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ABSTRACT

The stages of development and reporting of a statewide needs assessment about inservice teacher education that was conducted with educators in Alabama during the 1992-93 school year are described. The first phase was development of a pilot instrument by focus groups. The instrument was tested with 559 workshop participants, and the final instrument incorporated their comments. A two-sided scannable survey was designed, covering demographic information and educator preferences about inservice workshop formats and topics. A statewide response rate of 79 percent was achieved; over 32,000 educators, mainly classroom teachers, responded to the survey. The design of the report was a joint effort of the State Department of Education, a university representative, and staff from the Assessment and Evaluation Laboratory of the University of Alabama. Reports were prepared for system, inservice center, and state levels. Responses gave the state valuable information about the inservice needs of state educators and provided each inservice center with data to use in planning the coming year. Appendix A is the instrument and Appendix B presents result summaries in eight tables. (SLD)

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DEVELOPMENT AND RESULTS OF A STATEWIDE ASSESSMENT
OF TEACHERS' AND ADMINISTRATORS'
PROFESSIONAL DEVELOPMENT NEEDS

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DEVELOPMENT AND RESULTS OF A STATEWIDE ASSESSMENT
OF TEACHERS' AND ADMINISTRATORS'
PROFESSIONAL DEVELOPMENT NEEDS

Quality education can only be provided when educators are well prepared. Not only must they be knowledgeable about their subject area, they must also be able to impart that knowledge to their students while assessing the abilities and characteristics of those students and adhering to laws and policies pertaining to their position. This must all be accomplished while maintaining discipline and building a good rapport with the students.

Teacher education courses in college can prepare one for some of the tasks to be faced; however, it is not until one has actually had the responsibility of a classroom that weaknesses or deficiencies become apparent. This, along with the fact that subject matter, teaching methods, and requirements are constantly changing, makes teaching a formidable task unless there is some way to update one's skills.

To address these problems, the Alabama State Legislature in 1984, as part of the Governor's Education Reform Commission, formed a network of 11 regional inservice centers. The Alabama Regional Inservice Centers are charged with the responsibility of developing and offering meaningful inservice workshops for school personnel in areas identified as critical by the State Board of Education. These critical needs are broad topics; specific areas within these topics are not defined. Therefore, it is highly desirable to gather information regarding workshop preferences from school personnel so that their perceived needs within the broad critical

needs areas can be met. This was the goal of a statewide needs assessment that was conducted with educators in Alabama during the 1992-93 school year. The stages and results of this process are the focus of this paper.

Pilot Study

The first phase was the development of a pilot instrument. Focus groups helped determine the content of the instrument which was then piloted with a sample of workshop participants at four inservice centers during August, 1992. Respondents were asked to complete the survey according to the directions provided, then to identify any items or sections of the survey that were problematic and make recommendations for improvement. A total of 559 pilot surveys were completed.

Many of the surveys included comments. These were read carefully and organized by areas of the survey form. They were then condensed and analyzed. Sometimes the only "comment" was the circling of a category heading or a question mark to the side of an item. In these cases, an effort was made to determine what suggestion was intended by close examination of the instrument itself and of the responses given. The final needs assessment instrument, printed on scannable forms, incorporated changes suggested by comments.

The Survey Design

A two-sided scannable survey was designed for this needs assessment (see Appendix A). The front side included information about demographics (such as position, grade level, subjects taught)

and workshop logistics (such as preferred time, format, method and location). For several of the items, respondents were allowed to mark all answers that applied. Some items, however, should have only one response (such as position, highest degree, years of experience). There was also space for an open-ended response for "hottest inservice topic."

The back of the survey listed workshop topics within categories from which respondents could choose. Additionally, respondents could mark whether they preferred an introductory or advanced level of the workshop. Respondents could choose as many as three topics from each category on the back.

The Report Design

The design of the report was a joint effort, combining input from a representative of the State Department of Education, a representative from the University of South Alabama, and EAL staff. Naturally, the report needed to present as much information as possible, but it also needed to be manageable. This report would eventually be given to inservice center and local school system representatives who should then be able to ascertain the characteristics and needs of the respondents within their center and/or system.

A report consisting of eight pages was agreed upon initially but was later expanded to ten pages with the inclusion of Pages 6a and 7a (see Appendix B). The first page consisted of response frequencies for the items on the front of the survey. Responses

from the open-ended item were recorded for future analysis but were not included in the report.

Response frequencies for workshop topics (the back of the survey) for all respondents were presented on Page 2. This workshop topic information was then broken down by educator groups (special education teachers; regular elementary, middle, and high school teachers; and administrators), yielding Pages 3 through 6a.

Page 7 was designed to assist in identifying frequently selected topics. This page showed the five most frequently selected topics, both introductory and advanced, chosen by each teacher group. Page 7a presented the same information for administrators.

Because information about standardized test scores and numbers of teachers teaching out of field might also suggest workshop needs for systems and centers, it was decided to include in the report a summary of selected student test scores for each system and also to include a breakdown of personnel teaching out of field. This was presented on the final page of the report.

Reports were prepared on three levels. System reports contained all the information previously discussed for each school system. Inservice center reports contained aggregated data for the systems served by that center. Test score data were not reported at the center level. A state report was also produced which aggregated information from all systems, excluding student test score data.

Data Analysis and Report Preparation

By channeling the surveys through the inservice center directors, a 79% statewide response rate was achieved. Completed forms were returned to the Evaluation and Assessment Laboratory early in December, 1992. The survey sheets were scanned and the data were analyzed.

Both COBOL programming language and SCRIPT text processing language were utilized to generate the reports. Programs written in COBOL created a file containing item response frequencies, student test data (for systems only) and personnel data. Another COBOL program was then used which combined information from this data file with the SCRIPT commands required to produce the reports. Each inservice center director received the report for his/her area at a meeting in January, 1993. System reports were distributed two weeks later at a statewide meeting of staff development personnel and inservice directors.

Statewide Results

Over 32,000 educators responded to this survey, most of whom were regular classroom teachers (71%). Other demographic items indicated that a slight majority of the respondents (53%) were elementary teachers, that various subject areas were well represented, and that most respondents (61%) had at least a Master's degree.

The rest of the frequencies on Page 1 of the report provided information about workshop design and logistics. It was clear that respondents preferred workshops at their school (88%) and were

primarily concerned with a regular student population (83%). The preferred methods of presentation were demonstration (62%) and hands-on/participatory (61%). Workshops that lasted one day or less were preferred over other formats. The best time to schedule inservice activities appeared to be weekdays.

Page 7 provides a quick look at workshop choices by listing the five most frequently selected topics, both introductory and advanced, by teacher group. Although 40 different topics could have been listed on this page, only 15 were. This indicates common needs among educators at various levels that are very interesting and informative. Special education, middle school, and high school teachers expressed a desire for technological assistance by requesting workshops in "Software in my subject area" and "Computer literacy." Special education teachers also shared a need for "Behavior management" with regular teachers at the elementary and middle school level.

The topic of "Cooperative learning" was a high priority among all levels of regular teachers and was requested at both the introductory and advanced levels. It is interesting to note that the topics of "Motivation" and "Critical thinking" were major concerns only for middle and high school teachers.

As would be expected, the most frequent choices for administrators (Page 7a) were specific to their position. The six most requested topics were: (a) administrative use of computers, (b) legal updates, (c) grant writing, (d) alternative scheduling, (e) teacher evaluation, and (f) site-based management.

Although the results presented on Pages 7 and 7a served a very useful purpose, combining the various types of data in the report yielded a more complete profile of inservice needs. Pages 2 through 6a contain valuable information about educators' preferences in each category. This, along with the number of teachers out of field in various subject areas given on Page 8, provided the inservice center directors with a sound basis for determining the types and topics of workshops to be offered. Additionally, system level coordinators for staff development had the advantage of being able to compare student test data with all the other information to determine local needs.

