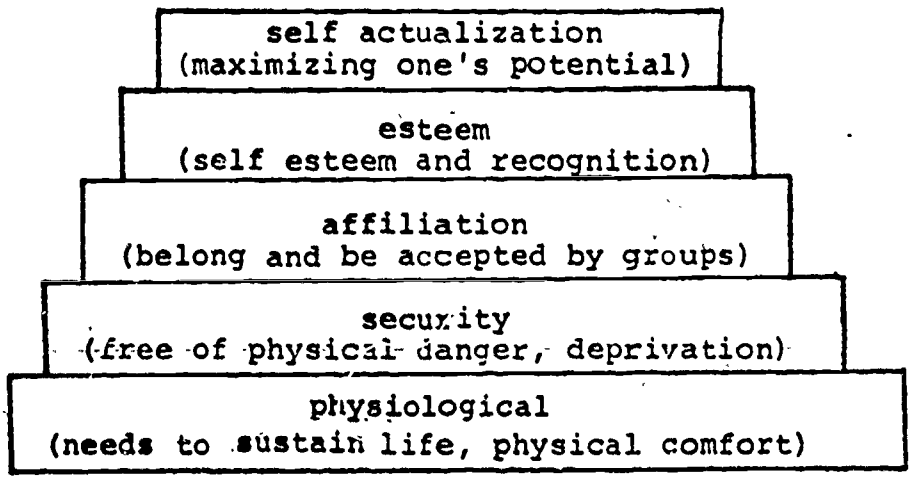
timelines from the date of the event backward. If a member of your training staff (or a participant) is skilled in one of the formal planning techniques, such as PERT charting, you might want to introduce that system. We usually opt for a simple variation, but stress the importance of determining critical dates and accurately estimating task time. There is an exercise in Chapter 8, Political Survival, using timelines.

3. Assign teams some homework associated with workshop management. Members of the team could find (1) how much lead time is necessary to get an item on the school committee, administrative council, or faculty meeting agenda, or(2) how much lead time is necessary to use the school's printing facilities, or (3) what sources of funds are available for inservice, who controls them.

It is hardly necessary to remind you to reward those who do their homework. Schedule time at the beginning of the next session to discuss both the information people collected and, more importantly, the process they went through to get it. Focus both on the problem of locating the information and the problem of allocating and coordinating the tasks within the team.

Although we usually assign homework on workshop management, you will have to judge how much your teams already have to do. Don't exhaust them. Workshop management is fun and it is a wonderful way to use the resources of the group. It is also an excellent way for the training staff to get new ideas to improve their own skills.

Maslow's Hierarchy



DISCUSSION GUIDE: WORKSHOP MANAGEMENT

1. WORKSHOP GOALS

The team needs to have goals for any workshop days, or workshop series, being planned. Some of the goals our teams have used include:

* model a creative, comfortable learning environment

* provide active learning experiences which can be reproduced easily in the classroom setting

* insure that skills developed will be used in the classroom throughout the rest of the year.

* organize support groups which will continue to meet after the workshop series is over.

* provide an opportunity to explore the philosophic assumptions underlying the skills being learned.

* provide a low risk environment for teachers to practice new skills.

* plan activities to reflect an understanding of Maslow's hierarchy of basic human needs.

It is important that the team develop some set of goals (or even philosophic statement). They can use this list to share with workshop presenters, with participants, as the basis of planning, or evaluation questions, or reports.

Each activity, from planning to the welcome signs and coffee breaks, to the "thank you" notes, reflects the goals of the team. Examine the activities being planned. Do any conflict with your goals? Most activities should be able to meet at least two goals. If they don't, the team will need to brainstorm some alternative activities.

2. ARRANGEMENTS

Location

Is there convenient, safe, ticket-free parking?

Is it centrally located for the participants (not in miles but in travel time)?

Can it be found? (Always include both a map and written directions; people think differently)

Can a series of workshops be used to explore a variety of resource locations, such a museums, libraries, centers? (Better have a super communication system.)

Is it inspiring (by being creative, attractive, cozy, whatever atmosphere you want to create); does it give teachers ideas for new ways to use space, materials? Lavish surroundings are often more uncomfortable than gratifying.

Does everyone related to the room know you will be using it: the administration, whoever normally uses the room, the custodian?

Do you have a clear reservation, in writing? What are the chances of another group taking precedence at the last minute?

The Room

Does it have a thermostat and, if so, do you know how to adjust it?

Can you control the light intensity? Too much artificial light is stressful.

Is the furniture appropriate? Can it be moved? Is it adult size?

Is the room noisy? Consider sound from electrical equipment, the heating system, intercoms, phones, the outside.

Does the room have a grounded outlet for electrical

equipment and are there toilets nearby?

Is the room an appropriate size?

If the room is used regularly by some other group, can it be cleaned up enough to be used? If every inch of space is already used for a display or a newsletter layout, you are in trouble.

Food

Do you have permission to serve food in the room?

Will the food taste good? Will it provide, rather than sap, energy?

Does the menu take into consideration eating habits of the group (religious restrictions, vegetarians, those who can't have caffeine or salt)

Who is paying, servicing, cleaning up?

Will you serve everyone at one time, or will it be available all the time? (The latter is much easier.)

If you are breaking for lunch, have you told participants ahead of time? Is there a place for the brown-baggers? Are there reasonably priced, quick places nearby?

If the team is planning a series of workshops, why not have the participants responsible for the food? We have found that such arrangements help build ownership by the group and adds to the friendships developed during the series.

Time

Do you really need to start at 7:30 a.m.?

Make closing time clear and don't go over it by a

Allow time for refreshments and discussion, but don't schedule them for the beginning of the session. Start on time.

Have you checked the dates for your workshops against school, religious, traditional holidays?

3. EQUIPMENT AND SUPPLIES

Major Equipment

Can you fix it when it breaks? What will you do on the workshop day when you leave it behind on the kitchen counter?

If you are using an outside consultant, know what equipment is expected and what the consultant will bring. Make sure there is someone at the session responsible for getting what the consultant forgot to list, or forgot to bring.

Look at your equipment as a way of modeling good learning. Are you over-equipped? Could the teachers use these methods in their classrooms? Are you providing new, creative ways to use some of the standard equipment? Does it run? Do you have extra bulbs that fit the projector you will be using?

Make a list of equipment you will need; keep and use the list.

Supplies

Have a workshop box (with a list on its contents on the side). Include markers, tape, newsprint, glue stick, paper, chalk, scissors, tacks, name tags, pens, camera and film, coffe, sugar, milk substitute (yuk), tea bags, bouillon cubes, herb tea,hot beverage cups,

aspirin, paper towels, coffee pot for heating water, cord for coffee pot, three-prong adapter plug, three prong (grounded) extension cord. Don't leave it on the kitchen counter.

Are there enough handouts? Should they be mailed ahead of time so that participants can come prepared? (If they are mailed, bring extras for those lost on the desks.)

Schools are generally better equipped than public facilities. On the other hand, some fancy conference centers have all sorts of stuff hidden behind the wall panels- explore (but don't count on anything.)

Does the site have duplicating facilities? They are useful, when they work.

4. Contracting with Consultants

The consultant may work alone, bringing everything needed. Have it in writing and bring an extension cord anyway.

The consultant may ask for logistical support. Have it in writing.

The consultant may serve as a member of a planning, problem-solving, or task group. This is a powerful long-term model. It may not be any more expensive in the long run since the pay can be less per hour (no preparation). It is particularly good if the primary goal is to enhance the staff's skills and self-esteem. Have the responsibilities in writing.

Make sure the consultant realizes that the participants may not know each other. Few teachers know everyone else in the building.

Put together a consultant packet. Some examples are provided at the end of this chapter (pp.127-129). The packet should include:

> A cover letter which includes time, place, and topic. Sign with name and telephone numbers (school and home).

A team statement which includes a philosophic commitment to active, appropriate inservice activities and, if possible, a history of the program.

Any publicity you have handed out (or will hand out). It is hard for a consultant to live up to publicity he or she has never seen.

A map with clear directions and a number to call when lost.

A copy of the evaluation form to be used at the workshop. Make it clear you will return the information to the consultant after it has been tallied.

If you have a brief publication describing the school system or the area, include it.

The procedure for school cancellations. Include the radio station on which it is broadcast and a team member's number to call if there is any doubt.

If your consultant is from you own school staff, be sensitive to the risk involved. Provide a supportive soul who will take care of late-comers, focus the projector, provide evaluation forms, manage crises.

If members of the staff are working together as a consulting team, help them rehearse. Get all the responsibilities, in writing, to each of them.

5. Team Member Responsibilities

Do you know who does what? Write it down clearly. Make sure everyone has a copy of the entire list of responsibilities and names.

Insurance. Try to keep one person free at all times t deal with logistical emergencies, to substitute for anyone who may be called away, to keep an eye on the group.

Specialization versus flexibility. You will need to make a tradeoff between staff members consistently taking particular roles, thus becoming expert in those roles, and having the roles rotate, thus having everyone learn more skills. Whatever system you choose, be sensitive to stereotyping. Coffee-making and note-taking are not sex-linked talents.

6. PUBLICITY

To Whom?

Participants (you may want to include a feedback section to find out if there are specific questions or needs they want addressed.)

Participants' supervisors or teammates, or anyone else who needs to know where the participants are during the workshop.

Key people in the system, including the custodian.

The general public, especially parents and the school committee.

What Medium?

The spoken word: Conversation is great for getting feedback and for ensuring that important information will be received and remembered, but very time-consuming. Loud speaker announcements are heard by those who are listening.

Written material: Make the format attractive, easily recognizable. Count on problems with snow days, school mail, cobwebs on mailboxes.

Graphic displays: Consider posters, pictures of participants, displays of workshop products, articles in newsletters, newspapers or TV coverage.

What information?

Date: day of the week, starting and ending time

Place: room, entrance to be used, parking arrangements, map and directions with estimates of distance and landmarks, phone numbers

Costs (if any): refreshments or arrangements for meals if appropriate

Purpose: For whom is the workshop designed (background, teaching responsibilities, interests), what will participants get from it, how will it be structured?

Presenter's name(s) and qualifications

Attendance: optional or required, credit arrangements (if any)

Special arrangements: transportation, substitutes, materials needed, preparation before session, appropriate clothing (for art, movement or relaxation classes), provision for cancellation (Our school systems include both hill and valley towns with very different winter weather. When we offer cross-district activities, we cancel if the school district in which the workshop is to be held closes school.)

contact people: names and phone numbers

When?

Give the participants three weeks' notice so they can put the event on their calendars

Follow up with a written or personal reminder a week before the presentation (for presenters as well as participants).

Do not send any communication without having someone else read it for clarity, typos, and mistakes or omissions in detail (day of the week, date, time).

For more information on communication techniques see Chapter 7.

7. RECORD KEEPING

If the school committee is providing release time, or rewards in the form of salary increments, they have good reason to make sure that those who are supposed to participate do so. Everyone involved should understand the logic of this assumption. Take attendance openly. If there are participants who have a problem with this (no trust, being treated like children), take the time to talk with them about their feelings. Alternatively, there is no need to get hysterical and scrap a program if someone skips.

If you need to limit the number of participants, pre-register participants and post the list so that participants know their status. If a workshop is very popular, offer it twice. (Pre-registration and reminders about attendance is a good idea anyway. It is very embarrassing to bring in a consultant and have no one show up.)

If you are running simultaneous activities and are worried about people switching workshops, try some on the following strategies:

Shorten activities, let participants switch.

Keep breaks internal, keep refreshments in each room, use breaks for group energizing activities rather than hall wandering.

Make switching inconvenient, put different activities in different buildings, schedule hands-on projects that have to be finished.

Provide a drop-in center for those who have short attention spans.

If there are individuals whose needs will not be met by the sessions, arrange for them to spend the day elsewhere.

Trust is built up over time. The second series will go better than the first.

8. EVALUATION

Purpose

Decide why you are going to ask for evaluation. What use will you make of the information you get?

What do you want to know:

- If objectives of the planning group were met?
- If small changes would make people more comfortable?
- To what degree are the participants understanding a process, theory, skill?
- How effective the different activities were?
- How people feel about themselves, their participation, you, etc?
- What should happen next?

Strategies

Multiple approaches help get information from the contented as well as the dissatisfied. The polite and the paranoid can answer anonymous questionnaires; the vocal can talk in a group.

