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ABSTRACT

This paper describes various kinds of inservice teacher education sponsored by the Maryland State Department of Education and explores the factors influencing impact on participants in terms of use of knowledge or skills presented. Data were collected by observation, interviews, and questionnaires. A cross-case synthesis of 10 individual case studies is presented. Each of the 10 inservice events was observed and comprehensive process notes were recorded. A summary of the 10 case studies describes planning and preparation, event activities, participant evaluation, intended use of ideas acquired at the event, and actual use. A description of the scope and activities of the events includes data on the audience, length of time of activities, workshop sites, presentation methods, participant evaluation, and intended use of ideas. Interviews conducted about six months after each event provide information on local activities resulting from the state-sponsored inservice, actions taken, reasons for action or inaction, satisfaction as to the usefulness of the events, and individual and organizational impact of the event. A list of 18 conclusions is presented with recommendations for coordinators of state-sponsored inservice. (JD)

STATE-SPONSORED INSERVICE: A PILOT STUDY OF IMPACT

A paper presented at the Annual Meeting of
the American Educational Research Association,
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Introduction

State Education Agencies (SEAs) conduct or sponsor various kinds of training for local educators. Events range from large conferences to small group meetings. Federal, state, and/or local priorities are addressed, sometimes stimulated by a "client need" and sometimes by a "program initiative." All events require considerable resources -- funds, time, expertise. A key question is: What kinds and levels of impact are made by the SEA on participants of state-sponsored inservice? The objectives of this paper are to describe the various kinds of state-sponsored inservice and to explore the factors influencing impact on participants in terms of use of knowledge or skills presented. This pilot study focuses on a single state and representative training events sponsored by that SEA. Specific data were reported in 10 separate case studies. Here, data are summarized across these cases. The following sections are presented: methods and measures of the study, findings, summary and conclusions.

Methods and Measures

This pilot study was conducted by staff of Research for Better Schools (RBS) during 1983. It was designed to explore the issue of increased participant knowledge and/or skills resulting from inservice events sponsored by the Maryland State Department of Education (MSDE), with an eye towards determining needed improvements and implications for policy decisions about resource allocations.

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* Resources available to RBS for this work were minimal. Therefore, a full-scale study could not be conducted. It was agreed that the measures and methods of a small pilot study might be used subsequently (possibly by IDP members), if they yielded data worth exploring further.

The ten inservice events were selected from those offered by eight MSDE offices and divisions. Each of the MSDE Inservice Development Panel (IDP) members representing one of the eight divisions was asked to select (with approval from respective supervisors) two or three different kinds of inservice events sponsored by that division. From the list of events offered by IDP members, RBS identified the ten events to be included in the pilot study, including all types of activities (major conference, regional workshop, follow-up assistance). The selected events were all conducted during the five month period between March and July, 1983.

A preliminary research design was developed by RBS in cooperation with the IDP. Built into the design was a review process which occurred at each stage of the pilot study. RBS met with staff of the Staff Development Branch and/or IDP members to review measures and methods to be used in each new stage of the study. A tracer analysis approach was used to determine how planning occurred for each inservice event, and what results there were in the months which followed. Also, each event was observed by RBS, and participant evaluation results were analyzed.

Data Collection

Three general methods of data collection were used: observations, interviews, and questionnaires.

- Observations. Process observations of each of the ten critical inservice events were conducted by RBS staff. For each of the events, comprehensive notes were taken, objectively describing what occurred and indicating time elapsed.

- Interviews. Telephone interviews were conducted by RBS with the MSDE event coordinators, LEA planners, and presenters, as appropriate. These interviews focused on the nature and extent of planning for the inservice event.

- Questionnaires. During the course of the study three different questionnaires/survey instruments were used. They included an Evaluation Form, Intended Use Survey, and Inservice Follow-Up Survey.

- The Evaluation Form was developed by MSDE as the standard form to be used in the evaluation of scheduled inservice activities. In some cases slight modifications of the form were made by MSDE event coordinators to provide more relevant information. The form was to be completed by all participants of each event. Items on the form related to clarity of workshop objectives, quality of content and materials, effectiveness of presenter(s), and overall effectiveness of the workshop. MSDE event coordinators took responsibility for tabulating participants' evaluations.

- The Intended Use Survey was developed by RBS to be completed by at least one representative of each agency (LEA, institute of higher education, public library) attending the inservice activity. The survey concentrated on participants' intentions regarding the use of information, ideas, materials, and skills obtained from the inservice activity they had attended. In addition, the survey asked participants to indicate their willingness to provide additional information later about their application of ideas acquired at the inservice event.

- The Inservice Follow-Up Survey, designed by RBS, was to be completed by a sub-sample of participants who had indicated interest (on the Intended Use Survey) in providing RBS with additional information on their actual use of the information and materials obtained from the inservice activity. The survey consisted of a series of telephone interviews, and a survey questionnaire inviting responses from thirteen selected participants. The sample of respondents to this survey was selected in the following way: for each event a single participant was selected to provide follow-up data. Three exceptions occurred -- three of the ten events (attended by over 45 participants) provided two respondents each. This resulted in thirteen potential respondents. Respondents were chosen so that a large urban LEA, medium and small rural LEAs, colleges, and a public library would be represented.