Summary

The process of developing, producing, disseminating, and collecting the inservice needs assessment instrument and analyzing results achieved a number of purposes. First, it provided at the state level valuable information about the inservice needs of educators in the state. This had not been done on a systematic basis in the past. Second, it provided each inservice center with data that it could use in planning for the coming year. Although many centers already were doing this to some extent, the statewide assessment provided a comprehensive instrument that was consistent from one center to the next and removed some of the time and personnel demands from the inservice center staff in terms of data analysis and reporting. Third, the availability of results at the school system level and the manner in which those results were shared with system personnel resulted in opportunities for greater

system level involvement in the inservice center level planning process and provided systems with information for their own planning.

APPENDIX A



ALABAMA STATEWIDE NEEDS ASSESSMENT OF TEACHERS & ADMINISTRATORS

**USE #2
PENCIL
ONLY**

DIRECTIONS: Alabama's Regional Inservice Centers and the State Department of Education have authorized this survey to assess the training needs of teachers and administrators. It is not an evaluation of past workshops. The reverse side of this sheet will let you choose specific topics. Survey results will be analyzed by outside consultants and published by the Truman Pierce Institute. Please be candid.

PRIMARY POSITION
Mark only one

REGULAR CLASSROOM TEACHER
 SPECIAL EDUCATION/EXCEPTIONAL TEACHER
 CHAPTER 1 TEACHER
 LIBRARIAN/MEDIA SPECIALIST
 GUIDANCE COUNSELOR
 ASSISTANT PRINCIPAL-PRINCIPAL
 SUPERVISOR/CENTRAL OFFICE
 OTHER

SUBJECT AREA(S)
Mark all that apply

SELF-CONTAINED
 BUSINESS VOC AG
 COMPUTER SCIENCE
 FOREIGN LANGUAGE
 HEALTH/PE
 LANGUAGE ARTS READING
 MATHEMATICS
 MUSIC ART
 SCIENCE
 SOCIAL STUDIES
 OTHER
 NOT APPLICABLE

HIGHEST DEGREE

ASSOCIATE
 BACHELOR'S
 MASTER'S
 ED. SPECIALIST
 DOCTORATE

HIGHEST CERTIFICATE

B
 A
 AA

SCHOOL SYSTEM CODE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

GRADE LEVEL(S)
Mark all that apply

PRESCHOOL
 ELEMENTARY SCHOOL
 MIDDLE/JUNIOR HIGH SCHOOL
 HIGH SCHOOL

NUMBER OF INSERVICE CENTER WORKSHOPS ATTENDED DURING THE LAST 12 MOS.

NONE
 1
 2 - 5
 6 - 10
 MORE THAN 10

YEARS OF ADMINISTRATIVE OR TEACHING EXPERIENCE

NONE
 1 - 3
 4 - 10
 11 - 20
 MORE THAN 20

POPULATION(S) OF INTEREST
Mark all that apply

REGULAR STUDENTS
 ACCELERATED/GIFTED
 AT RISK
 SLOW LEARNERS
 SPECIAL EDUCATION

INSERVICE METHOD(S) OF INTEREST
Mark all that apply

DEMONSTRATION
 FOLLOW-UP IN CLASSROOM
 HANDS ON PARTICIPATORY
 LECTURE DISCUSSION
 MAKE & TAKE
 SEMINAR
 SHARING SESSION

PREFERRED INSERVICE FORMAT(S)
Mark all that apply

ONE HOUR SESSION
 TWO HOUR SESSION
 HALF-DAY SESSION
 ALL-DAY SESSION
 WEEKEND SESSION
 WEEK-LONG SESSION
 LONG-TERM SERIES
 SELF INSTRUCTIONAL MATERIALS
 EDUCATIONAL TV OR MEDIA
 UNIVERSITY CLASS WITH CREDIT
 OTHER

PREFERRED INSERVICE TIME(S)
Mark all that apply

SCHOOL YEAR	SUMMER
<input type="radio"/> WEEKDAY AFTERNOON	<input type="radio"/> WEEKDAY MORNING
<input type="radio"/> WEEKDAY EVENING	<input type="radio"/> WEEKDAY AFTERNOON
<input type="radio"/> WEEKDAY ALL DAY	<input type="radio"/> WEEKDAY ALL DAY
<input type="radio"/> SATURDAY MORNING	<input type="radio"/> SATURDAY MORNING
<input type="radio"/> SATURDAY AFTERNOON	<input type="radio"/> SATURDAY AFTERNOON
<input type="radio"/> SATURDAY ALL DAY	<input type="radio"/> SATURDAY ALL DAY

I AM WILLING TO ATTEND WORKSHOP(S)
Mark all that apply

AT MY SCHOOL
 AT NEAREST UNIVERSITY/COLLEGE
 WITHIN 30 MINUTES OF MY SCHOOL
 WITHIN 60 MINUTES OF MY SCHOOL
 ANYWHERE IN MY SCHOOL DISTRICT
 ANYWHERE IN MY INSERVICE CENTER AREA

HOW DO YOU FIND OUT ABOUT INSERVICE IN YOUR LOCAL SCHOOL DISTRICT OR INSERVICE CENTER?
Mark all that apply

INSERVICE CENTER BROCHURE/FLYER
 LOCAL SCHOOL OR SYSTEM MEMO
 NEWSPAPER
 WORD OF MOUTH
 I CONTACT AN INSERVICE CENTER
 I CONTACT MY LOCAL SCHOOL SYSTEM
 OTHER

WHAT IS THE HOTTEST INSERVICE TOPIC FOR YOU?

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I A LANGUAGE ARTS

- Black English
- Composition Skills/Writing Process
- Comprehension Skills
- Drama/Poetry
- Grammar
- Listening Skills
- Literature
- New Reading Programs
- Oral/Speaking Skills/Debate
- Phonics
- Reading in Content Area
- Reading Readiness
- Remedial Reading
- Spelling
- Study Skills
- Vocabulary Development
- Whole Language
- Writing Across Curriculum
- Other

I A SOCIAL STUDIES

- Anthropology
- Biographies/Documentaries
- Constitution
- Geography
- Global Issues
- History of Alabama
- History of the U.S.
- History of the World
- New Social Studies Programs
- Politics
- Psychology
- Remedial Social Studies
- Using Current Events
- Sociology
- Other

I A ECONOMICS

- Basic Economic Theories
- Consumer Economics
- Supply & Demand Games
- Other

I A MATHEMATICS

- Algebra
- Basic Operations (+, -, x, /)
- Calculus
- Fractions, Decimals, %
- Functions
- Geometry
- Integrating Math into Curriculum
- Linear/Quadratic Equations
- Manipulative Math
- Metrics
- NCTM Standards
- New Math Programs
- Patterns/Relationships
- Piaget Math
- Probability & Statistics
- Problem Solving/Logical Thinking
- Remedial Math
- Time & Measurement
- Trigonometry
- Other

DIRECTIONS: Identify topics for workshops you would like to attend. You may select topics from more than one category, but do not select more than **three** topics in any one category. **Darken the left column** if you want **introductory inservice (I)** or the **right column** if you want **advanced inservice (A)**.



