

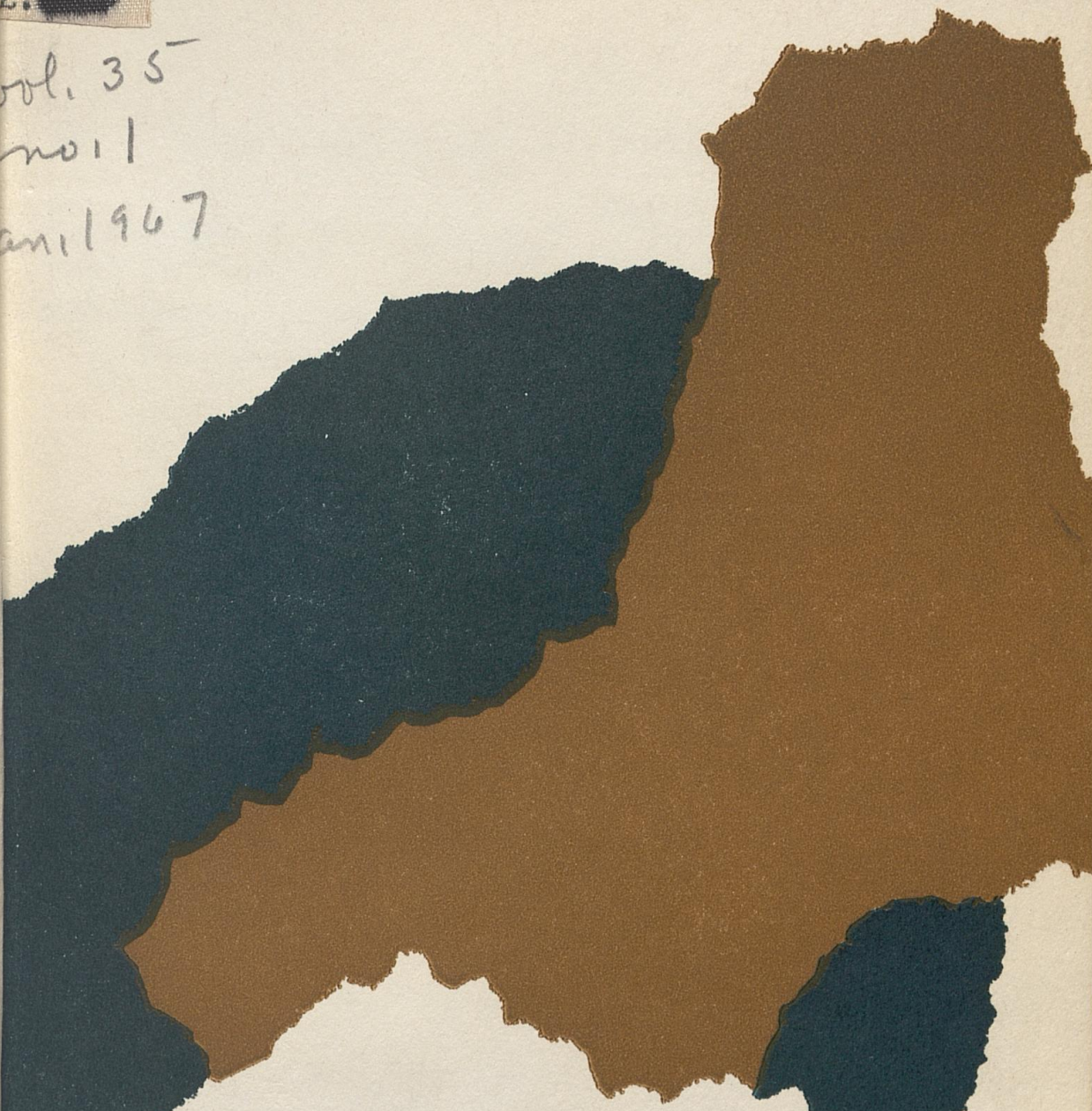
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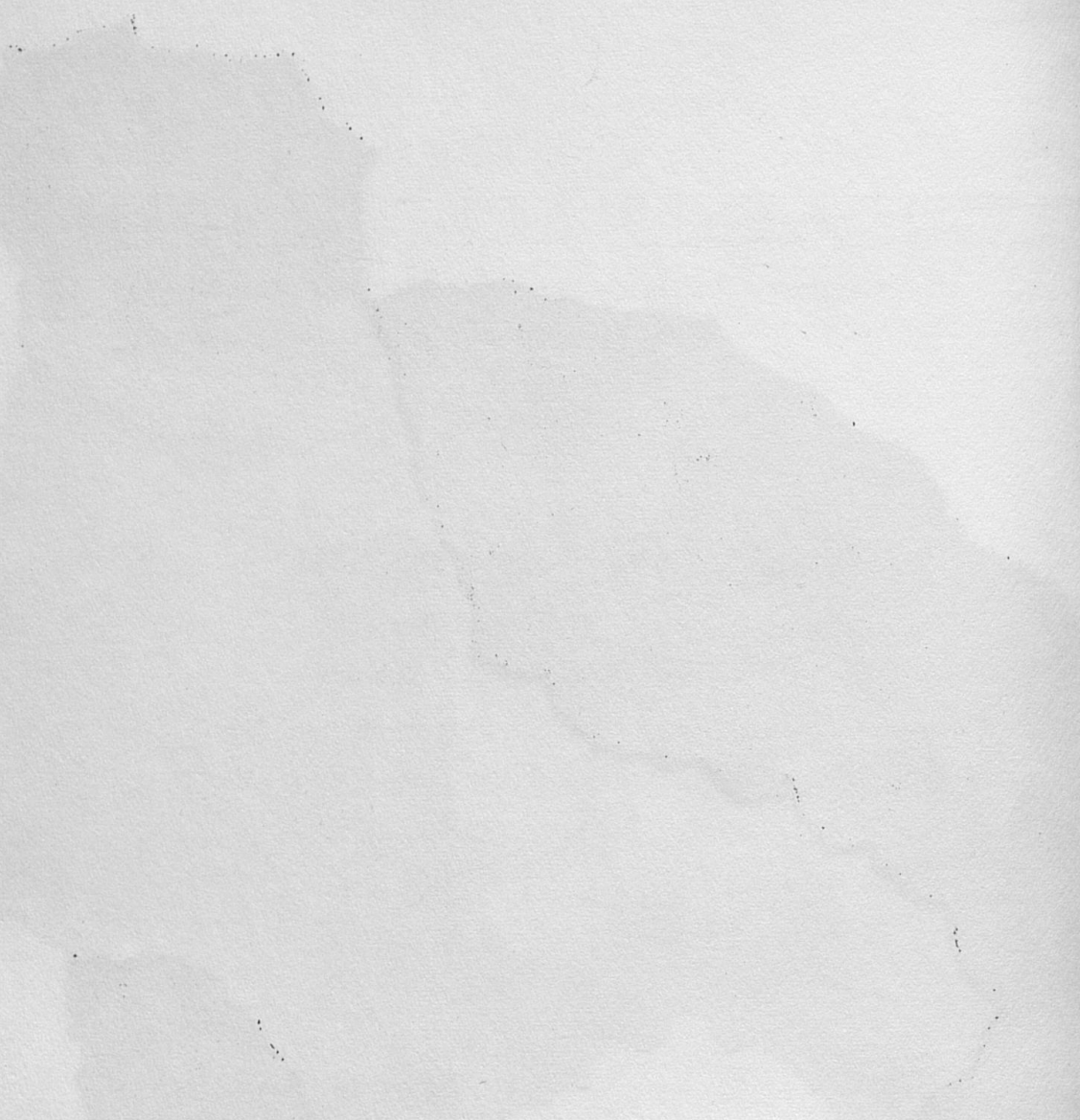
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**NEW DIRECTIONS
FOR IN-SERVICE
TEACHER EDUCATION
IN KENTUCKY**