Draft evaluation questions the same way you drafted the needs assessment:

Write out a draft

Try it out on the team, a few friends, a consultant

Adjust wording to avoid ambiguity or the closing off of information. Adjust format to make the spaces easy to use.

Balance the need for complete information with time constraints. Keep it short.

Have final version proofread by two people.

Administer the evaluation with as little risk taking as possible. Let participants know what will happen to the information and that you value the privacy of their opinions.

If you intend to divide the results by grade level, school, whatever, color code the questionnaires or have participants check an appropriate box.

Keep a file of evaluation formats, use them for ideas and idea starters. We have included some examples (pp.130-137)

Get participants in the habit of doing evaluations after every workshop. We have a simple evaluation (What was the most useful? Least useful? What changes would you like for next time?) which we have instructors use after each workshop in a series. The instructor collects and uses the results in planning later workshops and mails them in to us. We stress that we are more interested in the changes the instructors make as a result of the evaluation than in the evaluation itself.

Compilation

Unless your sample is large, don't worry about statistics. Don't even worry about percentages. Fifteen out of 20 or three fourths is more useful than 75%.

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Compile all comments from the open-ended questions, grouping similar comments together.

Provide copies of the compilation to participants. Tell them what changes are being made as a result of their suggestions. Thank them for their help. An example of a compilation is provided on pp.138-139. When we prepare compilations the only editing we do is to remove names, thus "Gerry's presentation...." becomes "the consultant's presentation...."

Make sure the compilation is available for the group planning the next workshop.

Response

Respond realistically. Most suggestions are valuable and can be acted on. However, some indicate that the individual does not agree with the fundamental goals or philosophy upon which the workshop was based. Don't ignore this information; the individual needs assistance in choosing a more appropriate activity, but don't necessarily change your activity to meet a different set of goals.

If you want to load the results, do it creatively:

> If the last workshop series was terrible, it is probably safe to ask, "compared to the past workshops, was this workshop better/the same/worse." Of course, you lose the friendship and future help of those who planned the last workshops, but it looks good in your file. If the last workshops were good and you ask this question, you deserve to lose your job, and you will.
>
> If you want your team rated well, try "The planning team was super/excellent/very good." Or ask for the "ten strongest aspects of the workshop," leaving lots of space, and the "single weakest aspect of the workshop," leaving no space at all.
>
> If the workshop was really bad, let participants take the evaluation forms home to fill out and

return. Once they leave the room, you will never see those forms again.

9. REWARDS

What incentives can you provide, what rewards can you offer for participation. Not everyone needs, or responds, to the same types of rewards. What alternatives are there?

An activity in which teachers learn skills they value is an important intrinsic reward.

Handouts, materials created, freebees, useful supplies are also rewards

Increased self-esteem, a sense of participation, skills to do a better job, getting to know colleagues better, and an opportunity to act as a resource for others are all rewards.

Credits (inservice, college, certification) are rewards in themselves and, eventually, monetary rewards. However, as our teaching population ages many of the staff are at the top of the salary scale so that increments are not helpful to them.

Professional recognition within the school and outside is a reward.

Community recognition is a reward.

Compensatory time is a reward.

Release time from the classroom can be a reward. If too much time is taken, or the substitute system is poor, it can also cause anxiety and extra work.

Professional contacts, getting access to those in power is also a reward.

Letters of commendation or report of skills mastered placed in a personnel file is a reward. (We are very careful to do this every year for teachers who have worked on any of our non-credit activities. However, rumor has it that the road to heaven is not paved with letters of commendation.)

New skills that open doors to new job responsibilities

and job opportunities is a reward.

Membership in a supportive group is a reward. What are you doing in each inservice activity to ensure that the individuals become a group?

And then there are service steps, badges, good conduct buttons, stars on the door, gold watches, trips to Bermuda....

Task List Prepared by a Team Trained in Greenfield, Massachusetts

1. Analyze needs assessment.

2. Locate appropriate resource people, make a tentative commitment with them, explain the philosophy and goals of the inservice program and the results of the assessment.

3. Clear dates by checking with the administrative calendar, and clear the space with the person in charge.

4. Circulate a proposal to teachers with names of resource people who are clearly good (include a writeup if these people are not known to the teachers), and a tentative schedule. Ask for a commitment from the participants.

5. With teachers' commitment get back to presenters with a contract. The packet given the presenters should include the contract, evaluation forms to be used, a map, a statement of philosphy, a form to request audiovisual materials, and snow day arrangements.

6. Finalize arrangements by adding the course to the administrative calendar; guarantee space by writing name wherever appropriate.

7. Send a reminder back to participants shortly before the event, and if space permits open enrollment again, inside or outside the system. (The calendar for teachers might serve as a reminder and for publicity, but you will probably need to directly remind participants a week before the first session.)

8. Make final space arrangements, notify the janitor, learn how to work the heating system, locate outlets, audiovisual equipment, etc.

9. Make hospitality arrangements for the first meeting: food, a map if necessary, signs on doors, audiovisual equipment, heat, introduction of the consultant and participants.

10. Assign a "back-row facilitator" to be process observer, crisis manager, and evaluation form procider.

11. Assign clean-up duties.

12. Compile the evaluation forms filled out at the end of every session. (The consultant may want to take these along, so at least make sure that they are completed.) On the final day, take them yourselves, compile them, and return the originals to the consultant.

13. At the end of the final session assess activity for future planning, not just the consultant, but the topic, time, space, mix of participants, and any other issue that seems to be relevant.

14. Reward participants with a letter of commendation, certificate of course completion (sent to the superintendent), credits, publicity.

15. Award presenter -- fee and letter, publicity.

16. Reward the room owner with a thank you letter.

17. Reward the inservice committee.

18. Back to the drawing board to plan for the next activity using the evaluation as a partial needs assessment.

Sample
Hampshire Regional/Union 66
PLANNING A WORKSHOP

Checklist

Don't forget:

____ Identify specific objectives for the workshop, *three weeks before the workshop.*

____ Assess the number of staff who will be attending, *three weeks before the workshop.*

____ Review the resources of possible presenters, *three weeks before the workshop.*

____ Arrange the site, date, and time of the workshop, *three weeks before the workshop.*

____ Fill out workshop presenters agreement forms. Submit to the Coordinator of Special Education for review and dissemination, *two weeks before the workshop.*

____ Develop workshop announcement: who, what, when, where, for whom, objectives for workshops.

____ Submit the announcement to the Coordinator of Special Education for review and dissemination, *ten days before the date of the workshop.*

____ Call the workshop presenter to assess any needs or problems. Remind the presenter of the date, time, and place of the workshop, *two days before the workshop.*

____ Obtain necessary visual aids, equipment, pencils, paper, chalk, slide projector, etc., requested by the presenter, *one day before the workshop.*

On the day of the workshop:

____ Set up the site.
____ Put a sign on the door.
____ Meet the presenter, and try to make him/her feel comfortable.
____ Introduce the presenter.
____ Enjoy the workshop.
____ Pass out and collect the Inservice Activities form.
____ Thank the workshop presenter.

On the day after the workshop:

____ Send out a thank-you letter to the presenter.
____ Submit Inservice Activities forms to the Coordinator of Special Education.

Example

SOUTH HADLEY STAFF DEVELOPMENT
116 Main Street • Town Hall
South Hadley, Massachusetts 01075

June 9, 1978

Good Morning!

This is your packet of materials from South Hadley Staff Development for today's workshop.

Enclosed you will find:

1. Program evaluation forms. Please take the last five minutes of your session to have your group fill them out. A staff development person will collect these forms in the main office area at the close of the workshop. (The forms will be tabulated, and, if you choose, mailed to you.)

2. Bill for services. Please sign and return it to a staff development person. Make sure your name, address, and the amount are correct.

3. Catalog. The complete listing of courses for this workshop.

4. Newsletter. Published this week listing staff development activities.

If you have any questions today, or need special equipment that has not been provided, contact any staff development person. These people will be in the area in front of the main office throughout the morning.

If you have additional questions, contact Mark Reese at South Hadley High School - tel. 533 3943.

The staff development team sincerely thanks you for helping us with our program.

-- The Staff Development Group

Welcome to the 1978 Amherst Staff Development Program! We are delighted to have you a part of this venture. Our Staff Development Program is based on the assessed needs of the staff. We would like to share our findings with you.

Our staff has stated that they learn best

when they are actively involved in solving real problems

in small groups and with a variety of activities

when they are not "talked at" in a large group setting

when learning builds on their strengths, not their deficiences

when they get feedback and support from others in applying and refining new skills

when a shared decision-making process is used in determining arrangements for learning events

when their needs for belonging and physical and emotional comfort are met

when they are helped to uncover next steps

when self-initiated and self-directed learning approaches are respected.

We hope this information will be useful to you as you prepare your learning experiences as a part of our new approach to professional growth.

The Staff Development Advisory Group

Inservice Prerequisite Form -- Hampshire Educational Collaborative

The Inservice Committee for the Special Education Program at the Hampshire Educational Collaborative would like to request your participation in our Inservice Training Program. The goal of our program is to increase staff competencies in order to provide quality education to students with special needs.

Our staff consists of teachers, specialists, and instructional aides, all of whom are dedicated to the pursuit of knowledge in order to increase their skills in the field of special education.

A needs assessment has been completed by our instructional staff. The following topic of interest has been identified:

The target population for this workshop will be: _____.

There will be approximately _____ participants. The workshop will be

held on _____, from _____ to _____.

For further information please contact _____

(inservice representative) at _____ (telephone number at work)

or _____ (telephone number at home).

You are requested to provide the following items:

_____ A resume including the names of individuals who are familiar with your previous workshop presentations, due on _____.

_____ A description of the workshop which includes:

a) a short narrative description of the workshop,
b) goals and objectives of the workshop.

_____ Materials to be handed out at the workshop. If they are to be duplicated by us, please make sure they are in our hands by _____, and that there is a maximum of six pages per participant.

_____ A completed evaluation of the workshop presentation, due on _____. A form for this is enclosed.

_____ A request for any audiovisual equipment you will need, due _____.

_____ A workshop consultant agreement form (enclosed), due _____.

_____ A bill for services form (attached), due _____.

_____ Other:

SOUTH HADLEY STAFF DEVELOPMENT
116 Main Street • Town Hall
South Hadley, Massachusetts 01075

EVALUATION

Name _____

Building _____
Subject/Grade level _____

We would appreciate your opinion of this workshop and the course that you attended.

Title of the workshop course you attended: _____

This workshop course was:

excellent good fair poor

Please check the statements below that you agree with.