I A SCIENCE

- Advanced Courses
- Biology
- Botany
- Chemistry
- Deductive Reasoning
- Discovery Learning
- Earth Science
- Ecology
- Integrating Science into Curriculum
- Lab Techniques and Safety
- Life Science
- New Science Programs
- Oceanography
- Physical Science
- Physics
- Remedial Science
- Science Fair
- Space Science
- Zoology
- Other

I A INSTRUCTIONAL TECHNOLOGY

- Authoring/Programming
- AV Production
- Computer Literacy
- Computer Software in My Subject Area
- Databases
- Integrating into Curriculum
- Interactive Videodisc
- Multimedia/Hypermedia
- Word Processing
- Spread Sheets
- Software Updates
- Telecommunications
- Other

I A GUIDANCE/HUMAN RELATIONS

- Assertive Discipline
- Behavior Management
- Counseling Practices/Strategies
- Dealing with Divorce
- Motivation
- Multicultural Diversity
- Parent-School Relations
- Peer Pressure
- Principal-Teacher Relations
- Self Esteem
- Single Parenting
- Stress Management
- Student-Teacher Relations
- Violence Prevention
- Other

I A SPECIAL EDUCATION

- Adaptive Physical Education
- Attention Deficit Disorder
- Career Education
- Communication Disorders
- EC Strategies
- Gifted/Talented Strategies
- LD Strategies
- Latest Syndromes
- MR Strategies
- Mainstreaming
- Math Strategies
- OH/OHI Strategies
- Reading Strategies
- Sensory Impaired Child
- Strategies for Regular Teachers
- Substance Abused Child
- Other

I A HEALTH/PE

- Coaching
- Consumer Health
- Nutrition
- Physical Fitness
- Sex Education & AIDS
- Substance Abuse
- Other

I A LIBRARY/MEDIA

- Effective Use of Library/Equipment
- Selecting Learning Media
- Other

I A TEACHING STRATEGIES/LEARNING STYLES

- Cooperative Learning
- Critical Thinking
- Learning Styles
- Metacognition
- Other

I A MANAGEMENT/ADMINISTRATION

- Alternative Scheduling
- Administrative Use of Computers
- Clinical Supervision
- Conferencing
- Cutting Through Paperwork
- Grant Writing
- Legal Updates
- Mentoring/Coaching
- Site-Based Management
- Teacher Evaluation
- Other

I A OTHER

- Business Education
- Career Development
- English as a Second Language
- Foreign Language
- Indian Education
- Music
- Survival Spanish
- Technical Education
- Tech Prep
- Using Test Results
- Visual Arts
- Other

APPENDIX B

ALABAMA STATEWIDE NEEDS ASSESSMENT OF TEACHERS AND ADMINISTRATORS

STATE REPORT
NUMBER OF RESPONDENTS: 32109

JANUARY 1993
PAGE 1 OF 8

PRIMARY POSITION	HIGHEST CERTIFICATE	HOW DID YOU FIND OUT ABOUT INSERVICE IN YOUR DISTRICT OR AREA?	PREFERRED INSERVICE FORMATS	PREFERRED INSERVICE TIMES
<p>71% Regular classroom teacher 11% Special/exceptional teacher 4% Chapter 1 teacher 3% Librarian/media specialist 3% Guidance counselor 1% Assistant principal/principal 4% Supervisor/central office 0% No response</p>	<p>34% B 50% A 10% AA 6% No response</p>	<p>65% Inservice center brochures/flyer 76% Local school or system memo 6% Newspaper 35% Word of mouth 2% I contact an inservice center 4% I contact my school system 2% Other 2% No response</p>	<p>40% One hour session 34% Two hour session 62% Half-day session 33% All-day session 5% Weekend session 4% Week-long session 3% Long-term series 14% Self-instructional materials 13% Educational TV or media 24% Universally class with credit 1% Other 1% No response</p>	<p>SCHOOL YEAR: 63% Weekday afternoon 12% Weekday evening 41% Weekday all day 12% Saturday morning 3% Saturday afternoon 4% Saturday all day SUMMER: 65% Weekday morning 23% Weekday afternoon 37% Weekday all day 4% Saturday morning 1% Saturday afternoon 3% Saturday all day 1% No response</p>
<p>NUMBER OF INSERVICE CENTER WORKSHOPS ATTENDED DURING THE LAST 12 MONTHS</p> <p>10% None 11% 1 65% 2 - 5 14% 6 - 10 5% More than 10 6% No response</p>	<p>I AM WILLING TO ATTEND WORKSHOPS</p> <p>88% At my school 69% At nearest university/college 62% Within 30 minutes of my school 19% Within 60 minutes of my school 39% Anywhere in my school district 22% Anywhere in my inservice area 1% No response</p>	<p>POPULATIONS OF INTEREST</p> <p>63% Regular students 30% Accelerated/gifted 34% At-risk 42% Slow learners 31% Special education 1% No response</p>	<p>INSERVICE METHODS OF INTEREST</p> <p>62% Demonstration 16% Follow-up in classroom 61% Hands-on/participatory 29% Lecture/discussion 48% Make & take 22% Seminar 39% Sharing session 2% No response</p>	
<p>SUBJECT AREA</p> <p>37% Self-contained 0% Business/voc/ag 4% Computer science 2% Foreign language 10% Health/PE 29% Language arts/reading 24% Mathematics 9% Music/art 19% Science 21% Social studies 10% Other 6% Not applicable 1% No response</p>	<p>GRADE LEVELS</p> <p>6% Preschool 63% Elementary school 28% Middle/junior high school 31% High school 1% No response</p>	<p>YEARS OF ADMINISTRATIVE OR TEACHING EXPERIENCE</p> <p>3% None 10% 1 - 3 21% 4 - 10 37% 11 - 20 23% More than 20 7% No response</p>	<p>HIGHEST DEGREE</p> <p>1% Associate 37% Bachelor's 55% Master's 6% Ed. specialist 1% Doctorate 1% No response</p>	

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INSERVICE TOPICS SELECTED BY ALL RESPONDENTS

STATE REPORT
NUMBER OF RESPONDENTS: 32109

LANGUAGE ARTS	MATHEMATICS	INSTRUCTIONAL TECH.	HEALTH/PE
<p>LANGUAGE ARTS</p> <ul style="list-style-type: none"> 2% Black English 5% Comp. skills/writ. process 7% Comprehension skills 3% Drama/poetry 3% Grammar 8% Listening skills 6% Literature 4% New reading programs 2% Oral/speaking skills/debate 6% Phonics 4% Reading in content area 3% Reading readiness 5% Remedial reading 2% Spelling 6% Study skills 4% Vocabulary development 15% Whole language 8% Writing across curriculum 0% Other 	<p>MATHEMATICS</p> <ul style="list-style-type: none"> 2% Algebra 4% Basic operations (+, -, /, *) 1% Calculus 1% Fractions, decimals, % 3% Functions 0% Geometry 2% Integrating math into curric 4% Linear/quadratic equations 11% Manipulative math 2% Metrics 1% NCTM standards 1% New math programs 3% Patterns/relationships 2% Piaget math 1% Probability & statistics 6% Prob. solve/logical thinking 4% Remedial math 3% Time & measurement 1% Trigonometry 0% Other 	<p>INSTRUCTIONAL TECH.</p> <ul style="list-style-type: none"> 3% Authoring/programming 2% AV production 17% Computer literacy 17% Software in my subj. area 2% Databases 2% Integrating into curric. 2% Interactive videodisc 2% Multimedia/hypermedia 3% Word processing 3% Spreadsheet 3% Software updates 2% Telecommunications 0% Other 	<p>HEALTH/PE</p> <ul style="list-style-type: none"> 2% Coaching 3% Consumer health 8% Nutrition 4% Physical fitness 8% Sex education & AIDS 6% Substance abuse 1% Other
<p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> 1% Anthropology 1% Biographies/documentaries 2% Constitution 7% Geography 3% Global issues 5% History of Alabama 4% History of the U.S. 2% History of the world 4% New soc. studies programs 1% Politics 2% Psychology 4% Remedial social studies 6% Using current events 1% Sociology 1% Other 	<p>SCIENCE</p> <ul style="list-style-type: none"> 0% Advanced courses 2% Botany 1% Chemistry 1% Deductive reasoning 5% Discovery learning 3% Earth science 3% Ecology 3% Integrating sci. into curric 1% Lab techniques and safety 6% Life science 2% New science programs 4% Oceanography 3% Physical science 1% Physics 3% Remedial science 6% Science fair 5% Space science 2% Zoology 1% Other 	<p>SPECIAL EDUCATION</p> <ul style="list-style-type: none"> 1% Adaptive physical educ. 13% Attention deficit dis. rler 3% Career education 2% Communication disorders 4% EC strategies 2% Gifted/talented strategies 7% LD strategies 3% Latest syndromes 2% MR strategies 5% Math strategies 3% Mainstreaming 0% OLI/OII strategies 0% Reading strategies 5% Sensory impaired child 10% Strategies for reg. chhrs. 6% Substance abused child 0% Other 	<p>LIBRARY/MEDIA</p> <ul style="list-style-type: none"> 8% Effective use of libr/equip 7% Selecting learning media 1% Other
<p>ECONOMICS</p> <ul style="list-style-type: none"> 4% Basic economic theories 7% Consumer economics 2% Supply & demand games 1% Other 	<p>LEARNING STYLES</p> <ul style="list-style-type: none"> 19% Cooperative learning 13% Critical thinking 15% Learning styles 3% Metacognition 0% Other 	<p>MGMT/ADMINISTRATION</p> <ul style="list-style-type: none"> 4% Alternative scheduling 3% Admin. use of computers 1% Clinical supervision 4% Conferencing 10% Cutting thru paperwork 13% Grant writing 4% Legal updates 2% Mentoring/coaching 3% Site-based management 3% Teacher evaluation 0% Other 	<p>OTHER</p> <ul style="list-style-type: none"> 1% Business education 3% Career development 4% Engl. as second language 2% Foreign language 3% Indian education 3% Music 3% Survival Spanish 1% Technical education 3% Tech prep 7% Using test results 5% Visual arts 0% Other