STANDARD VIEW
STANDARD SET
STANDARD SYSTEM
STANDARD UNIT

● Commonwealth of Kentucky ●

EDUCATIONAL BULLETIN

NEW DIRECTIONS FOR IN-SERVICE TEACHER EDUCATION IN KENTUCKY

Published by

DEPARTMENT OF EDUCATION

DR. HARRY M. SPARKS

Superintendent of Public Instruction

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PREFACE

This publication brings together into one bulletin some of the information about in-service teacher education which has been distributed previously in the form of mimeographed circulars as well as a considerable amount of new material. The result turns out to be a very valuable resource manual or handbook on in-service teacher education which should be useful to anyone having a responsibility for in-service teacher education.

Of particular value, should be the section of the bulletin which presents problem questions and specific answers, derived from discussions of these problems by the Kentucky personnel who have been most actively engaged in in-service teacher education. The setting for these discussions was a series of regional clinics for planning local in-service teacher education programs.

The current emphasis in in-service teacher education is toward a continuing program of professional growth and development by all school personnel both as individuals and as faculty groups whereas the former practice often concentrated the in-service activities into a one or two day work conference at the beginning of each school term.

A significant new development for in-service teacher education is the allocation of funds derived from Federal government sources to finance in-service activities planned cooperatively by public and private schools and teacher education institutions within a region. This new direction is illustrated by the West Kentucky Project for Development and Implementation of Innovative Curriculum Programs which is described in this bulletin.

Harry M. Sparks, Superintendent of Public
Instruction

Kentucky State Department of Education

INTRODUCTION

The four keynote addresses contained in Part I of this bulletin and the discussion of problem areas as reported in Part II were derived from four regional clinics for planning local programs of in-service teacher education. These clinics were held during the spring of 1966 at the University of Kentucky, Eastern Kentucky, Morehead State University, and Western Kentucky University.

At the time of the spring, 1966 clinics the school districts in the far western Kentucky area were in the midst of a series of planning conferences directed toward the development of a proposal for an operational grant under Title III of Public Law 89—10. Personnel from Murray State University were involved as consultants during these planning sessions inasmuch as a major emphasis of the proposal had to do with the professional growth and development of teachers. Extracts from their proposal, the Western Kentucky Project for Development and Implementation of Innovative Curriculum Programs, are presented in Part V. The proposal was approved and funded and operations began with the 1966-67 school year.

Part III outlines the steps by which a local school district may plan a continuing program of in-service teacher education. Part IV presents guidelines and suggestions for using a one or two day block of time to promote the in-service program.

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PART I

FOUR KEYNOTE ADDRESSES DELIVERED AT REGIONAL CLINICS FOR PLANNING LOCAL PROGRAMS FOR IN-SERVICE TEACHER EDUCATION

The four addresses have been summarized and edited with the permission of the speakers and are presented in the order of occurrence.

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**SUMMARY OF KEYNOTE ADDRESS BY
DR. SIDNEY SIMANDLE**

The central purpose of this conference is to give increased emphasis to programs of in-service teacher education in the local school districts throughout the state. From our discussions today we hope to come up with some helpful suggestions that will assist local In-Service Committees in planning and developing quality programs of continuing education in-service. To this end we have garnered a select group of school administrators, supervisors, college staff, and classroom teachers who, by their training, experience, and ingenuity, will be able to come up with some sound recommendations for upgrading teacher education in-service.

In this session we will be concerned with the *what* and the *why* of in-service and you will be concerned with the *how* in your group discussion sessions. As an introduction to the *what* of in-service teacher education let us go first to a paper prepared by Mr. Robert Woosley, In-Service Consultant at Morehead. He says, "An in-service education program is any planned activity or group of activities designed to increase the professional efficiency of all educational personnel." This is an excellent definition of the in-service education program and covers a number of other definitions related to various aspects of the program.

For our purposes here today, however, let us delimit the concept of in-service teacher education.

—First it should be emphasized, as pointed out in the National Commission on Teacher Education and Professional Standards' position paper, that continuing education is a career long process of professional growth. Continuing education is planned on an individual basis and the primary responsibility for continuing development rests with the individual teacher.