Workshop course

___ This course met my needs.

___ This course was interesting but not relevant to me or my area.

___ I will be able to implement the ideas presented in this course in my classroom.

___ This course was what I expected.

___ This course covered material that I already know and understand.

___ I would recommend this workshop course to others.

___ This workshop could have been improved by _____

_____

_____

Instructor

___ The instructor was able to communicate his/her ideas.

___ The instructor was easily understood.

___ The instructor did not stray from the topic he/she was speaking on.

___ The instructor understood my needs.

___ The instructor held my attention.

___ I would recommend this speaker for subsequent workshops.

___ The speaker could have improved his program by

_____

AMHERST-PELHAM REGIONAL SCHOOL DISTRICT

STAFF DEVELOPMENT COMMENT SHEET

Program Title_____

Please check the appropriate space to identify your instructional level:

_____Elementary _____Junior High _____Senior High

Please respond to the statements below by checking the appropriate column:

	strongly agree	agree	disagree	strongly disagree
1. This program met my expectations				
2. It will have value for me in the classroom				
3. The arrangements (preliminary information, physical facilities, etc.) were satisfactory				
4. The program had adequate, clearly identifiable goals				
5. The resource people were approriate for meeting the program's goals				
6. The program provided sufficient variety to maintain my interest				
7. I would recommend this program to a colleague next year				

8. What did you find most helpful in this program?

9. If this program were offered again, what changes would you suggest?

Session Evaluation

1. Please indicate your reaction to the aspects of the session listed below by placing an "x" in the appropriate column.

The session	YES	NO	NOT SURE
a. was well balanced between theory and fact	___	___	___
b. provided new information	___	___	___
c. was too general for my purposes	___	___	___
d. was too complex	___	___	___
e. provided specific ideas	___	___	___
f. was valuable for practical application	___	___	___
g. was too theoretical	___	___	___
h. was on too elementary a level	___	___	___
i. was pertinent to my needs and interests	___	___	___

2. What were the major strengths of this session?

3. What were the major weaknesses of this session?

EARLY CHILDHOOD WORKSHOP FEEDBACK

In-Service Title: _____

Date: _____

Your Job Title: _____

1. The clarity of the goals/and objective for the presentation: _____ 1 (low) 2 3 4 5 (high)

2. The usefulness of this in-service for me is: _____ 1 (low) 2 3 4 5 (high)

3. The organization of the presentation was: _____ 1 (low) 2 3 4 5 (high)

4. My knowledge of the materials/and concepts presented prior to this session was: _____ 1 (low) 2 3 4 5 (high)

5. The extent this session increased my knowledge about the materials and concepts presented is: _____ 1 (low) 2 3 4 5 (high)

6. My overall reaction to this session is: _____ 1 (low) 2 3 4 5 (high)

7. Did the workshop hold your interest? Yes _____ No _____ Some of the time _____

The strengths of this session were:

7. The weaknesses of this session were:

The next staff development activity I would like is: _____

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Check one:
___ Franklin Area Meeting
___ Hampshire Area Meeting
___ Holyoke/Chicopee Area Meeting

SCREENING MEETING EVALUATION

(To be completed at 3:30)

1. Overall I would rate this meeting as:

   Excellent

   Good

   Fair

   Poor

2. Two (or more) things I learned from this workshop were:

3. Two (or more) recommendations I would make for future workshops are:

4. Specific items that I hoped would be discussed but were not are:

5. The best feature was_____

   The weakest feature was_____

RJ:lm
5/3/79

III. The intent of the "Burn Out" session was to help people become aware of what the phenomenon of burn out is and begin to explore what it means personally and within the context of the project. Did this happen for you?

___ Yes ___ No

Comments:

IV. Do you use the "Lending Library" the Development Center makes available at every meeting?

___ Yes ___ No

Do you want this to continue?

___ Yes ___ No

Comments and/or suggestions for resources to be included:

V. The afternoon session "Strategies for Take-Over: Strategies for Survival, was conducted (1) to help you become aware of and take advantage of local budget cycles, and (2) to provide you with an overview of Federal and foundation funding. Did the session meet these objectives for you?

local budget cycle ___ Yes ___ No

Federal and foundation funding ___ Yes ___ No

Would you like to explore either of these areas in greater depth? If "yes", which area?

___ Yes ___ No

Comments:

Evaluation Questionnaire

"Dialogues on Energy, Environment and Economics"

Workshops

Please assist us once again in determining the quality and effectiveness of the forum. Your feedback is invaluable in providing necessary information to the National Science Foundation on projects of this nature in the future.

Title of Workshop: _____

Physical Facilities

1. The physical facilities (space, lighting, climate) of the meeting room were:

   ___excellent ___very good ___adequate ___less than adequate ___poor

2. What improvements, if any, would you suggest for better physical facilities?

Presentation and Content

3. Please rate the following aspects of the workshop.

	excellent	very good	adequate	less than adequate	poor
a. identification of key energy issues					
b. identification of future energy options					
c. the role of consumers and other representative groups in energy issues					
d. sociopolitical factors affecting energy needs and supplies					
e. energy and environmental impacts					
f. energy and economics					

4. To what extent did you obtain new knowledge and insight from the workshop?

   ___to a large extent ___to my satisfaction ___minimally ___not at all

5. How relevant was the workshop in meeting your personal needs?

   ___extremely ___of general interest ___irrelevant

6. Did the discussion/dialogue sustain your interest and motivation?

___generally ___about 1/2 of the time ___minimally

7. How did the workshop leader present, organize and summarize the resultant information?

___very well ___adequately ___poorly

8. Were you given the opportunity to participate and add your personal opinion to the discussion?

___yes ___no

9. Your overall rating for the workshop is:

___excellent ___very good ___average ___poor ___very poor

10. Additional comments:

SUMMARY OF EVALUATIONS

Inservice Facilitator Training Seasions

Greenfield. May 3, 1979

1. What was the most helpful part of this session?

...having representatives from Granby here to present and discuss their successes and failures in setting up workshops for teachers. Their participation in our small group assignment was quite beneficial. (3)
...made me think about ways of approaching the development of an inservice workshop so that it will be effective
...today's session was active (although p.m. slowed up). That's great.
...I became more aware of the steps in establishing a needs assessment and the general concerns of establishing inservice programs
...force field analysis - listing specific strengths and weaknesses within our school system. This procedure was informative and effective to me as an educator.
...very informative and smooth flowing
...feel good about the people here; friendly atmosphere (3)
...feel good about the organization of the workshop (3)
...my role and the related questions dealing with the inservice team have been answered
...I came to the session totally in the dark about inservice (I was simply not given any information about my assignment today). I now have a positive attitude toward it and can see the potential in it for professional improvement.
...variety in participants and method - some lecture, some group participation is good
...when I was asked to serve on this committee I was given very little information and didn't realize the importance of this task. After listening to the speakers and carrying on discussions I'm a little overwhelmed, but interested in trying to set up a meaningful inservice program here in Greenfield. The manual provided will be most helpful and I'm eager to read the information for more background.
...the work in force field analysis was very interesting (2)
...the bridge-making project and follow-up discussion of what is necessary to implement a program (2)
...felt very comfortable and very positive towards the presentation
...needs assessment; writing questions
...clear and progressive presentation of materials and thoughts (2)
...good visuals, presentation of compiled materials for future reference
...give-and-take discussion among participants
...obvious enthusiasm generated by presenters "rubbed off" on participants - during lunch, much enthusiasm that we are on the right track
...forms presented and explained should be valuable tools
...sharing my feelings with others about inservice - misery loves company
...variety of suggestions and approaches touched on in discussion and represented in the handbook will motivate ideas in our own planning of inservice

2. What was the least helpful part of this session?

...everything presented relevant to the topic (2)
...assessing the goals of the Inservice Committee by making predictions of pessimistic, realistic and optimistic chances of obtaining those goals

...some of the material re: design of a needs assessment was redundant to me - I've received such information in a graduate course
...discussion dealing with types of questions to put on a needs assessment (closed, long, etc.), advantages vs. disadvantages
...all of the session was helpful. Honest!!
...being asked to respond to things that I'm not quite ready to deal with immediately
...talking about problems and ways that they were offset - seemed like too many times they looked like the inservice team would solve problems
...felt I got to know only a few of the participants
...flipping through the notebook in unison - this could be done at a later time
...most of the information on collecting data - was already familiar to me, partly because the nature of my job requires me to analyze and evaluate the success of my services continually. Also, I wasn't interested in hearing how other school systems fill in a force field to the degree that was given - I would rather spend more time on doing our own.

3. In what ways could the session have been better (suggestions, advice)?

...an overhead projector to present the material. It's impossible to see anything on newsprint
...by distributing the notebooks and making the agenda clearer beforehand
...more administrators should be exposed to this informative program
...the room could have offered more flexibility
...more time to deal with the questions. It seemed we were asked to respond to very important ideas in a limited time. (2)
...The pace was a bit fast and it was difficult to shift gears and sense that we really would return to tasks. It is a bit difficult to grasp the whole plan - to see the end.
...perhaps some more dialogue in areas of trying to solve attitudinal problems
...more of an explanation as to where this group would end up. Possibly clear to some but not to all.
...maybe physical arrangements could be modified so that participants could see each other - get more involved with each other (2)
...overview (brief) as to what our <u>real</u> tasks following this session will be

Workshop Bibliography

Inservice: Workshop Organization

Block, Arthur. *Murphy's Law and Other Reasons Why Things Go Wrong.* Los Angeles: Price/Stern/Sloan Publishers, Inc., 1979.

Principles of successful workshop management and why they can never work.

Craig, Dorothy P. *Hip Pocket Guide to Planning and Evaluation.* Austin, Texas: Learning Concepts, 1978.

Interesting format for goal setting. Not new, but well put together.

Davis, Larry Nolan, and McCallon, Earl. *Planning, Conducting, and Evaluating Workshops.* Austin, Texas: Learning Concepts, 1974. (Later edition credited only to Davis.)

By far the best book available. Center section especially useful.

Davis, Larry Nolan, and McCallon, Earl. *Workshop Staff Packet -- Planning, Conducting, and Evaluating Workshops.* Austin, Texas: Learning Concepts, 1974.

The packet is not as useful as the book. All forms appear in the book.

Ferner, Jack D., *Successful Time Management.* New York: John Wesley, 1980.

A self-teaching guide with excellent sections on planning and task assignment.

Guidelines for the Development of a Comprehensive Plan to Provide Training to Personnel. Merrimack Education Center, Chelmsford, Mass.

Formats taking the reader through the entire workshop process.

Hruska, M., and Bunker, R.M. *Inservice Education: One Approach.* Title IV Development Center, Hampshire Educational Collaborative, 1978.

An excellent statement of its philosophical premises combined with practical applications.

Kirschenbaum, Howard, and Glaser, Barbara. *Developing Support Groups.* La Jolla, California: University Asscoiates, 1978.

A good general review of the area.

Nadler, Leonard, and Nadler, Zeace. *The Conference Book.* Houston: Gulf Publishing Company, 1977.

It covers every aspect of conference planning briefly.

Inservice: Group Techniques and Activities

Ballard, Jim. *Stop a Moment: A Group Leader's Handbook of Energizing Experiences.* Amherst: Mandala, 1977.

A variety of low risk, nonthreatening activities to energize a group.

Canfield, Jack, and Wells, Harold C. *100 Ways to Enhance Self Concept in the Classroom.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

Activities for classrooms and workshops.

Gordon, T., *T.E.T., Teacher Effectiveness Training.* McKay, 1977.

A handbook used in a T.E.T. course which is regularly given as part of an inservice series. Its techniques are equally useful to workshop teaching, especially those in the section on problem solving.

Morris, Kenneth T., and Cinnamon, Kenneth M. *A Handbook of Non-Verbal Group Exercises.* Kansas City: CMA Publishing Company, 1975.

A companion book to *Handbook of Verbal Group Exercises.* Surprisingly judgmental and competitive. Some activities good, many inappropriate.

Morris, Kenneth T., and Cinnamon, Kenneth M. *A Handbook of Verbal Group Exercises.* Kansas City: CMA Publishing Company, 1975.

Same comment as on non-verbal handbook.

Orlick, Terry. *The Cooperative Sports and Games Book: Challenge without Competition.* New York: Pantheon Books, 1978.

Activities for classroom, recess, physical education, or workshops.

Raudsepp, Eugene. *Creative Growth Games.* Harvest/HBJ, 1977.

A concise presentation of the process of creative problem solving plus 75 exercises, many of which can be used as energizing actitivities in adult workshops.

Stanford, Gene. *Developing Effective Classroom Groups.* New York: Hart Publishing Company, Inc., 1977.

An excellent source of group techniques with focus on change that occurs during the life of a group.

7. Communication With The School Community

ERIC

Communication With The School Community

Objective: to develop and maintain communication between the team and the school community

At our first workshops, we thought of communication as having three parts: communication within the team; communication with the staff and communication with decision-makers. We have since turned team communication into Team Building Skills (Chapter 2) and revised the communication with decision-makers as a separate chapter on political survival (Chapter 8). However, we realized that the three areas always will be intertwined.

Communication, by definition, is linked with other events and skills. The Team Building and Goal Setting chapters (2 and 3) focused on communication within the team. The Needs Assessment chapter (4) focused on communication with the staff. The Resource Management and Workshop Management chapters (5 and 6) focused on communication with staff and resource people. The Political Survival chapter (8) will focus on communication again. Why then should there be another chapter devoted to communication? Even more important, why spend time teaching communication to teachers whose major role is communication?

Our only defense is that communication is important and that most crises faced by teams can be traced, at least in part, to communication breakdowns. We also have found that teachers and administrators, who are skilled at communicating with their students, forget to use their skills with each other.

OVERVIEW

This chapter includes a number of activities which can be used throughout the workshop to enhance communication skills. It also lists some specific activities which we usually do at the second session to emphasize the importance of communication techniques.