INSERVICE TOPICS SELECTED BY SPECIAL EDUCATION/EXCEPTIONAL TEACHERS

JANUARY 1993
PAGE 3 OF 8

STATE REPORT
NUMBER OF RESPONDENTS: 3629

LANGUAGE ARTS	MATHEMATICS	INSTRUCTIONAL TECH	HEALTH/PE
<p>6% Black English</p> <p>4% Comp. skills/writ. process</p> <p>8% Comprehension skills</p> <p>3% Drama/poetry</p> <p>3% Grammar</p> <p>9% Listening skills</p> <p>12% Literature</p> <p>2% New reading programs</p> <p>2% Oral/speaking skills/debate</p> <p>7% Phonics</p> <p>4% Reading in content area</p> <p>5% Remedial reading</p> <p>14% Spelling</p> <p>7% Study skills</p> <p>7% Vocabulary development</p> <p>8% Whole language</p> <p>13% Writing across curriculum</p> <p>3% Other</p>	<p>2% Algebra</p> <p>6% Basic operations (+, -, /, *)</p> <p>0% Calculus</p> <p>3% Fractions, decimals, %</p> <p>5% Functions</p> <p>0% Geometry</p> <p>2% Integrating math into curricula</p> <p>0% Linear/quadratic equations</p> <p>6% Manipulative math</p> <p>9% Metrics</p> <p>12% NCTM standards</p> <p>2% New math programs</p> <p>8% Patterns/relationships</p> <p>1% Playet math</p> <p>1% Probability & statistics</p> <p>0% Problem-solving/logical thinking</p> <p>6% Remedial math</p> <p>17% Time & measurement</p> <p>8% Trigonometry</p> <p>0% Other</p>	<p>3% Authoring/programming</p> <p>2% AV production</p> <p>16% Computer literacy</p> <p>18% Software in my subj. area</p> <p>2% Databases</p> <p>0% Integrating into curricula</p> <p>3% Interactive videodisc</p> <p>1% Multimedia/hypermedia</p> <p>1% Word processing</p> <p>3% Spread sheets</p> <p>1% Software updates</p> <p>7% Telecommunications</p> <p>2% Other</p>	<p>1% Coaching</p> <p>3% Consumer health</p> <p>3% Computer fitness</p> <p>3% Physical fitness</p> <p>10% Sex education & AIDS</p> <p>5% Substance abuse</p> <p>0% Other</p>
LIBRARY/MEDIA	GUIDANCE/HUMAN RELATIONS	SPECIAL EDUCATION	OTHER
<p>7% Effective use of libr/equip</p> <p>6% Selecting learning media</p> <p>1% Other</p>	<p>12% Assertive discipline</p> <p>18% Behavior management</p> <p>6% Couns. practices/strategies</p> <p>2% Dealing with divorce</p> <p>14% Motivation</p> <p>2% Multicultural diversity</p> <p>4% Parent-school relations</p> <p>4% Peer pressure</p> <p>4% Principal-teacher relations</p> <p>2% Self-esteem</p> <p>12% Single parenting</p> <p>2% Stress management</p> <p>10% Student-teacher relations</p> <p>4% Violence prevention</p> <p>7% Other</p>	<p>4% Alternative scheduling</p> <p>2% Admin. use of computers</p> <p>1% Clinical supervision</p> <p>3% Conferencing</p> <p>8% Cutting thru paperwork</p> <p>13% Grant writing</p> <p>5% Legal updates</p> <p>1% Mentoring/coaching</p> <p>2% Site-based management</p> <p>2% Teacher evaluation</p> <p>0% Other</p>	<p>1% Business education</p> <p>5% Career development</p> <p>2% Engl. as second language</p> <p>1% Foreign language</p> <p>1% Indian education</p> <p>3% Music</p> <p>2% Survival Spanish</p> <p>2% Technical education</p> <p>1% Tech prep</p> <p>4% Using test results</p> <p>3% Visual arts</p> <p>0% Other</p>
SOCIAL STUDIES	SCIENCE	ADAPTIVE PHYSICAL EDUC.	COMMUNICATION DISORDERS
<p>2% Anthropology</p> <p>1% Biographies/documentaries</p> <p>1% Constitution</p> <p>7% Geography</p> <p>3% Global issues</p> <p>9% History of Alabama</p> <p>4% History of the U.S.</p> <p>2% History of the world</p> <p>6% New soc. studies programs</p> <p>1% Politics</p> <p>3% Psychology</p> <p>6% Remedial social studies</p> <p>11% Using current events</p> <p>1% Sociology</p> <p>0% Other</p>	<p>0% Advanced courses</p> <p>3% Biology</p> <p>1% Botany</p> <p>0% Chemistry</p> <p>1% Deductive reasoning</p> <p>3% Discovery learning</p> <p>2% Earth science</p> <p>2% Ecology</p> <p>4% Integrating sci. into curricula</p> <p>1% Lab techniques and safety</p> <p>5% Life science</p> <p>2% New science programs</p> <p>4% Oceanography</p> <p>3% Physical science</p> <p>0% Physics</p> <p>13% Remedial science</p> <p>3% Science fair</p> <p>3% Space science</p> <p>2% Zoology</p> <p>1% Other</p>	<p>4% Attention deficit disorder</p> <p>24% Career education</p> <p>7% Communication disorders</p> <p>10% EC strategies</p> <p>13% Gifted/talented strategies</p> <p>2% LD strategies</p> <p>10% MR strategies</p> <p>8% Latest syndromes</p> <p>13% Math strategies</p> <p>8% Mainstreaming</p> <p>10% OH/OHII strategies</p> <p>3% Reading strategies</p> <p>17% Sensory impaired child</p> <p>4% Strategies for reg. child</p> <p>8% Substance abused child</p> <p>9% Other</p>	<p>1% Adaptive physical educ.</p> <p>21% Career education</p> <p>7% Communication disorders</p> <p>6% EC strategies</p> <p>10% Gifted/talented strategies</p> <p>2% LD strategies</p> <p>10% MR strategies</p> <p>8% Latest syndromes</p> <p>13% Math strategies</p> <p>8% Mainstreaming</p> <p>10% OH/OHII strategies</p> <p>3% Reading strategies</p> <p>17% Sensory impaired child</p> <p>4% Strategies for reg. child</p> <p>8% Substance abused child</p> <p>9% Other</p>
ECONOMICS	MANAGEMENT/ADMINISTRATION	ADAPTIVE PHYSICAL EDUC.	COMMUNICATION DISORDERS
<p>4% Basic economic theories</p> <p>6% Consumer economics</p> <p>7% Supply & demand games</p> <p>1% Other</p>	<p>14% Alternative scheduling</p> <p>2% Admin. use of computers</p> <p>1% Clinical supervision</p> <p>3% Conferencing</p> <p>8% Cutting thru paperwork</p> <p>13% Grant writing</p> <p>5% Legal updates</p> <p>1% Mentoring/coaching</p> <p>2% Site-based management</p> <p>2% Teacher evaluation</p> <p>0% Other</p>	<p>4% Attention deficit disorder</p> <p>24% Career education</p> <p>7% Communication disorders</p> <p>10% EC strategies</p> <p>13% Gifted/talented strategies</p> <p>2% LD strategies</p> <p>10% MR strategies</p> <p>8% Latest syndromes</p> <p>13% Math strategies</p> <p>8% Mainstreaming</p> <p>10% OH/OHII strategies</p> <p>3% Reading strategies</p> <p>17% Sensory impaired child</p> <p>4% Strategies for reg. child</p> <p>8% Substance abused child</p> <p>9% Other</p>	<p>1% Adaptive physical educ.</p> <p>21% Career education</p> <p>7% Communication disorders</p> <p>6% EC strategies</p> <p>10% Gifted/talented strategies</p> <p>2% LD strategies</p> <p>10% MR strategies</p> <p>8% Latest syndromes</p> <p>13% Math strategies</p> <p>8% Mainstreaming</p> <p>10% OH/OHII strategies</p> <p>3% Reading strategies</p> <p>17% Sensory impaired child</p> <p>4% Strategies for reg. child</p> <p>8% Substance abused child</p> <p>9% Other</p>