Dr. Simandle, Director, Division of Teacher Education and Certification, State Department of Education, delivered the keynote address to the Regional Clinic for Planning Local Programs of In-Service Teacher Education held on March 22, 1966 at Morehead State University, Morehead.

—Secondly it should be pointed out that school administrators have a responsibility in the area of instructional improvement. The American Council of Learned Societies states:

“In separate communities school officials must realize the need and importance of other kinds of in-service education and budget for them accordingly. This may take the form of teaching laboratories, use of college consultants, and holding of special seminars in various fields. Educational planning and leadership of this kind will make for high standards of teacher performance and stimulate development of the scholar-teacher in all subject fields . . .”

Dr. Conant quotes from the 1957 Yearbook of the National Society for the Study of Education which is entitled “In-Service Education”:

“Experimentation has shown that lasting improvements in professional practices of teachers may be brought about by encouraging and assisting them to make a cooperative attack on professional problems of common concern.”

Dr. Conant adds his own comment in stating:

“I have no doubt that school boards should endeavor to stimulate the kind of in-service education that is not tied to course credits but is a group attack on a matter of mutual concern.”

—Third, cooperative planning by administrators and teachers for group projects of an in-service nature is essential to a good school climate. Administrators should be sensitive to the right climate for in-service. The force of continuing education on the part of the teacher is just as good as the administrator’s attitude. As leadership is indifferent, so will the faculty be.

The *why* of in-service teacher education should by this time be very clear to all educators. Yet we must still work to develop and maintain a professional motivation for in-service teacher education. The necessity for a continuing program of in-service teacher education has been emphasized by the findings of various studies. One

particular study that stresses the effectiveness of in-service teacher education programs is the doctoral dissertation of Dr. Nona Burress which deals with promotion and retention of pupils in the elementary grades.

In this study Dr. Burress identified three Kentucky school districts which had a high rate of pupil retention (pupil retention is used here in connection with non-promotion rather than in connection with school drop-out studies) and three other school districts were identified as having a relatively low rate of pupil retention. In the study, the low rate of pupil retention was looked upon as the desirable outcome of quality instruction. An effort was made to determine whether there were any differences between the teachers in the school districts having the desirable low rate of pupil retention and the teachers in the school districts having the high rate of pupil retention. Following are quotes from the study:

"It is significant to note that the three counties with a low rate of pupil retention had participated continuously in the State In-Service program since its initiation in 1950. The counties with a high rate of pupil retention did not enter the program until 1958 or later. This state program provided time in each school term for total faculties to work on areas of instruction . . ."

"The data clearly show that teachers in the school systems with a low pupil retention rate responded significantly higher on items pertaining to activities related to professional organizations, working with professional staff, continued professional growth and working with parents . . ."

"The results of this study seem to indicate clearly that teachers' activities, attitudes, and viewpoints related to pupil retention are a reflection of involvement in in-service programs focused on instructional problems . . ."

Various other concepts and factors are involved in the professional motivation for in-service. One very important argument for teacher education in-service is the concept of professional maturity; the maturity of undergoing long range projects with long term goals, with postponed rewards. The mature person is able to see a total project from the germination of the idea through the developmental steps of goal attainment and the ultimate conclusion.

The professionally mature person is also capable of accepting responsibility without personal and individual rewards other than being a part of that profession.

Another concept related to professional motivation for in-service is the necessity for maintaining professional skills and competencies. With all the innovations in curriculum, and teaching methods and techniques that are being introduced into the schools today, the teacher must use some means of keeping current with the changes or find himself incompetent in his own specialty and a stranger to his own profession.

The teachers' responsibility for upgrading professional skills and responsibilities is another concept of the profession that gives a mandate to teachers to continue to upgrade themselves through in-service. Every teacher owes it to himself and to the profession not only to keep abreast of the new and exciting changes that are coming about in education, but also to be in a position to make some contribution to these innovations.

Finally, the demands of citizens and school patrons for some visible increased return for their money is an indirect challenge to teachers to keep themselves in tone with the times and give their constituents their money's worth through improved instructional services to their children.

Let us review now the changing appearance of in-service teacher education in Kentucky. Until recently in-service education was, for the most part, tied to the pre-service program of preparation for teachers in an attempt to help them meet qualifications for the teaching certificate. However, in the last ten years the percentage of qualified teachers has increased to the point that in-service education has become identified with the graduate program and has become actually in-service training rather than pre-service education. The advances in preparation are most impressive for the elementary school teachers. In 1956-57, only 43.9% of the elementary teachers in Kentucky public schools had a bachelor's degree or higher preparation. Since that date the proportion of elementary school degree teachers has advanced rapidly—from 43.9% in 1956-57, to 63.0% in 1960-61, to 91.1% in 1965-66. Actually teachers at all levels have upgraded themselves to the point that one in seven elementary teachers and one in three secondary teachers have the master's degree or above. Of the total number

of teachers in Kentucky, twenty per cent have the master's degree or above. Thus local school districts are going to have to take on more and more responsibility for the in-service education program for teachers.

The future looks bright for the teaching profession in Kentucky. It is conceivable that in the near future every teaching position in the state can be staffed with a fully qualified person. This situation is being brought about by the self-determination of the profession for its own improvement. The profession through its affiliates, such as FTA, SNEA, TEPS, DCT, and other groups has been working constantly to upgrade the public school image in the state by working toward a competent, qualified, and energetic teacher in every classroom in Kentucky. With this goal nearly realized the profession has now begun a search for other measures of professional competency with a system of financial rewards.

Finally, the emerging role of the classroom teacher in educational leadership is worthy of note at this time. The screening process for admission to Teacher Education and the general upgrading of Teacher Education programs has developed a new crop of teachers with ideas for improvement of the instructional program in the schools. Teacher education institutions are turning out increasing numbers of classroom teachers with high academic qualifications who have the ability, stamina, and know how to get things done.

The increasing professionalization of teachers is evidenced, and they are becoming increasingly more involved in professional activities. The youth factor of these new teachers should be taken into account by administrators and supervisors in working with this new group of teachers. Impatience is a characteristic of youth and educational leaders should begin now to direct this stamina and impatience in directions that will provide wholesome and satisfying rewards for the profession as a whole.