Data Analysis and Reporting

The data were initially analyzed separately for each of the ten critical events. Preliminary case reports on each event were written, and included sections describing the actual event, prior planning and preparation; participants' evaluations; participants' intended use of the ideas presented; and factors influencing the success or failure of the event. These case reports, which did not yet include sections on local follow-up use, were sent out in draft form to the relevant MSDE event coordinator, with a request to inform

RBS of any inaccuracies or inadequacies in the report. When all corrections to this portion of the case report had been made, a copy was sent to the chair of the IDP (Coordinator, Inservice Professional Development), and the relevant MSDE Division Director was notified of the report's availability (Summer 1983).

The data on local follow-up use were collected, analyzed, and sent to the event coordinators as the final sections of each of the case reports (February 1984). The ten case reports were developed for the use of the Division staff involved in inservice. This report represents a cross-case synthesis of the ten individual case studies, and is intended for a wider audience.

Findings

This section summarizes the results of the ten case studies. It describes planning and preparation, event activities, participant evaluation and intended use of ideas acquired at the event, and actual use.

Planning and Preparation of Inservice Events

As stated earlier, the ten events varied in several ways. Table 1 presents a summary of the key characteristics. Of interest is the fact that five events were pre-contracted, meaning that participants agreed prior to the event that they would carry out specific activities related to MSDE input. Since some events were follow-ups on previous activities, and others were new initiatives, the nature and extent of planning varied among events. Aspects of planning examined included: participation, use of time, selection of content, selection of presenters, and design of delivery processes.

Participation in Planning. Planning for the ten inservice events was accomplished in a variety of ways by different numbers of people from various groups or organizations. For instance, one event was planned and carried out by a single MSDE staff person with just a little consultation with intended participants. In another case, two MSDE staff undertook planning. In contrast,

Table 1

Key Characteristics of the Ten Inservice Events

Division	Subject/Content	Type of Event	Approx. No. of Participants*
1	Food Services	Statewide Conference	60
2a	Teacher Effectiveness	Single LEA Follow-up (pre-contract)	21
2b	Research in Teacher Education	Statewide Conference	60
3	Teacher Effectiveness	Statewide Follow-up (pre-contract)	61
4	Functional Mathematics	Regional Workshop	21
5	Correlation Workshop	Single LEA Workshop (pre-contract)	6
6a	Instructional Resource Network	Single LEA Workshop (pre-contract)	26
6b	Long Range Planning	Regional Workshop (pre-contract)	4
7	Prevocational Programming	Statewide Conference	31
8	Microcomputers	Statewide Conference	65

*Numbers are based on estimates of on-site observers.

two events were planned by large committees -- one including representatives from three MSDE divisions, the other including MSDE staff and representatives from eight LEAs.

It appeared to be most desirable for representatives of event participants to be directly involved in planning. It was almost as valuable if participants' needs and preferences were taken into account by MSDE coordinators who clearly understood those needs (e.g., through a survey or long-term interaction). Ideally all participants -- MSDE, presenters, system members -- had (prior to the event) a clear and common set of expectations about the content, its relationship to their work, and how they could or would use it. Insufficient awareness of participant expectations or of their relative expertise caused participant frustration and low application of ideas presented.

Planning Time. Time invested by coordinators and the length of time over which planning occurred varied. Planning for some events began two or three months before the activity was held, but in other cases planning began two years before the actual event.

Planning time for inservice activities ranged from one full day including phoning and gathering of materials plus a meeting with LEA staff, to fifty days of a coordinator's time which included time spent not only in preparing for the presentation, but all work related to the project for which the inservice was conducted.

Planning for each of the events generally involved meetings with other staff, phone conversations, and gathering and organizing of materials. For two conferences a significant portion of the time was needed to preview materials to be used at the events.

Total time spent on planning (by a coordinator and/or teams) was greatest when coordinators wanted or needed to develop expertise in the subject of the event and/or to develop materials to be used with participants. Planning time was fairly high when the event was complex in terms of the number/type of objectives and subjects addressed. Complexity sometimes related to the duration of an event (but not always). Least planing time was spent when planners had a good understanding of the content, and were capable process designers. The amount of time spent had less bearing on the quality of the event or its impact than did how the time was spent.

Selection of content/presenters/delivery process. Theoretically the selection of content, presenters, and delivery process should be determined by the objectives set for each event. In addition, events having objectives of different levels (e.g., awareness, skill building) of the same subject should be easier to design than in cases where several subjects are addressed.

Table 2 presents the number of subject areas covered and objectives set for each of the ten critical events. As indicated in the table, there were a total of thirteen subjects and thirty-three different objectives. Nine of the ten events presented material on a single subject; one event presented material on four different subjects. Three of the events set only one objective each, while the remaining seven activities set multiple objectives ranging from three to six objectives each.

Table 2

Number of Subjects and Objectives Addressed by the Ten Events

Division Sponsor / Subjects & Objectives	1	2a	2b	3	4	5	6a	6b	7	8	Total
Number of Subjects	4	1	1	1	1	1	1	1	1	1	13
Number of Objectives	4	1	3	4	4	1	6	1	4	5	33

Since the planning process is influenced by the types of objectives set for an inservice activity, objectives were analyzed according to their relationship to the Bruce Joyce Inservice Training Model. Joyce's model basically states that if the purpose is for participants to use the new material presented to them, the inservice activity must be structured to include certain training components. (The activity may be a single event, but, in Joyce's model, is usually several events spread over a period of time, allowing participants to "digest" new learning and practice in their home environment.) The four training components are: Rationale & Theory Building, Demonstration/Modeling, Practice/Feedback and On-site Coaching. Bruce argues that the higher the level of the component, the more likely it is that many participants will apply ideas presented. He states that, in general, "rationale and theory building" results in awareness; "demonstration/modeling" leads to conceptualization; "practice/feedback" results in skill development through application; and "on-site coaching" leads to successful application. This framework can (theoretically) be used to examine activities planned in terms of objectives (outcomes) stated.