INSERVICE TOPICS SELECTED BY REGULAR PRESCHOOL/ELEMENTARY TEACHERS

JANUARY 1993
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STATE REPORT
NUMBER OF RESPONDENTS: 12131

LANGUAGE ARTS	MATHEMATICS	INSTRUCTIONAL TECH.	HEALTH/PE
<p>4% Black English</p> <p>15% Comp. skills/writt. process</p> <p>10% Comprehension skills</p> <p>7% Drama/poetry</p> <p>4% Grammar</p> <p>11% Listening skills</p> <p>7% Literature</p> <p>5% New reading programs</p> <p>12% Oral/speaking skills/debate</p> <p>2% Phonics</p> <p>10% Reading in content area</p> <p>6% Remedial reading</p> <p>7% Spelling</p> <p>3% Study skills</p> <p>4% Vocabulary development</p> <p>22% Whole language</p> <p>14% Writing across curriculum</p> <p>0% Other</p>	<p>1% Algebra</p> <p>7% Basic operations (+, -, /, x)</p> <p>0% Calculus</p> <p>0% Fractions, decimals, %</p> <p>3% Functions</p> <p>0% Geometry</p> <p>2% Integrate math into curric.</p> <p>13% Linear/quadratic equations</p> <p>0% Manipulative math</p> <p>20% Metrics</p> <p>3% NCTM standards</p> <p>1% New math programs</p> <p>3% Patterns/relationships</p> <p>3% Play/drama</p> <p>5% Probability & statistics</p> <p>1% Remedial math</p> <p>7% Time & measurement</p> <p>5% Trigonometry</p> <p>0% Other</p>	<p>3% Authoring/programming</p> <p>1% AV production</p> <p>2% Computer literacy</p> <p>24% Software in my subj. area</p> <p>21% Databases</p> <p>1% Integrating into curric.</p> <p>3% Interactive videodiscs</p> <p>1% Multimedia/hypermedia</p> <p>3% Word processing</p> <p>2% Spread sheets</p> <p>6% Software updates</p> <p>2% Telecommunications</p> <p>0% Other</p>	<p>1% Coaching</p> <p>4% Consumer health</p> <p>2% Nutrition</p> <p>13% Physical fitness</p> <p>6% Sex education & AIDS</p> <p>10% Substance abuse</p> <p>6% Other</p>
LIBRARY/MEDIA	GUIDANCE/HUMAN RELATIONS	SPECIAL EDUCATION	MGMT/ADMINISTRATION
<p>11% Effective use of libr/equip</p> <p>10% Selecting learning media</p> <p>1% Other</p>	<p>19% Assertive discipline</p> <p>14% Behavior management</p> <p>2% Couns. practices/strategies</p> <p>5% Dealing with divorce</p> <p>3% Motivation</p> <p>21% Multicultural diversity</p> <p>3% Parent-school relations</p> <p>9% Peer pressure</p> <p>2% Principal-teacher relations</p> <p>4% Self-esteem</p> <p>13% Single parenting</p> <p>7% Stress management</p> <p>17% Student-teacher relations</p> <p>7% Violence prevention</p> <p>4% Other</p>	<p>1% Adaptive physical educ.</p> <p>10% Attention deficit disorder</p> <p>2% Career education</p> <p>1% Communication disorders</p> <p>5% EC strategies</p> <p>7% Gifted/talented strategies</p> <p>10% LD strategies</p> <p>3% Latest syndromes</p> <p>6% MR strategies</p> <p>6% Math streaming</p> <p>3% Math strategies</p> <p>0% OH/OHI strategies</p> <p>3% Reading strategies</p> <p>6% Sensory impaired child</p> <p>18% Strategies for reg. chrs.</p> <p>6% Substance abused child</p> <p>0% Other</p>	<p>30% Cooperative learning</p> <p>17% Critical thinking</p> <p>9% Learning styles</p> <p>21% Metacognition</p> <p>3% Other</p>
SOCIAL STUDIES	SCIENCE	ECONOMICS	OTHER
<p>1% Anthropology</p> <p>1% Biographies/documentaries</p> <p>2% Constitution</p> <p>10% Geography</p> <p>6% Global issues</p> <p>13% History of Alabama</p> <p>7% History of the U.S.</p> <p>2% History of the world</p> <p>20% New soc. studies programs</p> <p>1% Politics</p> <p>0% Psychology</p> <p>2% Remedial social studies</p> <p>4% Using current events</p> <p>23% Sociology</p> <p>1% Other</p>	<p>0% Advanced courses</p> <p>2% Biology</p> <p>1% Botany</p> <p>0% Chemistry</p> <p>1% Deductive reasoning</p> <p>3% Discovery learning</p> <p>8% Earth science</p> <p>4% Ecology</p> <p>5% Integrating sci. into curric.</p> <p>6% Lab techniques and safety</p> <p>1% Life science</p> <p>0% New science programs</p> <p>3% Oceanography</p> <p>10% Physical science</p> <p>2% Physics</p> <p>2% Remedial science</p> <p>0% Science fair</p> <p>3% Space science</p> <p>10% Zoology</p> <p>0% Other</p>	<p>5% Basic economic theories</p> <p>6% Consumer economics</p> <p>11% Supply & demand games</p> <p>1% Other</p>	<p>0% Business education</p> <p>4% Career development</p> <p>1% Eng. as second language</p> <p>1% Foreign language</p> <p>3% Indian education</p> <p>6% Music</p> <p>12% Survival Spanish</p> <p>4% Technical education</p> <p>3% Tech prep</p> <p>1% Using test results</p> <p>3% Visual arts</p> <p>0% Other</p>