**SUMMARY OF KEYNOTE ADDRESS BY
DR. JOHN SCARBOROUGH**

I do not come to you today as an "answer man" . . . especially as an "answer man" to your problems back in your areas . . . if you have problems! . . . and I believe you do! I have no magic to cast upon the central theme of this meeting today.

I will neither try to impress you or depress you with educational jargon or high sounding pseudo-slanted phrases; rather, I will try to do just as I do when I go out and visit you (and I've been out many, many times these past six years!) and just as I try to do in every class that I teach at Western . . . namely, give you a few thoughts that will help you back home on your jobs . . . after all is said and done, this seems to me to be the real pay-off!

I'm neither naive or vain enough to think that I can set the stage for this program today by talking to all phases of your theme. Fortunately, you have a very capable group of leaders and consultants who will masterfully do this for you.

Anyway, I would like to thank you for asking me to be a part of your program today. May I say that I have been privileged to work with countless school systems in this area and have met many, many fine Kentuckians as a result. This experience has been priceless to me. I have grown as I trust I have helped others to do likewise! Essentially, in-service education is continuing growth and this must be the goal of each of us in professional education at all levels. When we cease to grow, we no longer professionally live . . . we are dead!

You superintendents, supervisors, and principals are "key" people in public education. However, I will strengthen the word "key" and say that you are strategic people with respect to in-service education programs within your own system. In your positions, you can give such programs the green light, the red, or

Dr. Scarborough, Professor of Education, Western Kentucky University, delivered the keynote address to the Regional Clinic for Planning Local Programs of In-Service Teacher Education held on March 24, 1966 at Western Kentucky University, Bowling Green.

the yellow. I am challenging you to give the green light . . . set the pace, if you please.

Essentially, your very professional existence is built around the caliber of the instructional programs in your own systems . . . I'm certain that I know each of you well enough to *KNOW* that you want your system to have a continuing, good, sound, and logical educational program. This is, indeed, too heavy and cumbersome load for you to carry alone. You need help . . . help from many people . . . you *MUST* have help from your teachers . . . also, you will need the help of a cooperative and understanding school board and a supporting public. Also, you will need assistance from your State Department of Education, a service agency, which stands ready, willing and able to help you, your KEA office will help in any way that they can, and you will need assistance from institutions such as Western. I know Western, as well as all Kentucky teacher training institutions, stands ready to help at all times. As a matter of fact, most of you in the audience are Westerners . . . and mighty important Westerners, too.

Next, I ask you to think with me and move along with me in some areas that might not be so obvious . . . areas which sometimes cause sand to get in the grease on the axle of the in-service wagon . . . if you please! . . . This will make a tremendous difference in the quality of your in-service programs.

For the lack of a fancy heading, shall we settle for this one?:

Helping Teachers to Realize the Importance of Growth

My friends, we might as well be frank about it . . . this is the real job at hand in connection with an on-going quality in-service program. You, as status school leaders, are saddled with the gigantic task of working with teachers who have attitudes toward in-service education ranging all the way from ultra-resentment to genuine enthusiasm . . . and falling countless places in between these two extremes . . . so, it boils down to the basic question: *HOW CAN WE GET TEACHERS TO BE ENTHUSIASTIC ABOUT IT?*

Well, I will answer this question to the best of my ability for you today. Some of my answers will not produce quick results for you as you go back home and try them out because they are centered around the state of mind of your teachers . . . their attitudes, their

concepts. This is a slow process; however, isn't any meaningful change slow? . . . who knows? Maybe we didn't give them enough desire to grow professionally while they were students here at Western before they came to you as beginning teachers. Be that as it may, I urge you school leaders to instill in your teachers the basic belief that education is a continuous function for the teacher who takes his, or her, obligation professionally seriously. Others of us had better take our obligations very seriously along the same line, also. May I urge you superintendents and principals to talk "growth" in your initial interviews with these young people . . . as well as salaries, tenure, etc.!!! You need to talk with them about how to accomplish changes that are inevitable . . . as well as changes that might be needed from time to time. You must talk with them about gaining . . . and maintaining . . . sound professional attitudes.

Next, you as school leaders, must help teachers daily to realize that they must constantly battle that most frequently found and devastating disease known as "contentment paralysis" . . . although this particular disease "creeps" and is painless . . . I can assure you ladies and gentlemen that it will eventually professionally kill its victim if it is not eliminated . . . and if such a disease should happen to strike superintendents, supervisors, and principals—the result will be the same!

Now let us assume that we have our teachers in our systems with us attitude-wise . . . and they must just be if much is to be done . . . I would like to suggest a few things that might cause you to have better in-service programs than you're now having . . . and I might add that I'm not at all pessimistic about the ones you're now having!

1. First of all, be sure that you have an in-service committee functioning in your system and let it be top heavy with classroom teachers. I suggest that you have a rotating committee on a staggered basis . . . that is . . . never having a totally new or old membership. This will pay rich dividends for you. Try it! Also, I urge you to have at least one real active and enthusiastic layman on this committee . . . and you need to have the administration, of course.
2. Secondly, let me beg of you to center your in-service programs around "agreed-upon problems" of your individual systems. Let's not get unduly excited about what they are doing in such programs in Rumford, Maine; Bradenton, Florida; or Richmond,

Virginia; however, I want you to get . . . and stay . . . real excited about such programs in *YOUR* system . . . and speaking of the local aspect . . . I am challenging you not to let in-service education begin and end with your system-wide programs. Each individual school within the system must have its own! Why not? Each school has its own peculiar problems . . . This will in no way interfere with your system-wide programs. As a matter of fact, it will complement system programs . . . Time for these?? Sure, you have time for individual school in-service work. It's this simple: **USE THE TIME THAT YOU HAVE BEEN USING IN ROUTINE FACULTY MEETINGS.** It will take no more! Most of what goes on in most of our old type faculty meetings can be mimeographed and placed in your teachers' boxes! You will have a better school as a result.