Over the years, our discussions have developed into a Discussion Guide, "Strategies for Sucessful Communication," which is included in this chapter. This list can be used in planning a presentation or discussion, or it could be handed to participants (how boring). We also have included a few examples of communication assignments completed by our teams. You will want to collect a file of examples of good communication to use in future workshops. It is our hope that the teams will, at least, acknowledge the importance of continuous and effective communication, and, at best, be effective communicators.

ACTIVITIES

We have a number of strategies we use to teach communication skills; none are very time consuming. If we have time, we try to do these activities at the second session. Certainly the homework has to be assigned at the second or third session. Sometimes, we have to wait until the morning of the third or fourth session to have the discussion or presentation. If the discussion is planned for a later session, reviewing the homework assignment is a good introduction.

1. We model good communication techniques in the way we manage our workshops. We won't describe these in detail in this chapter, but the "Strategies for Good Communication" which appears in this chapter lists most of them. We try to have our handouts, our displays, our letters to participants between sessions serve as excellent examples of good communication. And when we fail, as we sometimes do, we use whatever errors we

have made to draw suggestions from the group for improvement.

2. We set up some type of presentation on communication. This has always been most successful when we have had someone skilled in graphic arts on the training team. If you have such a staff member, or participant, available, take advantage of that person's skill to provide the group with a 20-minute demonstration on good communication techniques.

3. We set up a display of team communication from our files using bulletin boards and some overhead transparencies. We use these to generate a list of good communication techniques. The list the group develops is, as always, typed and distributed. We have provided a few examples here for your use, but you will want to include more. If you don't have such a file, you could hold a general discussion. However, since communication is partially visual, you will find it easier to use visual examples.

4. We assign teams the task of designing one effective communication device. Over the years teams have had their picture in the paper (the winner that year), designed a logo and talked the print shop into making them stationery (another winner), written very effective and attractive memos to the staff. This is a useful and pleasant activity and can produce a good competition among teams for the prize (stylus for correcting dittos, protractor or graph paper for lining up copy, thumb tacks for their new bulletin board, roll of film). The examples in this chapter come from such assignments.

This assignment usually is given at the second or third workshop. Sometimes it is given before the presentation or discussion can be scheduled. Be sure to provide a quick overview of communication strategies (taken from our Discussion Guide) if you give the assignment before the group activity.

Discussion Guide: Strategies for Successful Communication

--Know what you are about as a team. If you haven't taken the time to set goals, develop team organization, and design an overall plan, you may have a wee bit of trouble communicating goals, membership and plan to others.

--Select the audiences with whom you must communicate and begin as soon as possible. You might make each person on the team responsible for a certain audience. These audiences would include the various administrative levels, teachers (divided by schools, by responsibilities, by age or sex or smokers/non-smokers), students, parents, community, school committee, funding agency, media.

--Everything you do communicates: make your activities work for you. Put the team logo (if you don't have one, do that right now) on all communication. Proof read everything that goes out. Have a little explanatory paragraph about the purpose of the team which goes at the top of every page, or at the bottom, or along the side.

--Consider a staff newsletter: it takes time but it may be worth it. (If this really is a direction you choose, HEC has a small manual, "Producing a Small Nonprofit Newsletter, Inservice Series #4" which you can order from our office.)

--How can you use the communication systems already in place? Take advantage of the administration newsletter, faculty meetings, the attendance bulletin, department or grade level meetings, bulletin boards, morning announcements, the faculty room, refrigerator door, mailboxes

--Never rely on one form of communication. It lacks class.

--Rumor has it that communication is two-way. What are you doing to collect ideas? Are there tearoff sections, time for questions as well as announcements, team-initiated conversations about inservice, suggestion boxes, parties or other informal gatherings

ERIC

to collect ideas?

--Why not get some bulletin board space assigned to your team and then use it creatively? Pictures of team members and staff inservice activities are great. Make sure the board is regularly updated and looks neat. A dusty communication medium is the message.

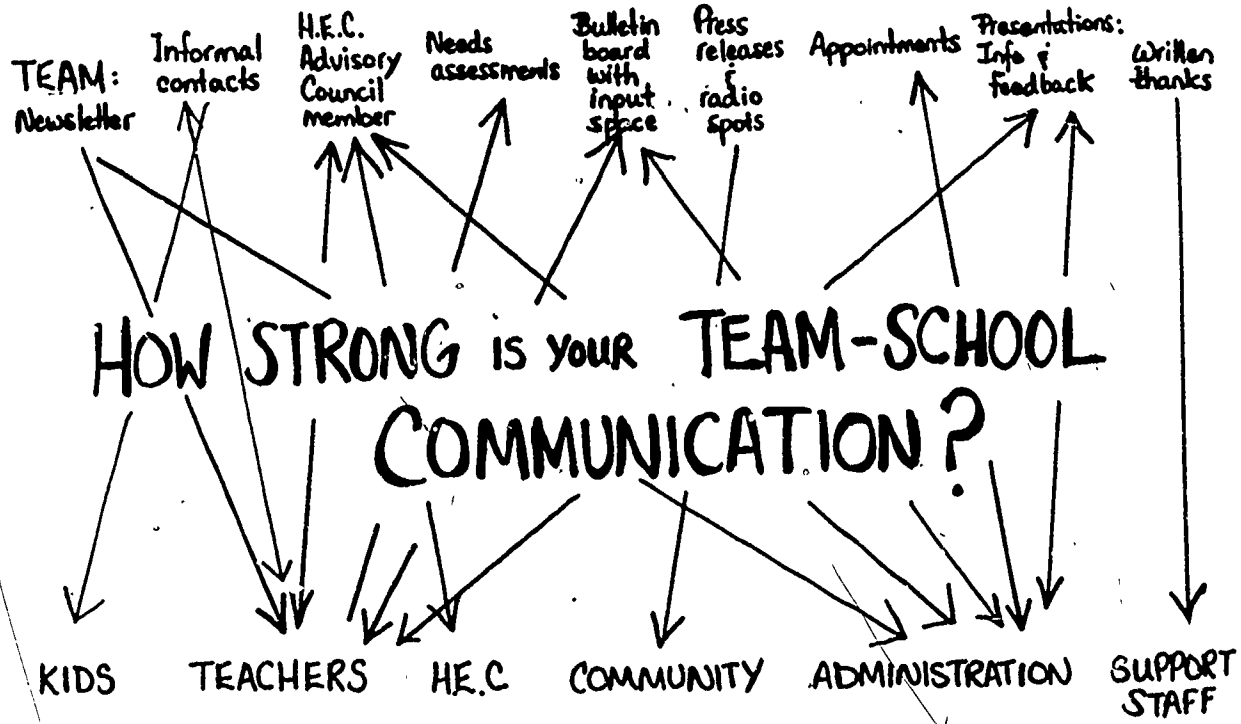
--Find out how to get good articles in the newspaper and on the local tv and radio. What do your local stations want to report? (Always, Always, Always let your superintendent know about such publicity before it hits the streets. It is unfair, and politically disastrous, to ask him to support you if he does not know what is going on.)

--If Madison Avenue can do it, so can you. What are you doing to make your communication fun? Remember Maslow's hierarchy? People want to feel secure, a member of the group, accepted. Look over the materials you are handing out: does it make the readers feel that they are a member of a very select and special group, that they are important, that their day is going to be a little brighter because of inservice? Why not? (If you are not familiar with Maslow's work, you will find more information in chapter 6,p.109.) Memorize it, or put it on your wall, but check every communication against it.)

--Make a checklist of information which should appear on every communication. Make sure that each member of the team has that list. (List might include: logo, date, contact person with address and phone, date, time and place of any meeting, source of funding, school system name)

--The focus of any communication is the reader/listener. Check each piece of communication for what the reader is going to get out of the experience. Play being the reader. Ask "How does this effect me?" If you can't answer, rewrite.

HOW MANY POINTS OF CONTACT?



IS YOUR INFORMATION FLOW TWO WAY?

WANTED:

Education specialists willing to contribute time to an established in-service program. Substantial psychic pay. Reply to South Hadley Staff Development, Mosier.

MAY 11 WORKSHOP RESULTS

Workshop organization:

Good	136
Fair	17
Inadequate	0

May 11 workshop was:

Very Beneficial	58
Beneficial	88
Not beneficial	4

Workshop fulfilled teaching need:

Yes	117
No	26

Appreciate other levels, disciplines:

Yes	98
No	35

Would like to take another course, but couldn't because of conflict:

Yes	19
No	55

9. STAFF MEMBERS HEAD LIST OF WORKSHOP TEACHERS

Comprised of 15 different courses, 16 teachers (9 from within the system, and 7 from outside) the workshop received favorable responses from the staff.

146 found the workshop very beneficial and beneficial, while 4 found it not beneficial.

South Hadley teachers involved were Rick Sirvint, Bill Whigham, Joe Dion, George Smith, Dennis O'Neil, Marie Appleby, Rick Carpenter, Barbara McKenzie and Helen Wyzga.

The overall evaluation results are contained in a box on this page.

In addition, a mini-course evaluation (a yellow page) was voluntarily used for 10 of the courses at the workshop. It was the first time this was tried.

A summary of the mini-course results is on page 3.

The mini-course evaluations were tabulated and mailed to the teachers of the courses. The overall evaluations are on file at Mosier Elementary and are open for inspection to any staff member.

STAFF DEVELOPMENT

YEAR IN REVIEW

PAGE 4

WORKSHOPS

Four half-day workshops were conducted with an approximate cost of $2,500.

The workshop sessions were taught by approximately 30 outside consultants and 45 South Hadley staff personnel.

NEA STUDY

Last week SHEA finally received $500 from the NTA to begin the NEA-NIE funded handwriting study.

It will probably get fully under way in the fall.

NEWSLETTERS

Six newsletters were written. Four formal reports were presented to the School Committee.

TITLE IV-C

The Title-IV C grant for staff development was written in January, but was not funded.

AFTER-SCHOOL COURSES

Two after-school courses were conducted.

Up to fourteen teachers attended a cardboard carpentry course offered in the fall at Mosier Elementary.

Nine teachers attended a ten-week Teacher Effectiveness Training course, also at Mosier.

REGIONAL

South Hadley participated in a regional in-service group that included groups from Hadley, Amherst, and the Hampshire Educational Collaborative.

PUBLICATION

An article was prepared about South Hadley Staff Development for fall publication in Kaleidoscope, the State Department of Education publication.

STAFF DEVELOPMENT
TEAR AND SEND

Mail to:

Carol Cody
Mosier

I would like help setting up a workshop the last three teacher days..... ☐
I would like to help the needs assessment..... ☐
I would like to help on staff development next year..... ☐
I would like to see the following in staff development next year..... ☐

_____

_____ _____
Name Building

Did you know?

While you were busy working in your classroom, some of us have been asked to attend in-service workshops offered by the Hampshire Collaborative. This is an effort to make future in-service days more than just sit-down sessions!

PRESENTLY:

Groundwork is being laid in deriving in-service needs of district and compiling resources in a variety of areas.

People now involved are: Bob Gazda, Principal of High School
Don Gormley, High School Teacher
Pete Curro, Middle School Teacher
Lee Blair, Russell Elementary School Teacher

Workshop dates: January 12th
January 26th
February 9th
March 2nd

More information available by contacting above.

IDEAS ARE WELCOME!!!

We could use them!

?? WHO AND WHAT ??

An Inservice Planning Committee for the Greenfield School System has been formed. This committee consists of staff representing all levels within the school system. No pre-conceived programs have been developed. Programs will be generated by and for the needs of the Greenfield staff; the Inservice Planning Committee cannot function as a separate unit.

It is hoped that every staff member will participate in planning inservice programs. The Inservice Planning Committee's ongoing program will be:

1. generated by faculty input,
2. drawn from faculty expertise (where and when appropriate),
3. flexible enough to meet the individual needs of the staff,
4. realistic and practical in its approach.

Barbara Aiken, Special Education
Carolyn Dawson, Greenfield High School, Contact Person
Joyce Fuller, North Parish School, Contact Person
Barbara Gamache, Greenfield Junior High School, Contact Person
Dennis Kiernan, Special Education Administrator
Sara McCollum, Reading Specialist
Carla Miller, Special Education
Barbara Mullins ,Elementary Counselor
Marilyn Munn, Greenfield High School, Contact Person
Sheila O'Neil, Federal North, Contact Person
Sandra Purrington, Green River School, Contact Person
Barry Raymond, Special Education, Contact Person
Mike Schwartz, Greenfield Junior High School
Al Sommer, Principal, Green River, Davis and Newton Schools
Jayne Upton, Conway Street School, Contact Person
Carol Westing, Greenfield Junior High School

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8. Political Survival

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8. Political Survival

Objective: to develop and maintain political support

During the first series of workshops, this area was incorporated into the developing and maintaining of communication. However, participants felt that political survival was so important that it should be treated separately.