Table 3 categorizes each of the ten events (as new initiative, follow-up, precontracted) and provides a count of the number of objectives which fall into each of the Joyce training component categories. In total, eighteen of the activity objectives fell into the "rationale and theory building" category, twelve into the "practice/feedback" category, five in the "demonstration/modeling" category and only one in the "on-site coaching" category. With one exception, all seven "new initiative" events included rationale and theory building. (The exception was pre-contracted and designed as a "hands-on" workshop for a small number of participants.) All follow-ups also included

Table 3

Categorization of Event Objectives According to Bruce Joyce Training Components

Training Components \ Event*	1	2	2a	3	4	5	6a	6b	7	8	
	A	BC	A	BC	A	AC	AC	BC	A	A	Total**
Rationale and Theory Building	1	1	1	2	2		2	1	3	5	18
Demonstration/ Modeling			1	1			2	1			5
Practice/ Feedback	3		1	2	3		2		1		12
On-site Coaching						1					1
Actual Number of Objectives	4	1	3	4	4	1	6	1	4	5	33

* Event classifications: A = new initiative C = pre-contract
B = follow-up

** Note: Some objectives as written fell into more than one category, therefore, for three events the actual number of objectives stated is less than the number of components addressed.

rationale and theory building, two included demonstration/ modeling, and only one included practice/feedback. (Yet, according to the Joyce model, one might expect greater emphasis on the latter objectives for pre-contracted follow-ups.)

The ways in which the content, presenter, and delivery process were determined varied for each of the inservice events. In addition to the influence of objectives, the content and topics were also determined in one or more of the following ways:

- based on demonstrated need as perceived by MSDE staff (5)*
- by the planning committee (4)
- resulting from comments on the standard MSDE Evaluation Form of a previous activity (2)
- based on results from a formal needs assessment (1)
- based on an assumed need possibly related to a previous inservice activity (1)

The selection of presenters also came about in a variety of ways. These are listed below:

- planning committee (4)*
- expert in the field (especially in the case of MSDE coordinators conducting their own activities; coordinators were most intimately aware of the needs of their audiences) (3)
- experience with and knowledge of speaker's capability (2)
- reputation of speaker (2)
- volunteers (1)

The delivery process for the inservice activity was determined in the following ways:

- past experience of a successful delivery process (4)*
- planning committee (3)
- knowledge of speakers' presentational styles (1)
- data from MSDE Evaluation Form (1)
- set up to model the process participants are expected to learn (1)

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* Numbers represent a count of the number of events using a particular method. More than one method may have been used for a single event.

The selection of content, presenter, and delivery process was not necessarily influenced by a single factor. In some cases a series of factors contributed to the final decision. For example, the selection of a keynote speaker for one conference was based on the speaker's national reputation as well as MSDE staff's knowledge of her capability. The presenter was then responsible for designing the process.

Follow-up. Follow-up activities (with two exceptions) were generally planned during the initial planning phase for each of the critical events. In the seven cases where follow-up was planned, activities included:

- dissemination of videotapes (1)
- technical assistance as necessary (2)
- MSDE to initiate discussions about new program development (1)
- regarded as largely the responsibility of the LEA (1)
- participants to be brought together again for technical assistance and inservice offered by participant groups (1)
- regional workshops (1)
- local inservice workshops to initiate discussions on how to implement and develop action plan (1)

In some cases, follow-up was planned, but specific activities were not determined during the planning phase.

Summary. Analysis of the available data on planning of the events indicated that a number of factors influenced the subsequent success of the inservice activities. Certain factors in planning facilitated the accomplishment of objectives. Other factors created barriers.

Factors related to planning that contributed to the successful accomplishment of event objectives included:

- frequent contact by MSDE to work with and prepare presenters
- presenter's familiarity with local activities and needs, and positive working relationship with participants

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* Numbers represent a count of the number of events using a particular method. More than one method may have been used for a single event.

- the development of Administrative Networking Teams responsible for developing action plans
- timing of the workshop to take advantage of participant motivation/need for assistance
- design of workshop activities that matched the objectives using a process appropriate to the skill being taught
- periodic communication with LEA staff throughout the planning stage
- local "ownership" of the activity
- organization and planning by the coordinator to insure a smoothly run activity
- design of workshop to include participation of several levels of staff
- selection of content that could easily be applied
- process included practice as well as presentation of information.

Factors that contributed to problems included:

- presenter was out of the country during the planning phase
- presenter had been over-scheduled during stay which resulted in minor scheduling difficulties
- participants' need for information before the presenter was fully prepared
- presenter's low level of expertise in process, which included attention to personal concerns and insufficient attention to participants' interests
- lack of common understanding among coordinator, presenter(s), and/or participants of session objectives or expectations
- poor alignment of an activity or presentation to the objectives and relative expertise or need of participants (i.e., the activity was either too simple or too advanced for the participants, and did not fit the objective)
- inappropriate design of the small group task
- agenda as planned could not be completed in allotted time
- facilities which could not accommodate the size of the group.