INSERVICE TOPICS SELECTED BY REGULAR MIDDLE SCHOOL TEACHERS

STATE REPORT
NUMBER OF RESPONDENTS: 5466

JANUARY 1993
PAGE 5 OF 8

LANGUAGE/ARTS	MATHEMATICS	INSTRUCTIONAL TECH.	LIBRARY/MEDIA
<p>6% Black English</p> <p>8% Comp. skills/writ. process</p> <p>5% Comprehension skills</p> <p>4% Drama/poetry</p> <p>4% Grammar</p> <p>6% Listening skills</p> <p>4% Literature</p> <p>4% New reading programs</p> <p>3% Oral/speaking skills/debate</p> <p>2% Phonics</p> <p>4% Reading in content area</p> <p>1% Reading readiness</p> <p>3% Remedial reading</p> <p>2% Spelling</p> <p>0% Study skills</p> <p>4% Vocabulary development</p> <p>6% Whole language</p> <p>0% Writing across curriculum</p> <p>0% Other</p>	<p>4% Algebra</p> <p>3% Basic operations (+, -, /, *)</p> <p>1% Calculus</p> <p>5% Fractions, decimals, %</p> <p>1% Functions</p> <p>3% Geometry</p> <p>0% Integrate math into curric.</p> <p>4% Linear/quadratic equations</p> <p>7% Manipulative math</p> <p>2% Metrics</p> <p>3% NCTM standards</p> <p>5% New math programs</p> <p>1% Patterns/relationships</p> <p>0% Piaget math</p> <p>4% Probability & statistics</p> <p>3% Pre-algebra/logical thinking</p> <p>2% Remedial math</p> <p>1% Time & measurement</p> <p>0% Trigonometry</p> <p>0% Other</p>	<p>2% Authoring/programming</p> <p>1% AV production</p> <p>13% Computer literacy</p> <p>16% Software in my subj. area</p> <p>2% Databases</p> <p>5% Integrating into curric.</p> <p>1% Interactive videodisc</p> <p>1% Multimedia/hypermedia</p> <p>3% Word processing</p> <p>3% Spiral sheets</p> <p>3% Software updates</p> <p>4% Telecommunications</p> <p>0% Other</p>	<p>3% Coaching</p> <p>2% Consumer health</p> <p>4% Nutrition</p> <p>7% Physical fitness</p> <p>5% Sex education & AIDS</p> <p>6% Substance abuse</p> <p>1% Other</p>
SOCIAL STUDIES	SCIENCE	SPECIAL EDUCATION	LEARNING STYLES
<p>2% Anthropology</p> <p>2% Biographies/documentaries</p> <p>3% Constitution</p> <p>3% Geography</p> <p>4% Global issues</p> <p>4% History of Alabama</p> <p>4% History of the U.S.</p> <p>3% History of the world</p> <p>9% New soc. studies programs</p> <p>2% Politics</p> <p>2% Psychology</p> <p>3% Remedial social studies</p> <p>9% Using current events</p> <p>1% Sociology</p> <p>0% Other</p>	<p>1% Advanced courses</p> <p>3% Botany</p> <p>1% Chemistry</p> <p>2% Deductive reasoning</p> <p>5% Discovery learning</p> <p>3% Earth science</p> <p>4% Ecology</p> <p>3% Integrating sci. into curric</p> <p>5% Lab techniques and safety</p> <p>5% Life science</p> <p>5% New science programs</p> <p>3% Oceanography</p> <p>3% Physics</p> <p>1% Remedial science</p> <p>2% Science fair</p> <p>4% Space science</p> <p>2% Zoology</p> <p>0% Other</p>	<p>1% Adaptive physical educ.</p> <p>3% Attention deficit disorder</p> <p>1% Career education</p> <p>0% Communication disorders</p> <p>2% EC strategies</p> <p>3% Gifted/talented strategies</p> <p>4% I.D. strategies</p> <p>1% Latest syndromes</p> <p>0% MR strategies</p> <p>2% Mainstreaming</p> <p>1% Math strategies</p> <p>0% OII/OHI strategies</p> <p>1% Reading strategies</p> <p>0% Sensory impaired child</p> <p>4% Strategies for reg. learn.</p> <p>1% Substance abused child</p> <p>0% Other</p>	<p>14% Cooperative learning</p> <p>13% Critical thinking</p> <p>12% Learning styles</p> <p>3% Metacognition</p> <p>0% Other</p>
ECONOMICS	MGMT/ADMINISTRATION	GUIDANCE/HUMAN RELATIONS	OTHER
<p>3% Basic economic theories</p> <p>4% Consumer economics</p> <p>5% Supply & demand games</p> <p>9% Other</p>	<p>3% Alternative scheduling</p> <p>2% Adm. use of computers</p> <p>0% Clinical supervision</p> <p>2% Conferencing</p> <p>7% Cutting thru paperwork</p> <p>8% Grant writing</p> <p>3% Legal updates</p> <p>2% Mentoring/coaching</p> <p>1% Site-based management</p> <p>2% Teacher evaluation</p> <p>0% Other</p>	<p>9% Assertive discipline</p> <p>9% Behavior management</p> <p>2% Couns. practices/strategies</p> <p>1% Dealing with divorce</p> <p>12% Motivation</p> <p>1% Multicultural diversity</p> <p>3% Parent-school relations</p> <p>5% Peer pressure</p> <p>2% Principal-teacher relations</p> <p>6% Self-esteem</p> <p>1% Single parenting</p> <p>8% Stress management</p> <p>4% Student-teacher relations</p> <p>5% Violence prevention</p> <p>0% Other</p>	<p>1% Business education</p> <p>4% Career development</p> <p>2% Engl. as second language</p> <p>2% Foreign language</p> <p>1% Indian education</p> <p>4% Music</p> <p>2% Survival Spanish</p> <p>1% Technical education</p> <p>4% Tech prep</p> <p>6% Using test results</p> <p>3% Visual arts</p> <p>0% Other</p>