During last year's evaluation of our inservice program, we phoned members of the teams to ask them to evaluate the importance of each skill (and then to evaluate their teams' abilities in each area). Every person who was asked to evaluate political survival began the response with a sigh. When pressed, team members admitted that political sensitivity was important, but that, somehow, it shouldn't be. In a perfect world, teams would be able to organize themselves as a team, set goals, do needs assessments, locate resources, plan and evaluate activities, and communicate with their school systems without caring about politics. Building political contacts and mending political fences would not be necessary.

Clearly, inservice planning cannot be separated from the power structure. Even if it were possible, it might not be desirable. The improvement of instruction through the planning of professional development activities is a major issue for school systems and, therefore, a concern for those in power. Inservice activities can cause changes in instructional practice, morale, or organization of the school. Those changes affect the administration, the students, their parents, local employers, the taxpayers... everyone. It is that potential that makes inservice so exciting (and controversial). It is that same potential which makes it essential that team members recognize and be skilled

at their political role. Besides it can be fun. Some of the team members would much rather be working on anticipating political problems than on locating coffee pots for workshops.

OVERVIEW

Although we mention political issues throughout the workshop, we delay our major discussion until the final session. In fact, the Force Field Analysis (Chapter 3) worked on the first session, is an analysis of political forces. Many of the issues discussed in Workshop Management (Chapter 6) and especially Communication (Chapter 7) are political in nature.

We have used two types of activities during this final session: Person-in-the-middle and political analysis. Also included at the end of the chapter are some examples of political strategies developed by some of the teams during this final session. You will want to start a file (is that remark beginning to sound familiar?) so that you will have additional examples for your participants .

ACTIVITIES

1. Our favorite activity is Person-in-the-Middle, a role playing activity which takes about an hour. It is fun, very helpful to the team, and a good summary of the pressures which the team will have to meet. We also have found that teams remember it so well that we can use the experience as the basis of a discussion with them a year later.

The rules for Person-in-the-Middle are on pages 167-169. Team members may want to use this activity in other task group or classroom settings. Be sure to remind them to schedule enough time for the group to process their feelings (a difficult scheduling task in many schools with 40-minute periods).

2. Teams or cross-team groups can be assigned the task of analyzing one politically difficult issue. The teams can use the force field analysis approach described in Chapter 3, or the problem-solving approach described in the Chapter 2. Included in this chapter are examples of work done by two different teams as they analyzed problems important to them:

a. release time (by using a diagramatic approach),

b. course approval (by developing a series of questions which might be asked),

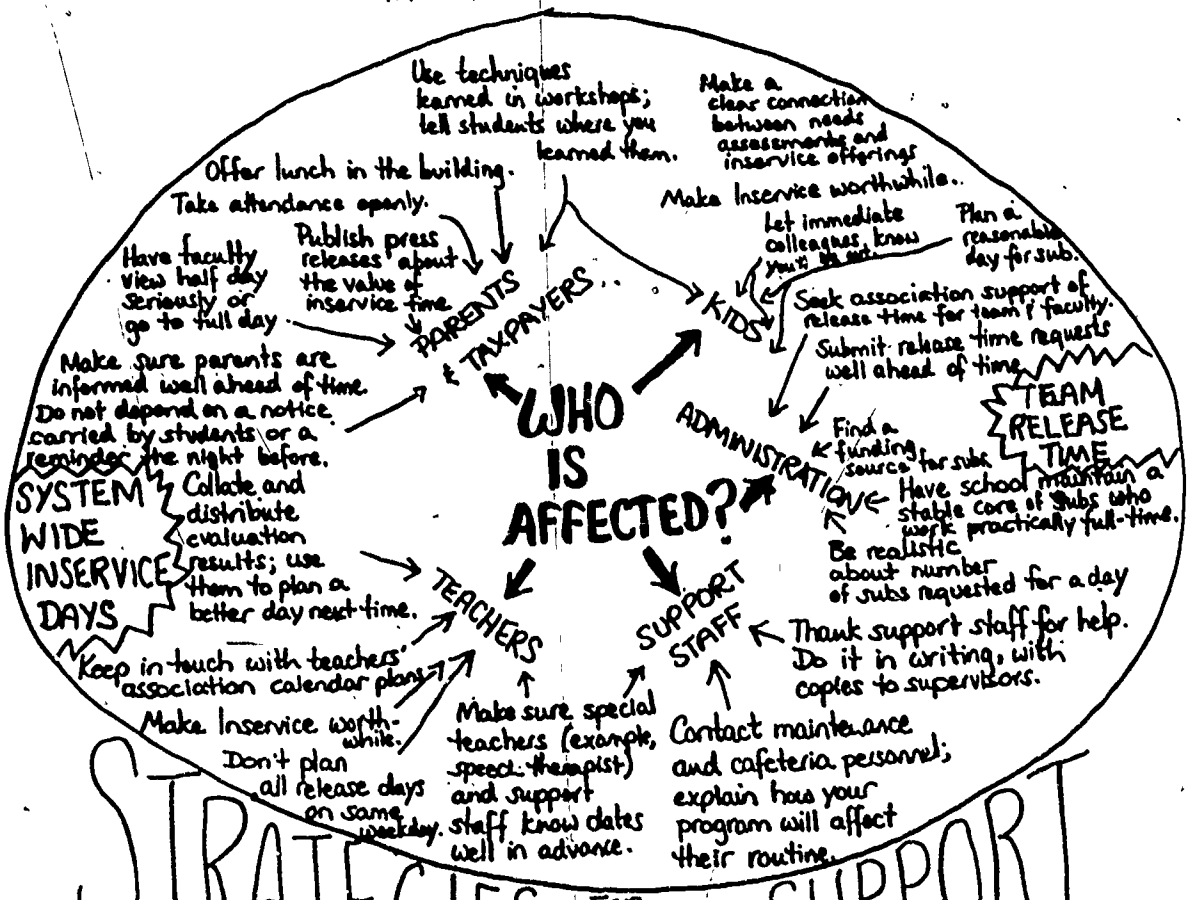
c. lead time for school committee decisions (by developing a time line),

d. strategies for getting school committee approval (by preparing a "survival packet" of issues to consider).

If you plan a political survival activity for the final day, remember to get the charts, lists or materials developed by the groups back to all participants in a mailing. (This could be the basis of a newsletter article, if you are going to continue to support the teams through a communication network.)

3. Long-range evaluation provides vital data for effective, politically acceptable program management. The materials on evaluation in this chapter (pp 170 - 175) were prepared for us by Skip McArthur, Dissemin/Action, Falls Church, Virginia. The teams should use the materials as a base from which to develop a set of questions designed to reflect the goals of their program. However, the best way to emphasise the importance of long range evaluation and planning is to practice it yourself. Skip's materials can be adapted to the goals of your program to provide a simple, cost-effective means of improving your own program, while simultaneously reminding the teams of the importance of evaluation.

THE POLITICS OF RELEASE TIME



STRATEGIES FOR GAINING SUPPORT

Course Approval Strategy and Tactics

I. Is it worth it?

The best designed and most carefully planned course still will be examined carefully by the group in charge of course approval. (usually school committee, occasionally superintendent and/or administrative council.) Before submitting a course for approval, the team should discuss these questions:

1. Can we justify the course in terms of staff needs, school goals, and Federal/state audits/grants?

2. Is the course content substantial enough to justify teacher time and energy?

3. Is the course designed so that it models good teaching/learning practices?

4. If academic credit can be offered, is the course substantial enough to justify it?

5. Does the course dovetail with inservice courses offered in the past?

6. Does the course help meet the goals which the team set last fall? (See Section C - if you haven't set priorities yet, now is the time.)

7. How might the course be followed up? Will there be support for practicing skills learned in the course?

8. Does this course serve populations different from those served by other courses offered concurrently? Who is left out, individuals or groups? Is it always the same people?

9. Are there enough potential instructors to give us a choice? Could an in-house person teach the course?

10. How many teachers definitely will participate?

11. Will the cost be reasonable? What funding sources are available to share the cost?

12. Herb Shepard's first rule of thumb is, "Stay alive." What are the potential dangers in supporting this course? What are the potential advantages?

13. Is this course so good that you'd take it yourself?

II. Time line: Planning course approval

Once your team is satisfied that the course is worth it, you are ready to seek approval. Find out your system's procedure for course approval and proceed through the time schedule explained here. This plan is a modification of a system called P.E.R.T. charting, which starts with the final date and works backward in time.

(Some systems require only the superintendent's okay for credit courses. If this is the case in your situation, skip 1 and 2.)

1. Find out from the superintendent, not the secretary, the date of the appropriate school committee meeting. If you intend to seek outside funding check funding guidelines for application due date. Mark date of appropriate school committee meeting on calendar: Date A.

2. Do the same for the school committee mailing date, usually a week earlier: Date B.

3. Make an appointment with the superintendent about ten days before the mailing date, to discuss your handout (described on page 17) and strategy. Assume that some revisions will be needed afterward. Block out enough time on the calendar to allow for revisions, typing, duplicating, and another meeting with the superintendent if necessary. Mark on calendar revision delivery date, Date C, and meeting with superintendent, Date D.

4. Make appointments with relevant administrators to discuss course handout individually and, if appropriate, as a group. Mark on calendar, Dates E, F.

5. Find out time needed to type and duplicate the handout. Make sure the secretary understands the size of the job and the dates set for it, then mark the time block on the calendar, Date G.

6. Schedule a team meeting to draft the final handout and assign responsibilities for revisions, if any. Mark the date, Date H.

H C F E D C B A

7. Schedule meeting of the team to assign responsibilities for parts of the handout . This includes the job(s) of meeting with groups you will want for support at the school committee presentation. Mark this meeting date, Date I.

I H G F E D C B A

8. Add other dates that will affect your planning: funding deadlines, school vacations, etc.

Note: Double check dates of appointments and typing with secretaries.

An example of a course approval time line is on the next page. When your time line is prepared, duplicate it and give a copy to each team member.

Example of a course approval timeline

(I)	(H)		(G)	(E,F)	(D)
Dec. 4th	Dec. 11th		Wed., Jan. 3rd	Wed., Jan 10th	Wed., Jan 11th
3 p.m. team meets to assign responsibilities for handout and meeting with support people Convener: Lee Notes: Carol	3 p.m. team meets to draft course and description handout (cover letter already done.) Members assigned responsibilities for revisions Convener: Lee Notes: Carol	(extra time for vacation)	draft goes to typist Cecilia	10 a.m. meeting with H.S. principal Don, Gail 2 p.m. meeting with SPED director Gail, Tom	3:15 p.m. meeting with superintendent Entire team

	(C)	(B)	(A)
	Fri., Jan 13th	Jan. 22nd	Jan. 29th
	final draft to typist and duplication Tom	12 noon mailing goes out to school committee Tom	8 p.m. committee meeting Team

III. The Survival Packet

Who is responsible for approving inservice courses in your system? Whoever it is, when you approach the school committee or superintendent or whatever official you are use to seeing for final course approval, come prepared!

Written Resources: Consider having the following materials in a handout, to be distributed to school committee members or superintendent according to the time schedule just described. If the superintendent is carrying the proposal to school committee for you, the packets still are important.

1. A cover letter describing the philosophy of the inservice program and a brief history of inservice in the system, including credit policy if appropriate (this letter may be used again.)
2. A statement of needs met by the course(s) including dates and results of needs assessments, non-availability of the course elsewhere, and teachers' commitment to taking the course.
3. A list of goals and objectives of the course, comprehensive and also comprehensible to the general public: expectations of teachers during and after the course; course evaluation procedure; (this could be written by the instructor.)
4. The name of the instructor, with vita (you might indicate how the instructor was chosen, if appropriate.)
5. A breakdown of costs and sources of funding.