The influential factors that have been discussed in this section represent a collection of all factors influencing the ten critical events. Each of the listed factors related to one or more events. This review of factors can be helpful in alerting others to potential pitfalls and in suggesting strategies that contribute to success. (It should be noted that planning is often intuitive, or draws on cumulative experience: few planners are fully aware of the steps, aspects, or influences discussed above, yet such awareness would probably increase effectiveness.)

Description of the Ten Inservice Events

Each of the ten events was observed by RBS staff, and comprehensive process notes were recorded. This section summarizes the scope and activities of the ten inservice events.

Audience. Table 4 summarizes the scope of the ten events in terms of audience, length of activity, number of presenters, and number of participants. As indicated in Table 1, three conferences were statewide with invitations to all 24 LEAs in Maryland. One follow-up served those LEAs, from various parts of the state, that had pre-contracted. The Conference 2b had a statewide audience of college faculty. Two events were for regional audiences only (one of which was for public library staff). The remaining three activities were for single LEAs, all of which had pre-contracted.

Time. The length of each of the activities ranged from a half day to three days.

Location. Table 5 summarizes the different workshop sites. Three of the ten events were held in schools and two each in Board of Education buildings, hotels and University Campuses. An office of a Public Library was used for one event. Coordinators attempted to select facilities of an appropriate size, in a convenient location, balancing cost and comfort.

Table 4

Descriptive Summary of the Ten Inservice Events

Characteristics \ Events	1	2a	2b	3	4	5	6a	6b	7	8
Number of Invited LEAs*	24	1	NA	12	5	1	1		24	24
Length of Activity (days)	2	½	2	3	1	2	½	½	1	1
Number of Presenters	9	1	1	2	2	1	1	1	2	5
Number of Participants**	60	21	60	61	21	6	26	4	31	65

* No LEAs were invited to the Conference 2b since it was designed for college faculty. Three county libraries were represented at workshop 6b.

** Numbers presented are based on estimates of on-site observers.

Table 5

Locations of the Ten Events

Site of Workshop	Number of Events Using This Type of Site
School	3
Board of Education	2
Hotel	2
University Campus	2
Office in Public Library	1

Presentation methods. The number of presenters at each of the activities ranged from 1 to 9. For most activities, only one presenter was involved. Presentation methods and features are presented in Table 6. The lecture was used as a presentation method in all ten events, whereas films/videotapes were featured in only five of the ten events. Interactive dialogue between presenter and audience was a feature of all ten events with the exception of Workshop 2a. Workshop 6b was the only event to use all of the presentation methods and features listed in the table. Workshop 6a used four of the listed elements. This is consistent with the fact that the half-day activity was conducted to provide technical assistance to three local representatives. Conference 8 was somewhat limited in its use of different presentation methods, especially since it was a statewide conference with involvement of five presenters.

Generally, workshop participants spent most of their time listening to presenters lecture. The second most frequent way participants spent their time was engaged in large and small group activities. Viewing film and videotapes was the next largest way in which time was spent. Finally, interactive dialogue between presenters and participants accounted for the smallest amount of time.

Table 6

Methods/features of events

Events / Method/Feature	1	2a	2b	3	4	5	6a	6b	7	8
Lecture	x	x	x	x	x	x	x	x	x	x
Handouts	x			x	x	x	x	x	x	x
Overhead transparencies	x	x	x	x	x		x		x	x
Demonstration	x	x	x	x		x	x			x
Interactive Dialogue	x		x	x	x	x	x	x	x	x
Testing for Understanding	x	x	x	x	x		x			
Activity/Practice	x		x	x	x	x	x	x	x	
Film/Video Tape		x	x			x	x		x	

Table 7 describes the ten events in terms of the inclusion of the Bruce Joyce training components as determined by the different activities comprising each workshop. One of the events included all four of the Joyce training components. All events included "rationale and theory building" components. Most events included "demonstration/modeling" components. Only half of the events included "practice/feedback" components. Two (both with less than five participants) included some "on-site coaching." A comparison of this table with Table 3, which relates workshop objectives to the Joyce training components, reveals that objectives were consistent with the actual activities carried out. In some cases, levels of activities were conducted in addition to those suggested by the initial workshop objectives.

While most participants prefer that inservice events allow for some kind of participatory activity (which may be categorized as "practice/feedback" or "coaching" or could include opportunity for question and answer sessions during "demonstration/modeling"), such preference does not necessarily lead to application. Results of this study provide some support for Joyce's findings, but there is strong evidence that factors other than the activity design are much stronger in influencing application of ideas by participants (most of whom are administrators) of state-sponsored inservice.

Participant evaluation and intended use. Participants completed evaluation forms and brief questionnaires about intended use. Results are summarized here.

Standard evaluation forms were used with the exceptions of Events #2b, 3 and 7.* Participants rated the events using a five-point scale with

* In each of the three expectations, some items were the same as those on standard forms. Additional items were used in all cases with #3 using separate forms for each major session. Table 8 includes all items relating to the overall event. Participants of Event 6b were not asked to respond to evaluation questions.