3. Thirdly, most of you have this going already . . . some few don't. I am speaking of "released time" for in-service work. If you try to crowd it on top of an already crowded day (or week—worse still!), the teachers just will simply not go along with it . . . nor do I blame them . . . when the cup is full, well, the cup is full.
4. As a fourth suggestion, a relaxed atmosphere will add a great deal to your efforts . . . don't try to "pressurize" the program by attempting too much . . . also—encourage your teachers to be leaders . . . don't suppress them!
5. Next, you must remember that you can do much of the work yourselves . . . within your own staffs . . . far more than you realize. However, you will likely need certain consultative services . . . these, you can certainly get for the asking . . . In my own mind, I know that Dr. Clark and Dr. Page at Western are standing by ready to help at any time . . . likewise, members of a very competent State Department of Education staff are ready and able, the KEA staff is ready. So!

In summary, continuing growth is a state of mind. All of us at all levels in public education must pool our efforts toward helping everyone connected with this great endeavor to gain, and maintain, a professional growth attitude. Yes, it's slow sometimes . . . but it's worth it! Once you get everyone in the right frame of mind towards in-service education . . . well, the "sky is the limit." Who will win as a result of this?? **EVERYONE!!** Boys and girls, the

common denominator of it all, will surely be winners. Superintendents, supervisors, principals, and teachers will win because in their own hearts they will KNOW that they had something to do with bringing about quality education for our deserving boys and girls.

Let me leave this with you :

“Who dares to teach must never cease to learn.”

Finally, it takes a lot of work to have a good enriched in-service program . . . hard, hard work on the part of everyone. It is worth it!

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**SUMMARY OF KEYNOTE ADDRESSES BY
DR. J. R. OGLETREE**

"The Why, Who and What of In-Service Teacher Education"

Contemporary society has often been characterized by the term "changing." Public education as one facet of that society is currently experiencing increasing demands that it join the mainstream and consciously strive for internal renovations and innovations so as to keep pace with that social order which established and continues to maintain it as the institution for the induction of the young into the social order.

While the demands for educational change stem from many sources, the most pronounced of these is the relatively recent involvement of the federal government in the affairs of public education. Through the conditions under which new federal funds are made available, school districts find themselves, consciously and unconsciously, introducing modifications at an increasing rate.

The point here is not to debate the pros and cons of external intervention; rather it is only to illustrate the reality that schools and school programs have not kept pace with other segments of our society and that new demands and expectations are being set which demand modification of existing instructional programs.

Why In-Service Teacher Education?

We are here considering in-service teacher education as a prerequisite to significant educational change. Modification in instructional programs necessitate modifications in the knowledges and skills of a professional staff. For example, one can revise the purposes of a school, completely restructure the content areas, introduce all types of new materials and equipment, create an entirely new organizational structure and construct new educational facilities and still not significantly change the quality of an

Dr. Ogletree, Professor of Education at the University of Kentucky, delivered the keynote address to the Regional Clinic for Planning Local Programs of In-Service Teacher Education held on March 29, 1966 at the University of Kentucky, Lexington.

instructional program, unless the staff has or acquires the knowledge and skills necessary to perform effectively under the changed conditions. For example, a district could decide to introduce "new math," purchase textbooks, etc.; however, unless those teachers responsible for teaching "new math" have the requisite knowledges, they cannot perform effectively.

In-service teacher education programs, as here conceptualized, are then a school or school districts' conscious and systematic efforts to reduce the chance factor from the continuing development of its staff so that they will more effectively and efficiently discharge the responsibilities assigned to their positions. Such staff development is the keystone of effective improvements in instructional programs. Therefore, in-service teacher education programs are essential if public schools are to meet the increased demands being placed upon them.

Whose Responsibility?

Many persons automatically assign the responsibility for all teacher education to institutions of higher education. To be sure such institutions do play an essential role in the pre-service and certain aspects of in-service teacher education. However, all institutions are limited in the types of programs they can staff and support financially.

Products of teacher education institutions become employed in hundreds or thousands of schools and school districts. No two of these are alike, no two programs are alike. Therefore, colleges and universities provide certain types of preparation which essentially make it possible for teachers to learn how to teach and to learn how to develop instructional programs in whatever school they become employed. It then becomes the responsibility of the employing school or school district to provide opportunities for such teachers to develop the skills and knowledge valued in that district.

One other factor points to the local school or local school district as the agent with primary responsibility for the in-service aspect of teacher education. A teacher becomes a real teacher only as he applies his knowledge and skills in practice and modifies them according to the outcomes he achieves. The local school provides the laboratory in which teachers can best test and de-

develop their knowledge and skills. Therefore, the in-service education of teachers is the responsibility of local school districts. Such districts have every right to expect full cooperation and support from institutions of higher education and from the State Department of Education; *but*, the primary responsibility for such a program or programs resides with the district employing the teacher and responsible for the quality of his work.

The Nature of In-Service Teacher Education Programs

It is often easier to describe something by stating first that which it is not. A program of in-service teacher education as here considered, is *not*:

1. Two one-day meetings developed around a generalized theme, attended by all teachers who listen to a keynote speaker and then discuss what he has said.
2. A series of disjointed faculty meetings with no coordinated purpose, design, or procedure.
3. A single conference, workshop or institute devoted to such well-intentioned themes as "Improving Our Reading Program" or "Individualizing Instruction."
4. A chance encounter with a group of colleagues to discuss common problems.

While the above, and there are others that could be cited, do not constitute adequate programs of in-service teacher education, it must be said that some teachers might learn something from any or all such types of activities. However, the key phrase is ". . . might learn . . ." The expense in both time and money is too great for schools and school districts to leave the in-service development of their staffs to chance.

No, it is time that those persons legally and professionally responsible for the improvement of instructional programs for children accept the responsibility for devising in-service education programs for their staffs. Such programs can best be conceptualized and developed as instructional programs themselves. The same basic educational principles should govern their development as those which determine an instructional program for children.