Human Resources: People are very valuable in this process, although packaging them for a school committee is challenging. If your superintendent intends to present the inservice package alone, check with him/her to see which of the people listed below, if any, he would find helpful. If you are carrying it to the school committee, make sure that all of the people listed here are well-prepared. For each, have a handout like the one

described above (they won't read it.) Try to have met with each supporter to guarantee that they all understand the proposal, i.e., can repeat the specifics presented in the packet.

These human resources should be present when you submit the course(s) to the school committee:

1. Top-level administrators who usually participate in school committee meetings. Be sure that they are especially well-informed. It is unfair (and politically disastrous) to ask them to support a program they do not understand fully.
2. Inservice team, as many well-informed members as possible.
3. Administrators responsible for supervision in the areas affected by the course (examples - curriculum coordinator, vice-principal in charge of discipline.)

Those listed below this dotted line could be present, if appropriate.

.....

4. Interested parent groups (study committees, parents of students with particular interests or needs, P.T.A.,etc.) Students might be included - check out the political implications of including them.
5. Representatives of sponsoring organizations.
6. Inservice coordinator, if you belong to a collaborative or other inservice network.
7. Teacher task forces whose needs will be met by the courses.
8. M.T.A. representatives.

In order to lower a team's anxiety and sharpen their skills, the team might schedule a dry run with the superintendent, asking him to play devil's advocate and think up all possible questions. This is a valuable way to interact with a superintendent, and there probably is no one more experienced in dealing with school committees.

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Person-In-The-Middle

I. Source: Workshop attended by Jack Hruska, UMass and Mark Reese, South Hadley Middle School. We have watched both of them use this in workshops.

II. Goal: To stimulate discussion of the pressures involved in a role or situation (being an inservice committee member, a teenager, social worker, parent, teacher, superintendent, etc.).

III. Before event: You will need to sketch out all the possible roles (about 6) of the people pressuring the person-in-the-middle. Write a brief description of each role on a card. Number each card.

IV. Getting Started:

a. Ask for 7 volunteers. Explain that you want them to role play conversations between an inservice team member (person-in-the-middle) and people who are annoyed or inconvenienced by the program.

b. Set the scene: pass out the handout (page), explaining to everyone that this is the program the inservice team has planned and that, in their roles, they are going to be asked to discuss their concerns with the inservice team member..... If possible, place the inservice team member in the middle of the circle so that s/he must turn to face each new person.

c. Explain to the p-i-t-m that "You must face whoever is talking to you. You cannot ignore anyone."

d. Hand out the role cards to the other players. Explain that when you call the number on their card they should introduce themselves ("I am a member of the school committee, I am concerned that....). They are to converse with the p-i-t-m until you ask them to stop. Near the end of the exercise, more than one person will be talking; that is as it should be.

e. Call a number (randomly), give that player two minutes to converse with the p-i-t-m. Ask that person to stop, call another number. After going around the group once, with two minutes each, go around again, with 30 seconds each. Then add voices, asking each one to continue talking. (The entire exercise is impressive, but this is the dramatic part.)

V. After the Event: Plan time right then to discuss what people felt. The p-i-t-m first, each person on the outside and observers. Focus on the pressures and the emotions created, it will take a good 20 minutes. Logical steps after that would be analyzing the problem (force field analysis) looking at all possible solutions (brainstorming), looking at helping strategies (some of the TET materials)[1] looking at supervision strategies (Ken Blanchard's materials)[2] and goal setting.

VI. Variations

a. Numbers: If you have more than 7 people you can: (1) run more than one group simultaneously (have to have trained facilitator with each group), (2) add a few more roles (can get cumbersome), and (3) have others observe (good if you are worried about stress, can run through it twice with "How else could it be done?" -- need extra half hour) or, (4) have people pair up on roles, this can be very effective, need fairly comfortable group.

b. Topics: We have seen this used where the person in the middle was an adolescent and the others were people concerned about her/him. These included mother, employer, boy friend, teacher, girl friend, father, etc. The person in the middle could be a support teacher who gets a lot of flack, a parent at a CET, anybody. Always try to select someone for the p-i-t-m who does not have that role in real life. More is learned, and it is less threatening.

[1] Gordon, T. Teacher Effectiveness Training, McKay, 1974.

[2] Hersey and Blanchard. Management of Organizational Behavior, Prentice-Hall, 1977.

PREPARED FOR THE HEC IN-SERVICE FACILITATORS WORKSHOP

(The person-in-the-middle has planned this workshop)

A PROPOSAL: STAFF DEVELOPMENT WORKSHOP

WHEN:	April 6, 1978
FULL DAY:	All students will be released
COST:	$1,000
WHERE:	High School
PARTICIPANTS:	All system teachers and administrators
SUBJECTS:	Morning-- "Every Teacher a Reading Teacher," Dr. Elvira Tuttle, UMass, School of Education; author of I Never Learned 'Til I Was 45 and Why and Even Your Cats Can Read. Afternoon-- "State Mandated Programs," A three hour panel discussion featuring: Dr. Zeer Rocks (Moderator), State Department of Education Mailing Room. Freddie Fauntleroy, (Abused Child). Shake Mahan, State Representative and co-sponsor of 766,622,211,007,747,L1011, and the B-1 Bomber. Maude Fibble, veteran of 20 years teaching at Estes Kefauver Latin School.
A REMINDER:	This is a required in-service day. Attendance will be taken.

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One responsibility of the Inservice Coordinator is to monitor the implementation of the Inservice Facilitator Team program and evaluate its effectiveness. The Coordinator should evaluate (1) the initial training of the teams and (2) the operation of the teams after training.

The primary purpose of program evaluation is to help the Coordinator provide appropriate training, support, and consultation to the teams. Evaluation of each training workshop is useful in planning later workshops, and essential in modeling the importance of evaluation. To support and consult with the teams after initial training, the Coordinator needs to be informed about how the program is being implemented by the teams, what problems they are experiencing, and what activities have been most successful.

A second purpose of program evaluation is to make an informed decision about whether to continue and expand the program in subsequent years. A third purpose is to provide information to the developers of the IFT program, viz., the Hampshire Educational Collaborative, to help them refine the model and revise the training manual.

Evaluation can be formal or informal depending on local administrative requirements and the audience for the evaluation report. For example, more formal procedures might be used if the evaluation is intended to justify the program to the school board than if it is only for the use of the Coordinator in supervising the program. The evaluation outlined here is designed to serve as a framework for a formal or informal evaluation. Evaluation questions are identified together with sources of information for answering them. Evaluation forms are provided which can be used as is or adapted to meet local needs.

INITIAL TRAINING OF TEAMS

Evaluation Questions

Which of the eight competencies were addressed in the initial training workshops?

What activities were used to develop the competencies?

How successful and useful were the activities?

Sources of Information

1. Feedback Form completed by participants at each workshop session. (see attached example)

2. Evaluation Form completed by Coordinator and training team. (see attached example)

TEAM OPERATION

Evaluation Questions

Are active team members representative of the schools' staff?

How much and what types of inservice is each team responsible for?

What problems is each team having with internal organization and communication?

How is each team assessing the inservice needs of the staff?

How is each team communicating with staff about inservice opportunities?

What help does each team need in locating resources? What resources can they share with other teams?

Is each team receiving adequate political support? If not, what action is the team taking?

How are the teams evaluating the workshops?

How successful were the workshops and courses planned?

Are there training needs that the teams cannot meet?

Is the Advisory Council helping to resolve the teams' problems?

Is the Inservice Coordinator helping to resolve the teams' problems?

Sources of Information

Information about these issues can be gathered informally via the Advisory Council meetings, meetings with individual teams, and phone conversations or more formally via questionaires. The Coordinator should maintain some sort of written record or notes on a regular basis about the functioning of each team in regard to these issues. Even for an informal evaluation, written records or notes are important in identifying typical problems, following up on attempts to solve problems, and planning program modifications.

Records can be maintained fairly easily by starting a file for each team. Needs assessment forms and results, evaluation forms and results, copies of staff communications, and so forth can be filed. Notes from meetings, phone conversations, and other consultations about problems the team is experiencing can be filed together with the action taken on each problem. The information in the files can be used in writing periodic reports on the program.

In addition, it is useful to conduct an annual survey of team members. The survey can be accomplished with written questionaire or a phone survey. Team members can be asked to rate their team on each of the eight competencies and to make comments about successes and needs in regard to each competency. Team members can also comment on the helpfulness of the Advisory Council and the Coordinator in resolving problems. The attached Survey of Team Members can be used as a mailed questionaire or a phone survey and can be adapted to local needs..

The chart on the following pages lists the evaluation questions together with possible sources of answers.

EVALUATION — TEAM OPERATION

Evaluation Questions	Information Sources
Are active team members representative of the schools' staff?	Maintain up-to-date roster of each team in file.
How much and what types of inservice is each team responsible for?	Maintain a list of workshops, courses, and other inservice events planned by each team. File announcements of same.
What problems is each team having with internal organization and communication?	Information on problems can be obtained via meetings phone conversations, and other consultations. Notes should be maintained in each team file about problems encountered and the action taken on each problem. Annual survey of team members.
How is each team assessing the inservice needs of the staff?	File the needs assessments instruments used by each team and the summaries of the results. Annual survey of teams.
How is each team communicating with staff about inservice opportunities?	File copies of announcements, newsletters, etc. Annual survey of team members.
What help does each team need in locating resources? What resources can they share with other teams?	File notes on problems encountered and actions taken. Develop and use a screening sheet for teams to use in sharing resources and rating the value of resources tried. (See booklet "Developing a Computerized Resource Retrieval System.") Annual survey of team members.
Is each team receiving adequate political support? If not, what action is the team taking?	File notes on problems encountered and action taken. Annual survey of team members.
How are the teams evaluating the workshops they plan?	File copies of evaluation instruments used by teams and the summaries of results. Annual survey of teams.

How successful were the workshops and courses planned?	File summaries of evaluations conducted by teams. (In addition, there are many possibilities for evaluating the effectiveness of the inservice activities that require additional resources and expertise.)
Are there training needs that the teams cannot meet? What are the limitations?	Notes of meetings and other consultations.
Is the Advisory Council helping to resolve the teams' problems?	Notes of Advisory Council meetings. Attendance at same. Annual survey of team members.
Is the Inservice Coordinator helping to resolve the teams' problems?	Notes of problems encountered by teams, action taken by Coordinator, and outcomes. Annual survey of teams.

EVALUATION FORM:

"HELPING TEACHERS BECOME INSERVICE FACILITATORS"

The primary purpose of this form is to gather feedback from people who have used the manual HELPING TEACHERS BECOME INSERVICE FACILITATORS to train school-based inservice planning teams. Your cooperation in providing this information will help the developers to improve and supplement future editions of the manual.

In addition, the process of completing the form may be useful to you in planning to train additional teams.

Directions

Complete the identifying information at the bottom of this page.

Each page addresses one of the eight competencies covered in the manual. For each competency, identify the activities from the manual that you used. Make a brief comments on the usefulness of each activity and any changes you would recommend. If you did not address a particular competency, simply write "none."

At the bottom of each page, please mention other activities you used that were successful. If these activities are included in future editions, we will give you credit.

Identifying Information

Name _____

Agency _____

Address _____

_____

_____

Phone ( ) _____

Competency: Team Building **

What activities from the manual were used to develop this competency?	How useful was this activity?	What changes would you suggest?

** Note: make a separate page for each competency (analysis and goal setting, needs assessment, resource management, workshop management, communication with school community, political survival, inservice theory)

What other activities did you find especially successful? (Use the back of the sheet if necessary.)

9. Inservice Theory

9. Inservice Theory

Objective: to articulate the theoretical basis for a successful inservice program.

This chapter is at the end of the manual, not because it is the least important, but because it offers an opportunity to review the other 7 skill areas. As we have stated in each chapter, part of the training in any skill is some specific activity, discussion or assignment; the other aspect of the training is the overall organization of the workshop series. Helping the team to articulate a theory of inservice education is an excellent example of these two aspects of training. We do plan some specific activities to help the team articulate their philosophy, but we also build our philosophy into every aspect of the training program.

Over the years, our evaluations have indicated that the most sucessful teams have spent the time to develop a written statement of philosophy which they used in their planning and communication. It is hardly surprising that teams that know why they are planning projects are more effective than those teams that just want to "get something accomplished."