Table 7

Bruce Joyce Training Components Included in the Activities of the Ten Critical Events

Training Components \ Event	1	2a	2b	3	4	5	6a	6b	7	8
Rationale and Theory Building	x	x	x	x	x	x	x	x	x	x
Demonstration/Modeling	x	x	x	x	x	x	x			x
Practice/Feedback	x			x	x		x		x	
On-site Coaching						x		x		

5=Excellent and 1=Poor. (See Table 8.) Overall mean ratings on the standard form ranged from a low of 3.98 (facilities provided for the activity) to a high of 4.53 (clarity of objectives). In general, ratings were predominantly greater than 4.00, indicating: participants considered the content to be of high value and quality; materials and resources were considered good; presenters were viewed positively; activities and experiences were judged as practical; opportunity for group participation was good; the personal application of the activity to participants' work was strong; the format and use of time during the activities was generally good; and overall, the activities were useful experiences for the participants. There was one exception, with mean ratings of 3.80 or below. Participants were dissatisfied with the following aspects of that conference: (1) poor facilities, (2) impracticality of the activities/experiences, and (3) low level of need for the training as provided.

As part of the evaluation of activities, respondents were asked to offer comments on both the positive and negative aspects, by responding to open-ended questions on the evaluation forms. The list below summarizes the positive features, and indicates the number of events in which a significant percentage of participants included the feature as highly positive.

Presenter/presentation (7)*
Workshop content (3)
Supplemental conference materials (2)
Workshop overall (2)
Small group activities (2)
Videotapes (1)
Use of modeling (1)
Practice opportunities (1)
Planning/organization of workshop (1)
Facilities/location (1)

The following list of negative aspects summarizes suggestions for conference improvement made by a significant percentage of participants.

* Number of events.

Table 8

Ratings Assigned for Workshops on
Specified Criteria for Division Training Events

MSDE Evaluation Criteria \ Divisions	1	2a	2b	3	4	5	6a	7	8	Overall Mean
	N=48	N=21	N=60	N=61	N=21	N=6	N=26	N=31	N=65	
1. How clearly were the objectives presented to participants?	4.43	4.76	4.80	4.55	4.62	4.50	4.77	3.80	4.50	4.53
2. How well were the objectives met?	4.13	4.81	4.73	4.46	4.43	4.50	4.40		4.20	4.42
3. How did you rate the value and quality of the content?	4.28	4.76	4.63	4.64	4.14	4.17	4.23	3.10	4.10	4.28
4. What was the quality of the materials and resources?	4.29	4.57		4.45	4.09	4.33	3.13	3.80	4.10	4.22
5. How did you rate the facilities provided for the activity?	4.21	4.43		4.69	3.81	4.50	3.80	2.30	3.90	3.98
6. How did you rate the major presenter(s)?	4.47	4.48			4.52	4.60	4.73	3.10	4.30	4.26
7. How did you rate the practicality of the activities/experiences?	4.15	4.48		4.66	4.19	4.17	4.19	2.30	3.90	4.03
8. How did you rate the level of group participation?	4.24	3.43		4.63	4.43	4.50	4.62		3.40	4.11
9. How did you assess the personal application of the activity to your work?	4.21	4.67		4.64	4.29	4.33	4.08	3.60	3.70	4.15
10. How did you rate the format/organization of the activity?	4.24	4.48		4.43	4.38	4.33	4.31		4.30	4.34
11. How did you rate the use of time during the activity?	4.23	4.38			4.38	3.67	4.15		4.30	4.23
12. How did you rate the activity overall?	4.33	4.55	4.93		4.43	4.00	4.27		4.20	4.45
a. How relevant were the objectives to your work?			4.73							
b. How did you rate the quality of the presentation?			4.88							
c. How did you rate the relevant new knowledge?			4.41							
d. How do you rate the format, use of time: Tuesday?			4.59							
Wednesday?			4.52							
e. The instructor was knowledgeable about the subject area of training.								3.10		
f. This training was valuable to me.								3.40		
g. What was your level of need for training in this area?								2.20		

Poor use of time (4)*
Inappropriate level of information (2)
Poor presenter (2)
Need more hands-on activities (1)
Need more group participation (1)
Need small group activities (1)
Misleading conference title (1)
More video monitors needed (1)
Room too cold (1)
Room too crowded (1)
Poor lunch and inadequate parking (1)

In general, these negative comments (with the exception of the last three) reflect on the design of the event and its relationship to participant needs. Such negative comments were rarely made when planning incorporated such positive factors as those listed on pages 11 and 12.

Intended use. Generally, one person representing each LEA in attendance at the training activity was asked to complete an intended use survey. However, in two cases all participants were asked to complete the form (staff of institutions of higher education, and participants of a single LEA event).

The form listed eight ways in which participants might use information, ideas, materials, or skills presented during the event, and asked participants to check those relevant to their intentions. (See Table 9.) For purposes of analysis, "Intended Uses" can be grouped into the following categories:

(1) materials dissemination (A and B)
(2) ideas discussion (C and D)
(3) personal use (G)
(4) staff development (E)
(5) incorporation into policy or practice (F)

These categories also represent a rank ordering of levels of use with (1) "materials dissemination," being the lowest level of use, and (5) "incorporation into policy or practice," being the highest level of use.

Table 9 presents mean percentages of respondents' intended actions resulting from conference participation. Overall mean percentages indicated

* Number of events.