Borrowing heavily from the previous work of Edmonds, Ogletree, and Wear,¹ it seems that any adequate consideration of in-service education programs requires their basic conceptualization as instructional programs with: (1) purposes which serve as directional guides and which determine (2) "content" to be learned to nurture the staff's growth in relationship to the identified purposes, (3) learning materials which are germane to the "content," (4) an organizational structure for the facilitation of learning the "content," (5) a physical environment which is arranged to promote learning; and (6) leadership which guides, promotes, and stimulates learning so that the learner can experience continuous growth.

To be sure, the pressures, expectancies and realities of the in-service environment preclude the incorporation of such factors as: (1) a logically or psychologically structured scope and sequence of experiences, (2) a large amount of time available for in-service activities, (3) the stimulation of learning via grades, credits or other external symbols of growth, (4) the ready availability of a full-time staff possessing competencies in the many areas of professional knowledge and (5) a lengthy or abstract treatment of theoretical problems. Regardless of these limitations, the following are offered as guides for developing more effective programs.

1. Each school district should define and clarify those professional knowledges and skills it desires for all personnel employed for each position. Such knowledge and skills—staff development toward their full acquisition—then become directional purposes for the program. Without such designation, the development of such a program is meaningless and futile.
2. The "content" of the curriculum for in-service teacher education may be divided artificially into two categories. First is that content which emerges from an evaluation or study of school factors related to: (a) clarification or modification of the state purposes of the instructional program for children, (b) improvement of the physical environment to provide more desirable and effective setting in which

¹Edmonds, Fred; Ogletree, J. R.; and Wear, Pat; *In-Service Teacher Education: A Conceptual Framework*, Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Lexington, Vol. XXXVI, No. 2, December, 1963, pp. 12-33.

children can learn, (c) improvement in the selection and use of instructional materials, (d) improvement in the selection, scope, sequence, and organization of the curriculum content for children, and (e) Improvement in the organizational structure of the school program. The second category into which the content of teacher education in-service might be divided is that which deals with the improvement of the teachers' performance relative to the stated expectations held for his position.

The interaction of the teacher, through his involvement in school program development (the first category above) should result in his assessment of his own competencies and needs relative to the job assigned him by the school. From such interaction emerges the real problems which serve as foci for the content of the in-service teacher education program.

3. Obviously, any instructional program involves the use of materials. A professional staff cannot work on professional problems (category one above) without easy access to resources both human and material. Information must be accessible in a form easily consumable by the teacher-learner. An adequate supply of materials should not be limited to information about problems stemming from the school's program but also should provide assistance to the teacher in establishing his model for his own performance.
4. The organization necessary for the facilitation of learning by teachers in a curriculum designed for their in-service education must be different from that of a typical school for children.

It should be: (a) developmental and flexible, so as to emerge and change as the problems under consideration change; (b) multi-faceted comprised of organized programs at the local school, the school district and the leadership levels; (c) coordinated to provide wide and adequate use of resources and to insure that all activities contribute to the program's stated purposes; (d) structured to provide for the individuality of teachers so that their needs, interests and abilities may be capitalized upon and exploited in the program, and (e) sensitive to the provision of individual and group learning opportunities.

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Borrowing heavily from the previous work of Edmonds, Ogletree, and Wear,¹ it seems that any adequate consideration of in-service education programs requires their basic conceptualization as instructional programs with: (1) purposes which serve as directional guides and which determine (2) "content" to be learned to nurture the staff's growth in relationship to the identified purposes, (3) learning materials which are germane to the "content," (4) an organizational structure for the facilitation of learning the "content," (5) a physical environment which is arranged to promote learning; and (6) leadership which guides, promotes, and stimulates learning so that the learner can experience continuous growth.

To be sure, the pressures, expectancies and realities of the in-service environment preclude the incorporation of such factors as: (1) a logically or psychologically structured scope and sequence of experiences, (2) a large amount of time available for in-service activities, (3) the stimulation of learning via grades, credits or other external symbols of growth, (4) the ready availability of a full-time staff possessing competencies in the many areas of professional knowledge and (5) a lengthy or abstract treatment of theoretical problems. Regardless of these limitations, the following are offered as guides for developing more effective programs.

1. Each school district should define and clarify those professional knowledges and skills it desires for all personnel employed for each position. Such knowledge and skills—staff development toward their full acquisition—then become directional purposes for the program. Without such designation, the development of such a program is meaningless and futile.
2. The "content" of the curriculum for in-service teacher education may be divided artificially into two categories. First is that content which emerges from an evaluation or study of school factors related to: (a) clarification or modification of the state purposes of the instructional program for children, (b) improvement of the physical environment to provide more desirable and effective setting in which

¹Edmonds, Fred; Ogletree, J. R.; and Wear, Pat; *In-Service Teacher Education: A Conceptual Framework*, Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Lexington, Vol. XXXVI, No. 2, December, 1963, pp. 12-33.

children can learn, (c) improvement in the selection and use of instructional materials, (d) improvement in the selection, scope, sequence, and organization of the curriculum content for children, and (e) Improvement in the organizational structure of the school program. The second category into which the content of teacher education in-service might be divided is that which deals with the improvement of the teachers' performance relative to the stated expectations held for his position.

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5. The final aspect of an in-service teacher education program to be discussed here refers to processes. Those responsible for the program will behave in a manner consistent with their beliefs about learning and about human behavior. If the program exists for the improvement of both the staff's performance and the instructional program, basic agreements must be reached and communicated as to what is believed about learning and the conditions under which it occurs most effectively and efficiently. All procedures should be consistent with these beliefs.

Since this writer adheres to the so-called perceptual theory and its projected explanation of human behavior, the procedure of "problem-solving" appears most productive. This process, or method of intelligence,—identifying problems, clarifying problems, gathering information, proposing a solution, testing that solution, evaluating the outcome, drawing conclusions which become the bases for other problems—offers a never-ending vehicle for the continued development of staff in-service.