OVERVIEW

This chapter will begin with a review of all the work the training staff has already done in helping the teams develop a theoretical basis for their inservice

program. There are additional activities which can be used during the final session, or can be slipped in to earlier sessions if you prefer. We think that articulating an inservice philosophy is too important to be allowed to be boring. There is no reason why the activities can't be fun, non-threatening and creative. We have included two examples of the brainstormed lists that our teams have developed. Your teams will probably add many more characteristics that we forgot. We also have included a fairly extensive bibliography since the next logical step for the teams, and the training staff, is to keep informed about staff development theory.

ACTIVITIES

Although we put off formal consideration of philosophy to the final session, there are a number of activities incorporating inservice theory in each of the preceding days.

Day 1: As you may remember our first activity (Chapter 3) was to brainstorm a list of descriptors of good and bad inservice. (Sometimes this is sent out in a letter before the workshops; sometimes it is done during the first few minutes of the first session.) The descriptors which are pulled from this list are, of course, the beginning of a philosophic statement. We have included two examples in this chapter (pp.**-**) to give you an idea of what the teams will generate.

The Force Field Analysis and Goal Setting exercises (Chapter 3) are, of course, exercises in articulating philosophy. Some teams will spend time discussing the theoretical framework of their goals without any prompting from the training team. Most teams will assume they are operating from a common philosophic base until you ask them at the last session to write it down. (There is no reason to assume that the team shares the same educational philosophy. However, we have found that team members are more likely to agree on an educational philosophy for adults than they would be if they were asked to develop one

for their students.) The concrete orientation of the Force Field and Goal Setting exercises keep the team moving forward without getting bogged down in verbiage.

The assignment to develop a needs assessment strategy also requires that the team think about their assumptions about inservice. The types of questions they ask and the method they use for asking them are clear statements to the staff of what the team believes. If the team has not come to an agreement about its own philosophy, the needs assessment will either produce a mixed message (which will turn everyone off), or will reflect the philosophy of the sub-committee who wrote it (which will turn the rest of the team off).

Day 2: The locating of appropriate resources (Chapter 5), the team building activities (Chapter 2) and communication strategies (Chapter 7) are excellent examples of ways in which the structure of the training workshops helps articulate our philosophy of inservice. In the cross team task of listing resources, we rely on the skills of the learners and provide a non-threatening structured opportunity for the participants to share information and develop respect for each other. In helping the team practice good team organizational skills (team roles, problem solving techniques), we demonstrate our belief that the learners need to practice new skills in a supportive environment and that structured peer evaluation is a powerful skill building tool. The task of developing a communication instrument is a serious task that is fun to do. As the teams compete for the best strategy, some wonderfully creative ideas develop. One of the most useful activities the team can do is to develop a logo for itself. Good logos are visual statements of the philosophy and purpose of the group.

Day 3: The process of learning workshop management is, essentially, an exploration of adult learning. There are a few of us who cling stubbornly to the belief that adult learning processes are not different from child learning processes, barring the very early developmental stages; and, in our more depressed moods, we sometimes wonder about those. However, it is much less threatening to focus on adult learning behaviors during this training series. If some of the participants transfer the adult learning processes to

children there are a few of us who will be cheering.

One of the activities recommended for the team in Chapter 6 is to develop a consultants' packet. Part of this packet is a statement of team philosophy. If the team does not develop this during the third session, it would be a good activity for the fourth day.

Day 4: All the activities associated with political survival (Chapter 8) involve inservice philosophy. The person-in-the-middle finds himself or herself defending the team's activity by describing "what we were trying to do." As soon as the other role players run out of steam on the personal inconveniences associated with the day, they too are arguing philosophy, "what we really need is...." All the political survival strategies developed by teams start with some assumptions about the purpose of the team.

Additional activities which can be planned to help the teams articulate an inservice philosophy are:

1. Set up a display area where the teams can post the completed Force Field Analaysis, Goals List, Logo, Consultant Packet and Needs Assessment. It is obviously important that these be attractively presented (remember that communication skills are important.) You will have to choose between offering typing and duplicating services to the teams to help them accomplish this task or having them do all the production of their own. The advantage of the latter is that they will have learned what resources are available in their own system(s) to help them in the future.

2. Have a lending library at each workshop. Spend a few minutes each session giving a brief oral review of a few of the most important books. Encourage participants to borrow them by having them give the reports, or rewarding them for reading them in some way. There is an extensive bibliography at the end of this chapter.

3. As part of each session's evaluation, ask participants to list briefly the components of their inservice philosophy. By the fourth session, it should be fairly easy for each team to write a statement.

4. If you have not used the consensus-decision-making model, or even if you have, review the rules with the teams then give them the task of developing a philosophic statement using that approach. This would be a good review of the entire problem-solving process and a good final activity. Make sure the resulting philsophies are not lost. Either collect the statements for typing and distribution or, at least, make copies of each statement for your own files. If you are going to work with the teams in the future, this will be a wonderful way to review their work with them later. If will also provide ideas for future teams when they have to develop such statements.

5. Share the statement which the training team has developed with the participants. (We assume that the training team has such a statement. If you do not, you lose one turn and will have to live forever with the knowledge that you failed to model the skills which you were trying to teach the inservice teams.) Ask them to comment on it directly, or use it as part of the evaluation process by listing the components of the statement on the left-hand side and asking the participants to describe how the training team has demonstrated, or failed to demonstrate, each component during the workshops. This a good activity for the third session so that the results can be distributed and discussed at the last session.

HEC INSERVICE FACILITATOR'S WORKSHOP, JANUARY 26, 1978
compiled by Mary Lou Cutter

Results of the Pre-Workshop Questionnaire

How does your team define inservice?

Inservice is a bridge between good teachers and good teaching, helping teachers become better suited professionally and academically to meet the needs of all the children.

Staff improvement for better teaching regarding students. Activities which address educational matters.

Activities aimed at increasing competencies for on-the-job performance. Programs meeting the needs of teachers in our system.

Learning experiences designed to meet the expressed needs of teachers in the district.
Services provided in the school framework for staff development.

Dealing with professional improvement and a means of improving school efficiency.

What are the best things that can happen during an inservice activity?

Enthusiasm developed:
Higher teacher morale.
Staff shares knowledge.
Active involvement.

Awareness in particular areas developed.
Learn something adaptable to one's situation.
Awareness of other programs within the district developed
Draws attention to the process of education (introspection).
Teachers gaining new knowledge and the means to implement this knowledge.

Learning takes place where needs are met and new interests are developed.
People enjoying inservice and going away satisified wanting more inservice.

People motivated enough to develop more effective teaching methods.
Teachers gaining specific ideas, directions, and/or sources.
Useful information being taken by participants such as techniques, facts, concepts, handouts, kits, etc.

Sharing common problems, planning long range curriculum.
Concepts presented are translated from educational jargon into operational procedures.

What are the worst things that can happen during an inservice activity?

The opposite of all the things listed in the previous question.
Frustration due to poor planning or inadequate programs.
No follow-up programs.

Apathy.
Lack of motivation.
Complaining.
Sleeping or clock watching.
Negative feelings.
Divisions created within the staff.

Boring waste of time where participants don't have the chance to take an active part.
Looking ridiculous in front of peers.
Getting information you already have.
Having intelligence insulted by poor presentations.

People's time and talents are wasted.
Resources and talents within the district are not realized or utilized.
What is offered is not appropriate to the learners' needs or interests.
"Having inservice just for the sake of having inservice."

Tell briefly if your team is just beginning, or has been established awhile, and what kinds of activities the team has been involved in.

Just beginning.....need to assess needs. 5 teams.
Just beginning, have assessed needs. 1 team
Staff is reorganizing with new members. 1 team
Beginning team even though inservice has been offered for 2 years, with a staff development team identifying needs and how they will be met.
Looking for available resources.

What is the most important thing that you hope to learn during these workshops?

The kinds of programs which have met with success.
Ways to make our faculty more responsive to inservice.

How to organize and facilitate workshops that will meet the needs of our staff.
Resources, materials and people.

How to produce an effective program.
How to make inservice more relevant.
How to help teachers realize the value of inservice, that we are providing something they can use.
How to make inservice an active learning experience where teachers discover and create.
How to create a model which will make inservice attractive to teachers.
How to develop enthusiasm and coopeative spirit amongst the staff.
How to evaluate the needs of the staff.

INSERVICE: WHAT SHOULD IT BE?

1. Visualize a good inservice program. What is going on in the room? How can you tell it is successful?

...people are alert, interested, asking questions
...discussion goes on; involved, two-way, high interaction, excitement; noisy place
...participants see real need, have stake in outcome
...everyone enthusiastic, purposeful activity, positive attitudes
...participants are sharing information, utilizing each other as resources
...active participation and involvement (can be in the form of listening, speaking, writing, etc.)
...good feedback from participants
...positive feeling that a lot is being offered and that it is beneficial

...hands on, make it, take it
...presenters prepared with information relevant to audience
...not idealistic but useable information
...meaningful materials are being studied, evaluated
...questions are presented, worthwhile answers being formulated by the group
...problem solving approach
...rooms divided into small working groups
...movement within and between groups; doing rather than sitting
...well planned
...inservice staff working, participating, observing, modeling
...workshops - opportunity to learn new classroom ideas by style of workshop
...teacher oriented
...working toward a common goal
...variety of approaches, learning styles, individualized

...results can be translated into better programming for kids
...information given is utilized, follow-up ultimately determines success
...compiling of useful information into a format that will facilitate retrieval of information later (during sessions, note-taking, jotting down of ideas)

2. Visualize a poor inservice program. What is going on in the room? How can you tell it is not successful?

...people are correcting papers, knitting, not attending
...people talking at, not to, each other
...silence, shuffling, yawning, restlessness
...clock watching, urgency to get program over, leaving early
...boredom, disinterested
...feeling that program is inappropriate for their classroom, irrelevant
...reluctance to partake in further sessions
...not asking for clarification
...talking about unralated issues
...disinterest written on the faces, the "let's get it over with" look over heads
...uncooperative, anger

...people sitting, someone lecturing, straight rows of chairs, inappropriate facility
...expensive materials being focused on
...handouts which will never be read

...one expert
...no way of involving participants

3. What is the purpose of an inservice program?

...present challenges and new ideas to be studied by teachers/
...stimulate thinking, expose participants to new ideas, techniques, even new goals
...increase knowledge of areas of competence; inform, guide, direct, broaden horizons

...learn new techniques, new approaches to old problems, improve performance
...strengthen present skills
...improve, upgrade competencies of participants

...learn about new resources, problem solve together, share ideas
...share groups' skills

...meet needs of participants
...meet identified needs, special needs of participants

...ongoing program to meet the needs of the school community
...create better learning environment for students
...develop meaningful programs for the classroom
...follow up with consulting program
...address problems in curriculum or related areas
...result in better education for students

4. Other thoughts on inservice? Any characteristics it must have, must not have?

...chance for everyone to exchange ideas, strategies
...involve all levels of school population/levels of expertise
...school-based
...participants involved with content and each other
...material for participants
...variety of format or activities
...no bull shit - quality level must be high
...meaning for participants
...relevancy for system, to everyday situation
...design to meet needs of participants, not all people with one activity
...activity oriented
...involve participants in planning
...quality, not quantity, of inservice days the issue

ADDITIONS TO BIBLIOGRAPHY

Most of this bibliography was prepared by Mason Bunker and Merrita Hruska in 1978. Books which have appeared since then include:

Beegle, Charles W. and Roy A. Edelfelt. Staff Development: Staff Liberation. Washington, D. C.: Association for Supervision and Curriculum Development, 1977.

Variety of articles on the design of inservice programs. Lots of good ideas.

Bunker, R. Mason and Merrita Hruska. "Developing a Network of Secondary Teachers Through a Teacher Center", The Developer. Natural Staff Development Council, Vol. 1, Number 1.

Dillon-Peterson, Betty. Staff Development/Organizational Development. Washington, D. C.: Association for Supervision and Curriculum Development, 198 .

Excellent review of role of organizational development theory in the practice of inservice (Chapter 3). Also intriguing chapter on adult developmental stages which opens up thousands of questions about meeting staff needs (Chapter 2). Chapters by Bruce Joyce excellent and bibliographies good.

Freire, Paulo. Pedagogy of the Oppressed. Seabury, 1970.

Probably the most influential book in educational philosophy of the past 25 years. Slow reading.