INSERVICE TOPICS SELECTED BY REGULAR HIGH SCHOOL TEACHERS

JANUARY 1993
PAGE 6 OF 8

STATE REPORT
NUMBER OF RESPONDENTS: 6808

LANGUAGE ARTS	MATHEMATICS	INSTRUCTIONAL TECH.	HEALTH/PE
<p>A</p> <p>5% Black English</p> <p>2% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>4% Comp. skills/writ. process</p> <p>4% Comp. skills/writ. process</p> <p>7% Comp. skills/writ. process</p> <p>1% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>0% Comp. skills/writ. process</p> <p>2% Comp. skills/writ. process</p> <p>0% Comp. skills/writ. process</p> <p>1% Comp. skills/writ. process</p> <p>1% Comp. skills/writ. process</p> <p>1% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>2% Comp. skills/writ. process</p> <p>4% Comp. skills/writ. process</p> <p>0% Comp. skills/writ. process</p>	<p>A</p> <p>3% Algebra</p> <p>1% Basic operations (+, -, /, *)</p> <p>2% Calculus</p> <p>2% Fractions, decimals, %</p> <p>2% Functions</p> <p>1% Geometry</p> <p>2% Integrating math into curric</p> <p>0% Linear/quadratic equations</p> <p>3% Manipulative math</p> <p>3% Medics</p> <p>2% NCTM standards</p> <p>2% New math programs</p> <p>3% Patterns/relationships</p> <p>1% Piaget math</p> <p>0% Probability & statistics</p> <p>2% Prob. solve/logical thinking</p> <p>2% Remedial math</p> <p>1% Time & measurement</p> <p>2% Trigonometry</p> <p>1% Other</p>	<p>A</p> <p>2% Authoring/programming</p> <p>2% AV production</p> <p>12% Computer literacy</p> <p>16% Software in my subj. area</p> <p>3% Databases</p> <p>4% Integrating into curric.</p> <p>2% Interactive videodisc</p> <p>1% Multimedia/hypermedia</p> <p>1% Word processing</p> <p>4% Word sheets</p> <p>4% Software updates</p> <p>3% Telecommunications</p> <p>0% Other</p>	<p>A</p> <p>3% Coaching</p> <p>2% Consumer health</p> <p>3% Nutrition</p> <p>3% Physical fitness</p> <p>6% Sex education & AIDS</p> <p>5% Substance abuse</p> <p>1% Other</p>
<p>A</p> <p>1% Anthropology</p> <p>2% Biographies/documentaries</p> <p>2% Constitution</p> <p>4% Geography</p> <p>3% Global issues</p> <p>3% History of Alabama</p> <p>5% History of the U.S.</p> <p>2% History of the world</p> <p>4% New soc. studies programs</p> <p>2% Politics</p> <p>2% Psychology</p> <p>1% Remedial social studies</p> <p>1% Using current events</p> <p>1% Sociology</p> <p>0% Other</p>	<p>A</p> <p>2% Advanced courses</p> <p>5% Biology</p> <p>2% Botany</p> <p>2% Chemistry</p> <p>1% Deductive reasoning</p> <p>2% Discovery learning</p> <p>1% Earth science</p> <p>2% Ecology</p> <p>1% Integrating sci. into curric</p> <p>3% Lab techniques and safety</p> <p>2% Life science</p> <p>2% New science programs</p> <p>1% Oceanography</p> <p>2% Physical science</p> <p>2% Physics</p> <p>3% Remedial science</p> <p>2% Science fair</p> <p>2% Space science</p> <p>1% Zoology</p> <p>0% Other</p>	<p>A</p> <p>10% Affective discipline</p> <p>8% Behavior management</p> <p>2% Class. practices/strategies</p> <p>2% Dealing with divorce</p> <p>12% Motivation</p> <p>1% Multicultural diversity</p> <p>3% Parent-school relations</p> <p>4% Peer pressure</p> <p>2% Principal-teacher relations</p> <p>6% Self-esteem</p> <p>1% Single parenting</p> <p>7% Stress management</p> <p>8% Student-teacher relations</p> <p>4% Violence prevention</p> <p>0% Other</p>	<p>A</p> <p>11% Cooperative learning</p> <p>12% Critical thinking</p> <p>6% Learning styles</p> <p>2% Metacognition</p> <p>0% Other</p>
<p>A</p> <p>4% Basic economic theories</p> <p>4% Consumer economics</p> <p>5% Supply & demand games</p> <p>0% Other</p>	<p>A</p> <p>1% Adaptive physical educ.</p> <p>2% Attention deficit disorder</p> <p>1% Career education</p> <p>0% Communication disorders</p> <p>1% EC strategies</p> <p>1% Gifted/talented strategies</p> <p>1% LD strategies</p> <p>0% Latent syndromes</p> <p>0% MR strategies</p> <p>2% Maintaining</p> <p>1% Math strategies</p> <p>0% OHI/OHI strategies</p> <p>1% Reading strategies</p> <p>1% Sensory impaired child</p> <p>1% Strategies for reg. chvrs.</p> <p>1% Substance abused child</p> <p>0% Other</p>	<p>A</p> <p>3% Business education</p> <p>5% Career development</p> <p>2% Engl. as second language</p> <p>2% Foreign language</p> <p>2% Inlden education</p> <p>1% Music</p> <p>3% Survival Spanish</p> <p>2% Technical education</p> <p>7% Tech. prep</p> <p>3% Using test results</p> <p>3% Visual arts</p> <p>1% Other</p>	<p>A</p> <p>3% Business education</p> <p>5% Career development</p> <p>2% Engl. as second language</p> <p>2% Foreign language</p> <p>2% Inlden education</p> <p>1% Music</p> <p>3% Survival Spanish</p> <p>2% Technical education</p> <p>7% Tech. prep</p> <p>3% Using test results</p> <p>3% Visual arts</p> <p>1% Other</p>
<p>A</p> <p>1% Black English</p> <p>2% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>4% Comp. skills/writ. process</p> <p>4% Comp. skills/writ. process</p> <p>7% Comp. skills/writ. process</p> <p>1% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>0% Comp. skills/writ. process</p> <p>2% Comp. skills/writ. process</p> <p>0% Comp. skills/writ. process</p> <p>1% Comp. skills/writ. process</p> <p>1% Comp. skills/writ. process</p> <p>1% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>3% Comp. skills/writ. process</p> <p>2% Comp. skills/writ. process</p> <p>4% Comp. skills/writ. process</p> <p>0% Comp. skills/writ. process</p>	<p>A</p> <p>3% Algebra</p> <p>1% Basic operations (+, -, /, *)</p> <p>2% Calculus</p> <p>2% Fractions, decimals, %</p> <p>2% Functions</p> <p>1% Geometry</p> <p>2% Integrating math into curric</p> <p>0% Linear/quadratic equations</p> <p>3% Manipulative math</p> <p>3% Medics</p> <p>2% NCTM standards</p> <p>2% New math programs</p> <p>3% Patterns/relationships</p> <p>1% Piaget math</p> <p>0% Probability & statistics</p> <p>2% Prob. solve/logical thinking</p> <p>2% Remedial math</p> <p>1% Time & measurement</p> <p>2% Trigonometry</p> <p>1% Other</p>	<p>A</p> <p>2% Authoring/programming</p> <p>2% AV production</p> <p>12% Computer literacy</p> <p>16% Software in my subj. area</p> <p>3% Databases</p> <p>4% Integrating into curric.</p> <p>2% Interactive videodisc</p> <p>1% Multimedia/hypermedia</p> <p>1% Word processing</p> <p>4% Word sheets</p> <p>4% Software updates</p> <p>3% Telecommunications</p> <p>0% Other</p>	<p>A</p> <p>3% Coaching</p> <p>2% Consumer health</p> <p>3% Nutrition</p> <p>3% Physical fitness</p> <p>6% Sex education & AIDS</p> <p>5% Substance abuse</p> <p>1% Other</p>



INSERVICE TOPICS SELECTED BY ADMINISTRATORS

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STATE REPORT
NUMBER OF RESPONDENTS: 1433

LANGUAGE ARTS	MATHEMATICS	INSTRUCTIONAL TECH.	HEALTH/PE
<p>3% Black English</p> <p>4% Comp. skills/writ. process</p> <p>3% Comprehension skills</p> <p>1% Drama/poetry</p> <p>1% Grammar</p> <p>4% Listening skills</p> <p>1% Literature</p> <p>5% New reading programs</p> <p>2% Oral speaking skills/debate</p> <p>2% Phonics</p> <p>2% Reading in content area</p> <p>2% Reading readiness</p> <p>3% Remedial reading</p> <p>0% Spelling</p> <p>4% Study skills</p> <p>2% Vocabulary development</p> <p>9% Whole language</p> <p>8% Writing across curriculum</p> <p>0% Other</p>	<p>2% Algebra</p> <p>1% Basic operations (+, -, /, *)</p> <p>2% Calculus</p> <p>1% Fractions, decimals, %</p> <p>0% Functions</p> <p>0% Geometry</p> <p>0% Integrate math into curric</p> <p>7% Linear/quadratic equations</p> <p>0% Manipulative math</p> <p>1% Matrix</p> <p>1% NCTM standards</p> <p>2% New math programs</p> <p>3% Patterns/relationships</p> <p>0% Ping-pong</p> <p>1% Probability & statistics</p> <p>0% Prob./logic/thinking</p> <p>6% Remedial math</p> <p>3% Time & measurement</p> <p>0% Trigonometry</p> <p>1% Other</p>	<p>2% Authoring/programming</p> <p>2% AV production</p> <p>11% Computer literacy</p> <p>7% Software in any subj. area</p> <p>4% Databases</p> <p>10% Integrating info curric.</p> <p>3% Interactive videodisc</p> <p>3% Multimedia/hypertext</p> <p>4% Word processing</p> <p>2% Spread sheets</p> <p>4% Software updates</p> <p>6% Telecommunications</p> <p>0% Other</p>	<p>1% Coaching</p> <p>1% Consumer health</p> <p>2% Nutrition</p> <p>3% Physical fitness</p> <p>3% Sex education & AIDS</p> <p>0% Substance abuse</p> <p>0% Other</p>
<p>3% Anthropology</p> <p>1% Biographies/documentaries</p> <p>1% Constitution</p> <p>5% Geography</p> <p>2% Global issues</p> <p>3% History of Alabama</p> <p>2% History of the U.S.</p> <p>1% History of the world</p> <p>7% New soc. studies programs</p> <p>1% Politics</p> <p>0% Psychology</p> <p>3% Remedial social studies</p> <p>5% Using current events</p> <p>0% Sociology</p> <p>1% Other</p>	<p>1% Advanced courses</p> <p>1% Biology</p> <p>1% Botany</p> <p>0% Chemistry</p> <p>2% Deductive reasoning</p> <p>4% Discovery learning</p> <p>1% Earth science</p> <p>1% Ecology</p> <p>1% Integrating sci. into curric</p> <p>1% Lab techniques and safety</p> <p>1% Life science</p> <p>1% New science programs</p> <p>1% Oceanography</p> <p>1% Physical science</p> <p>1% Physics</p> <p>1% Remedial science</p> <p>2% Science fair</p> <p>1% Space science</p> <p>0% Zoology</p> <p>1% Other</p>	<p>8% Assertive discipline</p> <p>10% Behavior management</p> <p>3% Couns. practices/strategies</p> <p>1% Dealing with divorce</p> <p>12% Motivation</p> <p>3% Multicultural diversity</p> <p>7% Parent-school relations</p> <p>2% Peer pressure</p> <p>0% Principal-teacher relations</p> <p>4% Self-esteem</p> <p>2% Single parenting</p> <p>2% Stress management</p> <p>6% Student-teacher relations</p> <p>4% Violence preven. - in</p> <p>0% Other</p>	<p>12% Competitive learning</p> <p>13% Critical thinking</p> <p>16% Learning styles</p> <p>4% Metacognition</p> <p>0% Other</p>
<p>1% Economics</p> <p>2% Basic economic theories</p> <p>3% Consumer economics</p> <p>4% Supply & demand games</p> <p>0% Other</p>	<p>1% Adaptive physical educ.</p> <p>12% Attention deficit disorder</p> <p>2% Career education</p> <p>1% Communication disorders</p> <p>4% EC strategies</p> <p>3% Gifted/talented strategies</p> <p>2% LD strategies</p> <p>3% Latest syndromes</p> <p>1% MR strategies</p> <p>1% Mainstreaming</p> <p>4% Math strategies</p> <p>1% OHI/OHI strategies</p> <p>2% Reading strategies</p> <p>2% Sensory impaired child</p> <p>7% Strategies for reg. teachrs.</p> <p>3% Substance abused child</p> <p>1% Other</p>	<p>15% Alternative scheduling</p> <p>19% Admin. use of computers</p> <p>8% Clinical supervision</p> <p>8% Conferencing</p> <p>11% Cutting thru paperwork</p> <p>16% Grant writing</p> <p>23% Legal updates</p> <p>5% Mentoring/coaching</p> <p>16% Site-based management</p> <p>13% Teacher evaluation</p> <p>1% Other</p>	<p>1% Business education</p> <p>3% Career development</p> <p>1% Engl. as second language</p> <p>0% Foreign language</p> <p>1% Indian education</p> <p>2% Music</p> <p>1% Survival Spanish</p> <p>3% Technical education</p> <p>7% Tech prep</p> <p>10% Using test results</p> <p>14% Visual arts</p> <p>0% Other</p>
<p>0% Other</p>	<p>0% Other</p>	<p>0% Other</p>	<p>0% Other</p>