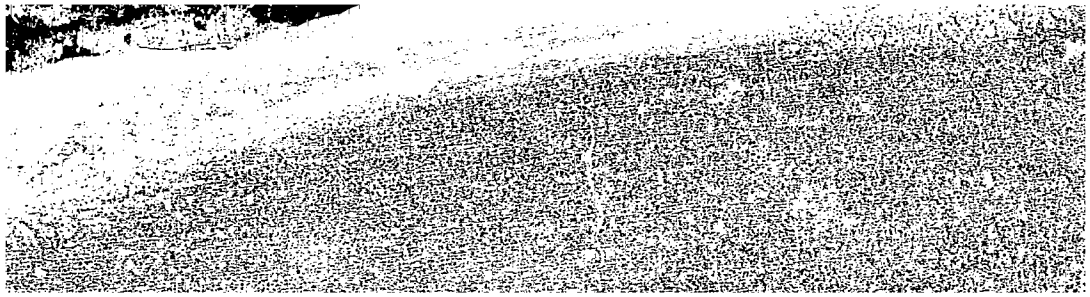

Table 9

Percent of Respondents Proposing Activities
Related to Division Training Events

Activity Areas / Division/Event	1 N=13	2a N=1	2b N=68	3 N=16	4 N=4	5 N=1	6a N=23	6b N=3	7 N=6	8 N=7	Overall Mean
A. Give materials to immediate colleagues.	39	100	34	81	75	100	35	0	33	43	46.5
B. Duplicate/disseminate materials to other system employees.	31	100	22	81	25	100	22	33	0	29	35.6
C. Share ideas (informally with colleagues).	62	100	87	87	100	100	91	67	83	86	84.1
D. Share ideas (informally with other system employees).	54	100	71	69	50	100	57	67	33	57	60.2
E. Conduct inservice/staff development activities.	54	100	69	75	25	100	4	0	33	-	42.4
F. Incorporate information into system policy/practice.	31	100	60	56	50	100	61	100	33	71	56.1
G. Use ideas/skills "on the job" myself.	100	100	82	100	100	100	96	67	67	71	90.5
H. Other	0	0	18	19	25	0	9	67	16	0	13.1

that most respondents intended to: (G) use ideas/skills "on the job myself," and (C) share ideas (informally with colleagues). These two intended uses represent moderate to low level use. Less than 50% of the respondents intended to: (A) give materials to immediate colleagues, or (B) duplicate/disseminate materials to other system employees, or (E) conduct inservice/staff development activities. Overall, greater than 50% of the respondents indicated intentions of the highest level of use: (F) incorporate information into system policy/practice.

Summary. Participants of the ten events evaluated the inservice activities and also indicated how they intended to use the ideas presented at the activities. Participant ratings for items on a standard evaluation form generally indicated very favorable reactions to the various aspects of the training events. Open-ended participant comments highlighted the presenters/presentations and workshop content as features that were repeatedly positive across inservice events. Poor use of time, inappropriate level of information, and poor presenters were problems which occurred in more than one activity.

Participants' indications of intended uses of the ideas presented at workshops suggested that most participants would use the ideas/skills themselves and share ideas with colleagues. Intended use was influenced not only by the event objectives and activities, but also by the type of event (initial statewide conferences were less likely to get widespread high levels of use than were pre-contracted events or regional workshops), and by the relevance of the topic to a current local priority. The last factor was a very powerful influence and could stimulate a high level of intended use even when MSDE event objectives and activities focused primarily on rationale and theory building.

Local Activities Resulting from State-Sponsored Inservice

In response to individual interviews (conducted about six months after each event), participants of state-sponsored inservice events stated what actions they had taken, reasons for taking (or not taking) action, and the impact of their actions. They also suggested ways in which MSDE might have helped to increase application. Interview questions and elements of interviewers' responses were used as a basis for a mail survey. Results are reported here.

Actions taken. Participants reported taking between four and seven actions as a result of state-sponsored inservice. (See Table 10.) Informal discussion and sharing workshop materials with colleagues were the most common actions (claimed by all respondents). Less common actions were use of ideas in local inservice, and incorporation of ideas into local policy or practice (56% and 45% respectively). "On the job use" (89%) usually meant that participants incorporated some of the knowledge gained into their everyday activities, for instance by being aware of additional performance criteria as they evaluated or assisted teachers.

Reasons for action or inaction. For those actions taken, respondents indicated one or more reasons for acting. For those activities not carried out, reasons creating barriers were also identified. Tables 11 and 12 present reasons -- in their relative order of power -- for activities taken (or not taken).

The reasons for action most cited were the relationship of the MSDE event to a local priority, the usefulness of materials, and timeliness of the topic. By contrast, provision of on-site support from MSDE and "encouragement" of local administrators, were not as strong reasons for action. When no action was taken, it was most often due to scheduling problems, or lack of time and

Table 10

Local Participant Actions Resulting From
State Sponsored Inservice (during 1983)

Actions	% Participants carrying out action (N=9)
A. Gave materials to immediate colleagues	100
B. Duplicated/disseminated materials to other system employees	78
C. Shared ideas (informally with colleagues)	100
D. Shared ideas (informally with other system employees)	89
E. Conducted inservice/staff development activities	56
F. Incorporated information into system policy/practice	45
G. Used ideas/skills "on the job" yourself	89

Table 11

Reasons for Taking Various Actions as a Result of State-Sponsored Inservice (during 1983), by Percent of "Actors" per Activity Area*

Reasons	N=	% "Actors" Per Activity						
		A	B	C	D	E	F	G
		9	7	9	8	5	4	8
1. The original MSDE activity-related to a local priority.		78	57	89	75	80	100	100
2. Materials were extremely useful, worthwhile.		89	57	67	75	100	100	75
3. Timely topic -- important to disseminate.		89	29	78	50	100	100	50
4. MSDE encourage/recommended us to do this.		67	57	67	50	60	50	38
5. It filled a strong need.		45	43	33	13	80	75	38
6. My administration (superiors) encouraged/ supported/pushed this activity.		56	29	33	13	60	75	13
7. MSDE provided active on-site support.		39	14	22	0	40	50	0