Hersey, Paul and Kenneth H. Blanchard. Management of Organizational Behavior. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

First chapters not so interesting, rest intriguing-interesting way to look at inservice through management/leadership lens.

Joyce, Bruce. "What Research Says About Inservice Education", (Cassett tape).

Casual presentation but worth all the "you knows" to hear his model of effective inservice programming.

Knowles, M. The Adult Learner: A Neglected Species. Houston, Texas, Gulf, 1978.

Very good, although the chapter on adult learning in Dillon-Peterson, by Richard H. Bents and Kenneth R. Howey suggests a more innovative approach.

"Quality Practices in Inservice Education", Quality Practices Task Force of Natural Inservice Network, Indiana University, 1980.

Attractive and easy to use phamphlet which is an excellent summary of the characteristics of effective Inservice. Very inexpensive, can be ordered in quantity from N.I.N School of Education, 2853 East Tenth Street, Bloomington, Indiana, 47405, (812) 337-2734.

Rubin, Louis, ed. The In-service Education of Teachers: Trends, Processes, and Prescriptions. Boston: Allyn and Bacon, Inc., 1978.

Rubin is well known in inservice writing. Good review with emphasis on the relationship of resource to the classroom.

Sergiovanni, T. J. Professional Supervision for Professional Teachers. ASCD, 1975.

Discusses the relationship between supervision and inservice.

Strokes, Shari. School-based Staff Support Teams: A Blueprint for Action. Indiana University, National Inservice Network, 1981.

Although this Task Force report focuses on Special Education-Service Teams, the review of teacher-administrator team potential is very good.

Verduin, John R., Jr., Harry G. Miller and Charles El Greer. Adults Teaching Adults. Austin, Texas: Learning Concepts, 1977.

Useful as introduction or quick review. Most of concepts familiar to teachers.

There has been a revolution in the world of information retrieval. If you have access to a microcomputer which has accoustical coupling capabilities, or a computer terminal, or a library with a computer terminal, you can use one of a number of electronic data base systems which will keep you up-to-date on writings in inservice (indeed in anything). We use the Lockheed Dialog Data Base System which has over 100 data bases, of which one is ERIC. For those of us whose greatest moment was getting unlimited access to the library stacks, this new electronic search process is a variation on heaven.

Annotated Bibliography*

Processes and Practices for Staff Development

Brammer, Lawrence, M. The Helping Relationship Process and Skills, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1973.

The basic purpose of the book is to describe a helping process and to provide a "road map" for helpers as a guide in thinking through some relevant principles, skills, and research. Brammer's premise is that most human needs can be and have been met by non-specialist people-helpers. This volume provides them with a framework in which helping functions can be viewed. Basic communication skill improvement is emphasized with the focus largely on the helper's task of developing into a more aware and effective person.

Bunker, R. Mason. "Beyond Inservice - Toward Staff Renewal", monograph (1976). Journal of Teacher Education. Vol.28, March, 1977, pp 31-34.

A close look at a staff renewal program for junior high school teachers and administrators is provided in this monograph. The author uncovers a set of beliefs and assumptions about staff development, and then describes activities and learning experiences which were provided to be consistent with those beliefs. The participants in these workshops are developing their own curriculum for and with their children in this urban school with the aid of an inservice team who are committed to helping this staff become self-directive.

Combs, Arthur, W., Avila, D.S., and Purkey, W.W. Helping Relationships, Boston: Allyn and Bacon, 1971.

Combs and his associates have long been examining healthy human beings and effective human relations. In this book, they provide a philosophical and psy-

* Bunker, R. Mason and Hruska, Merrita. "Processes and Practices for Staff Development: An Annotated Bibliography. In Touch. School of Education, Univ. of Mass., Vol. VII, No.2, Spring 1978, pp.

chological base for understanding and designing helping relationships. This book is an invaluable aid to all helpers (parents, children, teachers, administrators, inservice educators). The authors' definition of learning as the discovery of personal meaning and the con-commitant strategies suggested to helpers have been extremely useful to teachers and administrators who are designing, implementing, and evaluating inservice programs.

Combs, Arthur W.; Richards, Anne Cohen; and Richards, Fred. Perceptual Psychology: A Humanistic Approach to the Study of Persons. New York: Harper and Row, 1976. (First printed in 1959 under the title Individual Behavior: A Perceptual Approach to Behavior.)

Fifteen years after the first statement of perceptual psychology by Donald Snygg and Arthur Combs activity within the field (such as the refinement of old concepts and the development of new concepts) has made necessary the extension and development of the perceptual approach to behavior. Two new understandings which have influenced the updating of the earlier works include: (1) Perceptual psychology is not just the study of the internal lives of persons or the study of behavior; it is the study of persons and (2) Perceptual psychology is both product and process of the humanistic movement.

Edelfelt, R.A. and Johnson, Margo (Eds.). Rethinking Inservice Education, Washington, DC: N.E.A., 1975.

The editors have collected articles on inservice education from a wide range of practitioners including teachers and administrators. From the writings came a number of ideas and suggestions for rethinking and renewing inservice education. A concise historical perspective is provided. Issues and problems are uncovered and challenging ideas and recommendations ar made.

Especially useful to designers of inservice programs should be the nearly thirty recommendations which came out of a two-and-a-half day workshop on Reconceptualizing Inservice Education.

Henry, N.B. (Ed.). Inservice Education for Teachers, Supervisors, and Administrators, Fifty-sixth Yearbook of the National Society for the Study of Education, 1957.

This book will be useful to those who need to know the history and development of inservice education in this country up to 1956. Sections of the work deal with various roles and programs which have developed through the middle of this century. It provides a concise record of what has been the condition of inservice education, and suggests directions for the development of programs in the future.

Hruska, Merrita. "Reconceptualizing Inservice Education: A Teacher Designed Staff Development Program." Ed.D. dissertation, University of Massachusetts, 1977.

This recently completed doctoral dissertation presents a conceptual framework and a design framework for a comprehensive program of staff development. A conceptual framework based on the research and experiences of humanistic educators and psychologists is offered to provide a scheme for changing inservice as it exists traditionally. A process model---a secondary staff development project---is presented to document step-by-step practices consistent with the conceptual framework. By tracing the progress of this project the study offers information to those wishing to develop, implement, and/or evaluate changes in their inservice teacher education programs.

IDEA Series

A five year study of educational change and school improvement was conducted by IDEA, the Institute for Development of Educational Activities, in Southern California. Eighteen school districts were formed into the "League of Cooperating Schools" to help the schools to help themselves. The projected outcome was to help them realize that their success was due to their own efforts and abilities and not to outside expertise. This school based effort to cope more productively with certain problems in educational improvement is summarized in a series of documentary films and extensively discussed in detail in the following volumes:

Mary M. Bentzen and Associates, Changing Schools: The Magic Feather Principle, N.Y.: McGraw-Hill, 1974.

Carmen M. Culver and Gary J. Hoban, eds., The Power to Change: Issues for the Innovative Educator, N.Y.: McGraw-Hill, 1973.

John I. Goodlad, The Dynamics of Educational Change: Toward Responsive Schools, N.Y.: McGraw-Hill, 1975.

David A. Shiman, Carmen M. Culver, Ann Liebermann, eds., Teachers on Individualization: The Way We Do It, N.Y.: McGraw-Hill, 1974.

Kenneth A. Tye, Jerrold M. Novotney, Schools in Transition: The Practitioner as Change Agent, N.Y.: McGraw-Hill, 1975.

Richard C. Williams, Charles C. Wall, W. Michael Martin, Arthur Berchin, Effecting Organizational Renewal in Schools: A Social Systems Perspective, N.Y.: McGraw-Hill, 1974.

Lawrence, Gordon. Patterns of Effective Inservice Education, Tallahassee, Florida: Florida Educational Research and Development Program, 1974.

A comprehensive review of research in inservice education programs completed in 1974 for the Floirda Department of Education. Ninety-seven studies of inservice programs were analyzed according to fifteen variables. The programs were also analyzed according to seven dichotomous approaches to the management of inservice activities. Some clear patterns were identified that seem to reflect trends in the field which show that differences in materials, procedures, designs and settings are associated with differences in effectiveness.

Marshall, Sybil. Adventure in Creative Education, New York: Pergamon Press, Inc., 1968.

This delightful book describes Marshall's experience in providing inservice education for a group of teachers and administrators. In her attempt to release their individual potential for being and becoming, she provides them with learning experiences which lead them to self-discovery and away from the bind of the externally prescribed curriculum. Through these inservice activities, these educators become freer to develop curriculum with and for their children.

Milhollan, Frank and Forisha, Bill E. From Skinner to Rogers: Contrasting Approaches to Education. Lincoln, Nebraska: Professional Educators Publications, Inc., 1972.

The primary thrust of this book is the presentation of two strongly divergent philosophical and psychological viewpoints of man. The writings of B.F. Skinner and Carl R. Rogers are selected as representative of the two views. The explicit and implicit philosophical assumptions which characterize each view are presented as well as the conditions of learning compatible with each model and the educational implications of each position. If readers evaluate their own positions with regard to these contrasting views, a sense of direction will be provided for developing a framework to assist in organizing educational principles and practices.

Rogers, Carl R. Freedom to Learn, Chas. E. Merrill Publishing Co., Columbus, Ohio, 1969.

Rogers relies upon the potentiality and wisdom of the human being to bring about "desparately" needed changes in education. The volume is divided into five sections with the first two supplying practical suggestions for teachers for experimentation with classes. Section three provides some of the conceptual basis for such experimentation. The fourth part explores the personal and philosophical basis and ramifications of the whole approach. Bringing about self-directed change in an educational system and the beginnings of the implementations fo a program are emphasized in the final section.

Rubin. L.J. (Ed.). Improving Inservice Education, Boston: Allyn and Bacon, 1971.

"This book offers an overview of the programs of professional growth, and attempts (a) to provide an understanding of the organizational conditions which are pre-requisites for professional development, and (b) to provide curriculum workers with a deeper insight into the connections between a course of study and the teacher who translates it into reality." (in Edelfelt, 1975; p. 11)

Sarason, Seymour B. The Culture of the School and the Problem of Change, Allyn and Bacon, Inc., Boston, 1971.

Sarason chooses to examine the school culture via the helping relationships. The recurring theme in this book is - the more things change the more they remain the same. The book is devoted in part to trying to

explain why this is so. Early chapters discuss the difficulty in comprehending the distinguishing characteristics of schools in regard to how they change. An ecological way of describing schools with an emphasis on the importance of viewing the school culture without preconceptions and implicit values is presented. A discussion of the problems of teachers and principals and their expected roles is illustrated through a description of the Dewey School at the University of Chicago. Real events and situations are used to illustrate ideas and concepts.

Schumer, A.B. "An Educational Change Model: Preservice-Inservice Continuum." Ed.D. dissertation, University of Massachusetts, 1973.

The Integrated Day Program at the University of Massachusetts is described as an exemplary model of a preservice-inservice linked teacher education approach. The study documents three years during which the program was designed, implemented, and evaluations begun. The program is a collaborative between University and public school people in which shared decision-making is emphasized at all levels. Both preservice teacher education and staff development activities occur on campus and in the field. All participants are involved in a move toward developing more open, integrated ways of working with one another and with children.

Welles, Linda. "An Approach to Inservice Growth for Teachers." Ed.D. dissertation, University of Massachusetts, 1975.

In this study, the Integrated Day Inservice Program at the School of Education, University of Massachusetts, is described as an exemplar of a collaboratively planned and managed part-time inservice degree program. The author has established a set of guidelines for effective inservice derived from the literature on the helping professions, inservice, staff development, and organizational development. The case study provides a clear picture of the aim, activities, and experiences these inservice teachers and University staff have planned cooperatively. The aim of this program is toward staff renewal and self-direction.

Other Sources:

Avila, Donald L.; Combs, Arthur W.; and Purkey, William W. The Helping Relationships Sourcebook. Boston: Allyn and Bacon, Inc., 1975.

Beegle, Charles W. and Edelfelt, Roy A., eds., Staff Development: Staff Liberation. Washington, DC: Association for Supervision and Curriculum Development, 1977.

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Wann, T.W., ed. Behaviorism and Phenomenology: Contrasting Bases for Modern Psychology. Chicago: University of Chicago Press, 1964.

HAMPSHIRE EDUCATIONAL COLLABORATIVE
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