In this all too brief and generalized presentation, the basic points have been these:

1. Society today expects more from the school than ever before.
2. Schools are under great pressures to become more creative, effective, and efficient social institutions.
3. Significant changes in school programs necessitate comparable changes in the knowledges and skills of professional teachers.
4. Acquisition of such new knowledges and skills best occurs while teachers are on the job where they can use their classrooms and schools as laboratories.
5. Basic responsibility for in-service teacher education belongs to the employing agency—the local school district—with preparing institutions and the State Department of Education playing supportive cooperative roles.
6. The in-service teacher education program should be conceptualized as an instructional program with:

- a. Specifically stated and acknowledged purposes
- b. Content designed to achieve such goals
- c. Materials to facilitate the learning of the content
- d. Organizational structure for efficient and effective use of time and resources
- e. Facilities conducive to effective learning
- f. Processes consistent with present knowledge of learning and how it occurs so as to make maximum use of the problem-solving process.

In brief, in-service teacher education must move to become a purposeful, carefully designed program so that chance is increasingly removed from the program available to children, and so that teachers are increasingly more effective and efficient in fulfilling their professional responsibilities to the public they serve.

**SUMMARY OF KEYNOTE ADDRESS BY
DR. FLORENCE B. STRATEMEYER**

The need for continuous learning—on the part of teachers, principals, supervisors, superintendents—has never been so great as in the present. To highlight this fact, there is need only to reflect on:

1. The rapid expansion of knowledge both in instructional fields and in the psychology of learning
2. The widening scope of children's and/or youth's learning experiences outside the school
3. The range of rapidly developing instructional materials and the need to raise critical questions regarding the use of our potential wealth in this area
4. The newly available monies through Federal spending—monies which need to be spent wisely lest we be "poor in our riches."

There would doubtless be little disagreement, in a group such as this, regarding the need for all educators to be continuing students if we are to achieve our basic goal of providing high level learning experiences for children and youth.

The question to which we address ourselves this morning is: How can we initiate and develop programs of in-service education that lead to the change in educators required to achieve that goal? What change is required in individuals and school staffs if school experiences are truly to be of and for the 20th Century?

I would like to approach consideration of this question by identifying several basic educational principles and exploring their implementation in a continuous in-service education program. (Time will probably permit exploring two of these principles.) In the discussion groups which follow our meeting together, you may

Dr. Stratemeyer delivered the keynote address to the Regional Clinic for Planning Local Programs of In-Service Teacher Education held on April 1, 1966, at Eastern Kentucky University, Richmond.

wish to check your reactions to the principles, consider other ways of implementing them, and develop other principles and how they might be implemented.

Let me preface my statement of principles by postulating that the continuing growth of educators is governed by the same basic education principles as those guiding the learning of children/youth. The same principles apply to the different areas of work of the mature adult and to materials appropriate to his concerns. In essence basic principles of psychology need to be applied as we work with our peers.

The first principle and one which seems to be basic is: *The educator can be maximally effective only when he is attempting to achieve goals that to him are real and meaningful.*

This principle relates to the basic significance of purpose and the value of intrinsic rather than extrinsic motivation. Only if the educator recognizes and accepts the goal of the in-service activity to be worthwhile will he give fully of himself to the achievement of that goal. This applies equally to the beginning teacher and to the superintendent of schools.

When the goal or purpose is set entirely and alone by those holding status leadership roles, there is danger . . .

- . . . that the educator's thinking is divided between the imposed situation and other goals that are real.
- . . . that attitudes of antagonism for those in leadership roles may develop with little real consideration of what the area of in-service study might mean for next steps in his own work; the in-service experience soon becomes a forgotten incident.
- . . . that the in-service activity may result in negative learning for children/youth as teachers attempt to carry out plans which have little or no real meaning for them; the educator does little to examine what lies back of proposals and often reverts to a path of least resistance perhaps saying, "The principal wants it that way."

What does the implementation of this principle mean for planning and carrying out in-service education? Let me suggest four proposals for action:

1. Start with the concern, problems, interests of the members that grow out of everyday educational activities and responsibilities. These may be identified through:
 - a. Making a problem survey reported by individuals and/or building groups.
 - b. Noting a direct or indirect expression of reactions to the educational setting and situation, including "gripes."
 - c. Providing a truly representative planning committee (not just an individual from each district, not always the same people).
 - d. Recognizing in each individual a potential source of identification of important areas of in-service education. Status leaders need to recognize leadership other than their own. The true role of leaders is to . . .
. . . release potential energies and mobilize them for effective action.
. . . work with people in such a way that they have faith in themselves and in their ability to do the task.
2. Select and orient consultants with reference to the concerns and interests of educators. Specifically this means selecting consultants who can relate themselves to the particular concerns of the in-service group, orienting consultants—in advance—to the concerns and problems of the group with whom they will work, and recognizing that the best resources may often times be found in local personnel rather than in persons outside and unfamiliar with the local situation.
3. Use problems and concerns as determiners of the kind of in-service activity to be provided—study groups, a workshop, a conference, a clinic, or intervisitation and demonstrations.

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4. Use problems and concerns as clues to individuals who should be working together in the in-service program. It may be important in dealing with some problems to have representatives from kindergarten through grade 12 working together rather than the rather common grouping of teachers of early childhood education, of elementary education, and of teachers working at the secondary level. The total scope of the school may well need to be represented because of concerns common to teachers and other educators at the various levels of the educational program, and also to deal adequately with the continuity of experiences of learners.

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A second principle which applies to in-service programs for educators as well as to guiding children and youth may be stated as follows: *An effective learning experience has leading-on qualities—leads to action.*

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Effective in-service activities should grow out of and lead back to work with children. There is need for in-service education that really makes a difference in the lives of children, teachers, administrators—it should not be just a pleasant experience for a day.