Activities:
A. Gave materials to immediate colleagues
B. Duplicated/disseminated materials to other system employees
C. Shared ideas (informally with colleagues)
D. Shared ideas (informally with other system employees)
E. Conducted inservice/staff development activities
F. Incorporated information into system policy/practice
G. Used ideas/skills "on the job" yourself

Tab. 12

Reasons for Taking No Action as a Result of State Sponsored Inservice (during 1983), by Percent of "Non-Actors" per Activity Area*

Reasons	N=	% "Non-Actors" Per Activity						
		A	B	C	D	E	F	G
		0	2	0	1	4	5	1
1. Scheduling problem.			50		100	25	40	
2. Insufficient time.			50			50	40	
3. Insufficient resources (funding, staff).			50			25	40	
4. Not applicable to my situation.							40	100
5. Didn't see need/importance for this activity.			50				20	
6. Not enough interest from others.			50					
7. Too soon: will do as project proceeds.						25	20	
8. No opportunity.						25		
9. Lack of support from administration.							20	

Activities:
A. Gave materials to immediate colleagues
B. Duplicated/disseminated materials to other system employees
C. Shared ideas (informally with colleagues)
D. Shared ideas (informally with other system employees)
E. Conducted inservice/staff development activities
F. Incorporated information into system policy/practice
G. Used ideas/skills "on the job" yourself

other resources. Less influential reasons were lack of administrative support or interest from others. However, if strong reasons supporting action were apparent (e.g., current local priority), reasons for inaction were usually overcome.

These overall results differ somewhat for each of those actions likely to have greatest impact: (1) "on the job" use was most likely if the MSDE event related to a local priority and materials provided were worthwhile, but action was not taken when MSDE inservice was not applicable to the participants' situation; (2) "turnkey" training by the participant was most likely if the topic was timely, filled a felt need, and related to a local priority, but reasons for not conducting local inservice all related to insufficient time and other resources; (3) incorporation into policy or practice occurred in less than 50% of the cases, and when it did it was because the topic was timely, fitted a local priority, and was supported by worthwhile materials, but reasons for inaction related to insufficient time and other resources, and/or lack of perceived need or relevance.

These results suggest that if the purpose of an MSDE inservice event is to change individual behavior "on the job," trigger turnkey training, or influence local policy or practice, attendees should be people to whom the topic has direct relevance, the topic should be related to a local priority, should be presented in a timely fashion, and should be supported by worthwhile materials. This suggests that pre-contracting is valuable for high level application.

Expectations and usefulness. Almost all respondents stated that the events they had attended had met their expectations, and that the ideas, materials, general content, and/or expertise of presenters were good. However, about half of them suggested that MSDE could have increased local

impact if the state department had: provided funding or other incentives for pilot programs, provided training for more staff (other role groups involved with given content area), or identified "experts" to assist with local inservice. (These suggestions appear to be strategies for overcoming the barrier of insufficient time or other resources. They require high MSDE investment and may only be cost-effective if state and local priorities match, and participants are willing to pre-contract.)

Seven people responded to the questions: "What did the MSDE inservice event do for you? How useful (relevant to your work) was it?" One simply said it was useful, two gained awareness or knowledge, and four gained skills (of which two applied those skills directly). Of the four events in which skills were acquired, three were "follow-up" events. The fourth was primarily a knowledge-building event, and coincided with a local priority, and strongly felt "timely" need. Of the two events in which knowledge was acquired, one had been designed to bring about behavioral change (and failed for this respondent). The other was designed to result in application (for one role group) and knowledge (for another role group of which the respondent was one).

Individual impact. In terms of impact on individuals, all 10 events increased participants' knowledge base, with varying levels of use e.g., increased clarity or specificity in a task already being done, to understanding of a different/better/new way of accomplishing a task. Eight events resulted in skill development and direct use of those skills by participants, ranging from modification of the way an existing task was carried out to implementation of a new activity or program component.* Usually, participants incorporated relevant information into their existing assignments, and believed that MSDE had provided them with "important," "useful," "practical" knowledge.

* The two events that did not develop participants' skills had objectives and activities focusing primarily on rationale and theory building.

Organizational impact. Respondents answered two questions: (1) "What is the extent of the impact this activity had, e.g., the number of people involved in any activities you initiated?" and (2) "As a result of the MSDE event you attended, what if anything, is being done differently at the school or department level?" Results are summarized in Table 13, and are related to types and numbers of events stimulating a given outcome.*

Collectively, for the 13 respondents, the 10 events resulted in two instances of system-wide change, two instances of programmatic change in one or two schools, and two instances of changes in teachers' behavior. Also, three inservice (turnkey training) sessions were conducted, and there were several cases of increased knowledge and improved expertise. All events had some kind of local impact. An analysis of objectives and types of activities (in terms of the Joyce components) found no significant relationship to outcomes. However, there was a relationship between the overall purpose of the project or activity of which the event was a part when the event was pre-contracted with participants. That is, when MSDE negotiated ahead of time that certain purposes would be served, certain outcomes accomplished, participants did indeed accomplish those outcomes. The relative level (e.g., change in practice/policy vs. increased knowledge) was then determined in the pre-contracting. Quantity and quality of impact were not determined by the study, but there were indications of considerable variation, with local situational

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** These outcomes do not always relate to actions taken as reported by respondents. These outcomes are real -- supported by observable evidence, but "actions reported" (or actions reported as not taken) are less reliable. This is a function of the data collection method: participants responding to check lists (of actions taken, or not taken) gave more or different responses than were supported by their responses to open ended questions and interviews.