MOST FREQUENTLY SELECTED INSERVICE TOPICS BY TEACHER GROUP

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NUMBER OF RESPONDENTS: 32109

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SPECIAL EDUCATION/EXCEPTIONAL TEACHERS	
TOP 5 INTRODUCTORY TOPICS	TOP 5 ADVANCED TOPICS
21% SPECIAL EDUCATION -- Attention deficit disorder 18% INSTRUCTIONAL TECH. -- Software in my subj. area 17% MATHEMATICS -- Remedial math 16% INSTRUCTIONAL TECH. -- Computer literacy 16% GUIDANCE/HUMAN RELATIONS -- Behavior management	24% SPECIAL EDUCATION -- Attention deficit disorder 22% SPECIAL EDUCATION -- I.D strategies 18% GUIDANCE/HUMAN RELATIONS -- Behavior management 17% SPECIAL EDUCATION -- Reading strategies 16% LEARNING STYLES -- Learning styles

REGULAR TEACHERS -- PRESCHOOL/ELEMENTARY LEVEL	
TOP 5 INTRODUCTORY TOPICS	TOP 5 ADVANCED TOPICS
30% LEARNING STYLES -- Cooperative learning 28% LANGUAGE ARTS -- Whole language 26% MATHEMATICS -- Manipulative math 24% INSTRUCTIONAL TECH. -- Computer literacy 24% GUIDANCE/HUMAN RELATIONS -- Behavior management	22% LANGUAGE ARTS -- Whole language 20% MATHEMATICS -- Manipulative math 17% LEARNING STYLES -- Cooperative learning 14% GUIDANCE/HUMAN RELATIONS -- Behavior management 12% GUIDANCE/HUMAN RELATIONS -- Assertive discipline

REGULAR TEACHERS -- MIDDLE SCHOOL LEVEL	
TOP 5 INTRODUCTORY TOPICS	TOP 5 ADVANCED TOPICS
16% INSTRUCTIONAL TECH. -- Software in my subj. area 14% GUIDANCE/HUMAN RELATIONS -- Motivation 14% LEARNING STYLES -- Cooperative learning 13% INSTRUCTIONAL TECH. -- Computer literacy 13% LEARNING STYLES -- Critical thinking	12% GUIDANCE/HUMAN RELATIONS -- Motivation 11% LEARNING STYLES -- Cooperative learning 10% LEARNING STYLES -- Critical thinking 9% GUIDANCE/HUMAN RELATIONS -- Assertive discipline 9% GUIDANCE/HUMAN RELATIONS -- Behavior management

REGULAR TEACHERS -- HIGH SCHOOL LEVEL	
TOP 5 INTRODUCTORY TOPICS	TOP 5 ADVANCED TOPICS
16% INSTRUCTIONAL TECH. -- Software in my subj. area 12% INSTRUCTIONAL TECH. -- Computer literacy 12% GUIDANCE/HUMAN RELATIONS -- Motivation 12% LEARNING STYLES -- Critical thinking 11% LEARNING STYLES -- Cooperative learning	12% GUIDANCE/HUMAN RELATIONS -- Motivation 11% LEARNING STYLES -- Critical thinking 10% INSTRUCTIONAL TECH. -- Software in my subj. area 9% LANGUAGE ARTS -- Comp.skills/writ. process 9% LEARNING STYLES -- Cooperative learning

MOST FREQUENTLY SELECTED INSERVICE TOPICS BY ADMINISTRATORS

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ADMINISTRATORS (N = 1433)	
<p>TOP 5 INTRODUCTORY TOPICS</p> <p>24% MGMT./ADMINISTRATION -- Admin. use of computers 18% MGMT./ADMINISTRATION -- Grant writing 16% MGMT./ADMINISTRATION -- Alternative scheduling 15% MGMT./ADMINISTRATION -- Site-based management 14% MGMT./ADMINISTRATION -- Legal updates</p>	<p>TOP 5 ADVANCED TOPICS</p> <p>23% MGMT./ADMINISTRATION -- Legal updates 21% MGMT./ADMINISTRATION -- Teacher evaluation 19% MGMT./ADMINISTRATION -- Admin. use of computers 17% MGMT./ADMINISTRATION -- Site-based management 16% MGMT./ADMINISTRATION -- Grant writing</p>

ALABAMA STATEWIDE NEEDS ASSESSMENT OF TEACHERS AND ADMINISTRATORS

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PERCENTAGE OF TEACHERS TEACHING ONE OR MORE COURSES OUT OF FIELD
1991-92 SCHOOL YEAR
(BASED ON FTE OF 33409 TEACHERS AND RESOURCE TEACHERS)

	ELEMENTARY TEACHERS N (%)	SECONDARY TEACHERS N (%)	LEVEL UNSPECIFIED N (%)
LANGUAGE ARTS	195 (0.58%)	272 (0.81%)	N/A
SOCIAL STUDIES	91 (0.27%)	219 (0.66%)	N/A
ECONOMICS	N/A	14 (0.04%)	N/A
MATHEMATICS	112 (0.34%)	198 (0.59%)	N/A
SCIENCE	73 (0.22%)	246 (0.74%)	N/A
SPECIAL EDUCATION	N/A	N/A	460 (1.38%)
HEALTH/PHYSICAL EDUCATION	237 (0.71%)	216 (0.65%)	N/A
LIBRARY/MEDIA	N/A	N/A	1 (0.00%)
COMPUTER TECHNOLOGY	0 (0.00%)	0 (0.00%)	N/A
FOREIGN LANGUAGE	29 (0.09%)	136 (0.41%)	N/A
ART	16 (0.05%)	21 (0.06%)	N/A
MUSIC	28 (0.08%)	115 (0.34%)	N/A
SELF-CONTAINED	52 (0.16%)	N/A	N/A

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