Table 13

Outcomes of Local Action (N=13)

Outcomes	Number of Events Triggering Outcomes (N=10)	Types of Events Triggering Outcomes
Change in practice/policy affecting...		
- specific program system-wide	2	SC, RW (P)
- specific program in one or two schools	2	SC
- some teachers in a specific program or school (conducted by local participant)	2	SF (P), LW
Inservice attended by...		
- 10-20 school-based staff	2	SC, SF (P)
- 20-160 school-based staff	1	SC
Increased expertise (on the job use) by participants of MSDE event		
- central office staff	2	SC, SF (P)
- school-based staff	4	RW, LF (P), LW
- other	2	SC, RW (P)
Increased knowledge through exchange of information		
- central office staff	2	SC
- school-based staff	2	SF (P), LF (P)
- other	2	SC, RW

SC = state conference
RW = regional workshop
LW = local workshop
SF = state follow-up
LF = local follow-up
(P)= pre-contract

variables being highly influential. Level of use and quality of impact were sometimes increased when MSDE staff invested effort in working fairly intensively with a small number of participants.

The single strongest factor for implementation was the extent to which the MSDE information (content of the inservice event) matched a current local priority.

Summary and Conclusions

A pilot study focusing on ten MSDE-sponsored inservice events found that:

- planning varied in effort invested by MSDE and by the extent of interagency participation, with the strongest positive characteristic being the extent to which the coordinator took into account the needs and interests of potential participants
- other positive characteristics of planning included: careful preparation of outside presenters, and matching content (relevance, level, amount, credibility), and process to objectives and participant needs
- negative characteristics of planning included: poor selection or preparation of presenters, lack of clarification of the "real" audience to be addressed, development of a design with insufficient time for participant interaction or with use of time not reflecting the relative importance of objectives addressed
- both positive and negative characteristics of planning (apparent in the planning process and agenda/design of an event) were reflected in participant evaluations and in subsequent actions taken (or not taken) by participants
- objectives focused primarily on awareness -- rationale and theory building (51%), followed by skill building -- practice/feedback (34%), then concept building -- demonstration/modeling (13%), and application -- on-site coaching (2%)
- activities expanded slightly on objectives
- objectives and activities differed very little among the various kinds of events (statewide conference, follow-up, regional or local workshop), although somewhat more time was spent on rationale and theory building for events that were new initiatives
- pre-contracted events included somewhat more participant interaction than did others, and the former were more likely to achieve the outcomes intended by the coordinators

- in general, participan rated events as good to excellent on such criteria as quality, relevance, use of time etc., with one exception (a state conference)

- intended uses (of ideas presented) stated by participants at the time of a given event focused primarily on on-the-job use by individual participants, and sharing information informally with colleagues

- less than 50% planned to conduct local inservice (turnkey training)

- over 50% planned to incorporate information into system policy or practice

- actions actually taken (about six months after a given event) were less than intended use (stated at the time of the event), particularly in relation to change in policy/practice

- outcomes of local action included increased knowledge of people other than participants of MSDE events, increased expertise by participants, participation in turnkey training activities, and changes in practice and policy by teachers, schools, and across systems

- local action was most influenced by: relationship of high quality content to a current local priority

- action was not taken when there was insufficient time or participants considered the ideas to be irrelevant

- the type of event (new initiative vs. follow-up, statewide vs. local) made no significant difference to the outcomes, but pre-contracting did influence action

- the type of activities had some influence on outcomes when the content was complex or could only be used by people interacting with each other: in both cases participants needed practice and feedback if application was to be successful.

These findings suggest that MSDE coordinators are most likely to influence participants' behavior to any great extent if they pre-contract. If local priorities in the content already exist, interactive planning to apply all four levels of objectives and activities can begin. If doubts exist -- perhaps about a new content -- MSDE coordinators need to involve participants in planning an event focusing on rationale and theory building to explore

potential for application. Outside presenters should be "coached" to understand participant needs and to design activities which involve participants in productive information exchange.

While current practice requires statements of objectives (of a given event) by coordinators, it would be desirable if statements of purpose were also required -- relating an event to other activities or MSDE priorities, and specifying intended outcomes of the event and of the project or priority to which it was related. At present some inservice events seem unrelated to larger scale activities and intended outcomes are unclear (to coordinators and participants).

Given the MSDE interest in Bruce Joyce's work, and the findings of this study, it might be useful to explore the extent to which Joyce's findings can, or should be transferred to state-sponsored inservice. For instance, if most participants are administrators who are accountable for carrying out local priorities or who may need to "vertically transfer" ideas presented at an MSDE event, rationale and theory building may be sufficient if state and local priorities match. However, increased emphasis on processes of planned change (through demonstration and practice) may be necessary for vertical transfer of ideas which are not high local priorities.

Given the variety of purposes served by state-sponsored inservice, various outcomes can be expected. However, before high-cost training is undertaken, the intended outcomes need to be clearly understood, and trainers/sponsors need to negotiate with trainees/policy makers to ensure a common understanding and determine mutually relevant involvement. Large scale staff-development requires contingency planning rather than a routinized training design. The work of such researchers as Knowles, Joyce, and Showers is valuable, but cannot be used as a "rule book" when flexibility may be more appropriate.