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This suggests that the implementation of this principle might well include:

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1. A plan of work designed to give consideration to . . .
 - . . . proposals for action research.
 - . . . development of basic concepts and generalizations.
 - . . . responses useful in many types of situations.
 - . . . understanding that lies back of proposed action.
 - . . . discovering ways of attacking problems.
 - . . . developing educators who frequently say, "I wonder what would happen if . . ."
 2. Use the above (#1) as needed criteria for the selection of consultants.
 3. Long-range planning that relates in-service activities over the years . . .
 - . . . sharing progress at the end of the year.
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- . . . identifying continuing and new problems and areas of desired help—and using all these as a basis for planning next year's work.
- . . . planning faculty meetings related to an in-service continuum.
- . . . providing for an informal exchange of interesting developments, of informative resources discovered by individuals or groups, of inquiries regarding help with unsolved problems.

In your discussion groups you will think of other ways of implementing the foregoing two principles as well as identifying other educational principles which are important.

Each educator needs to develop an individual program of continuing learning. A program of group in-service education often is the instrumentality that provides an individual the opportunity to be a continuing student—that helps each of us to become Michael Angelos and be able to say as he is reputed to have said,

“You asked me the way—I pointed ahead of myself as well as of you—Still I am learning.”

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PART II

PROBLEM AREAS IN PLANNING PROGRAMS OF IN-SERVICE TEACHER EDUCATION

The ideas and suggestions presented here in answer to the problem questions came from the teachers, principals, supervisors, and superintendents from the 150 local school districts in Kentucky, from State Department of Education personnel, and from professors at the state universities.

It is recognized that some of the answers may not be feasible in every school situation but certainly the ideas and suggestions garnered from these persons who are most directly involved in in-service teacher education should be helpful in planning continuing programs for the future.

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WHAT IS IN-SERVICE TEACHER EDUCATION? (A Redefinition)

In-service teacher education is a planned program or process by which teachers, through their own activity, become more proficient at their jobs.

It is a planned program of on-the-job professional training, concerned with improving each teaching-learning situation and brought about through the cooperative efforts of the State Department of Education, Universities, and local school districts.

In-service teacher education consists of planned experiences designed to upgrade instruction by improving teacher competency in the following ways:

1. Provides opportunities for teachers to work together to identify problems and to work together toward a solution.
2. Insures growth—the acquiring of new knowledge and added skills and should be a continuous process.
3. Works toward the improvement of the quality of education in the classroom. It is a means to look at the need for improvement or action in a system and plan that improvement.
4. In-service is a process of building on pre-service—continuing to learn and evaluate. Evaluation is an important part of in-service.
5. In-service should reach all teachers, but the supervisory staff and principals must be the key leaders. The principal must be the educational leader of in-service in his school. Responsibility should be assigned to a supervisory group to see that a program of in-service teacher education is functioning—that activities are planned and implemented.
6. Enables teachers to adjust to disadvantaged pupils—to adjust school philosophy to the educationally and economically deprived.
7. Title I of the Elementary and Secondary Education Act of 1965 provides greater opportunities for in-service teacher education and should be used to good advantage.
8. Machinery should be set up to insure that the process of in-service education be well designed.

WHAT ARE WE NOW DOING IN IN-SERVICE TEACHER EDUCATION?

The participants of these conferences feel that the major responsibility for in-service rests with the local school system. The superintendent is the key person and sets the tone of the in-service teacher education program.

The state wide program of in-service teacher education is a partnership among the State Department of Education, state institutions of higher education, and the local school districts. The Division of Teacher Education and Certification administers the program at the state level, the state universities provide consultative and planning services, and the local districts initiate their individual programs.

Some of the programs that have been implemented by the local systems and reported at these conferences were:

1. Techniques of teaching science carried on throughout the school year
2. Self improvement of teachers through books and hobbies
3. Concept of career long improvement
4. Total staff improvement through working on a common project as modern math or promotional policies
5. Grade level programs
6. Subject area programs
7. Intervisitation with other school districts
8. Study groups for textbook selection
9. Professional Improvement Program—each teacher is required to earn six points over a five year period.
10. Individual school staff working on a common problem
11. Two day program
12. Development of manuals and curriculum guides
13. Home visitations

14. Workshops in specific problem areas
15. Program to upgrade reading (other subjects also) instruction
16. Use of the library as a materials and learning center
17. Development and use of a professional library
18. In-service programs in connection with Title I projects
 - (1) Upgrading teachers for specific subjects
 - (2) Orientation workshop for all teachers
 - (3) Summer programs
19. Continuous programs of in-service in various areas

The following recommendations relative to what we are now doing in in-service came out of the conferences.

1. Faculty meetings need to be in-service sessions rather than vehicles for routine announcements, rules, regulations, etc.
2. Need to follow-up in-service conferences so we won't fall back into the old way of doing things.
3. Need a change of attitude on the part of each teacher. More people need to get involved.
4. In-service teacher education should be treated as a priority item when preparing the budget for the local school district.
5. Teachers need to feel that it is their program, not one that has been handed down to them.
6. Someone needs to be assigned the role for taking the initiative in developing the in-service program.

WHAT IS AN EFFECTIVE ORGANIZATION FOR A LOCAL IN-SERVICE COMMITTEE?

Size

The number of people needed on the in-service committee will vary from district to district, but it is felt that fewer than five would not represent all levels of the profession. One group suggested nine members with three being replaced each year.

Composition

A majority of the members should be classroom teachers with care exercised to give representation to various grade levels and subject specialty areas. It was concluded at all conferences that the supervisor of instruction should work closely with the in-service committee although he need not necessarily be the chairman or the leader. The composition of the committee should include representatives from the following groups:

1. Administrative and supervisory staff (superintendent, supervisor, DPP, etc.)
2. Principals (elementary, junior high, and secondary)
3. Counselors
4. Classroom teachers (grade level and specialty areas)
5. Auxiliary personnel (librarians, specialists, etc.)
6. Lay person (in some cases)

Selecting the Committee

The in-service committee can be selected in a number of ways. Some suggestions for selecting the committee were:

1. Superintendent selects the committee
2. Each school faculty names a member
3. The local education association names the committee
4. Individuals volunteer
5. Random selection with a core of ex-officio members

It was universally suggested that, regardless of the means of selection, the committee should represent a cross section of the total staff.

Tenure of the Committee

Suggestions came out of every conference that the terms of the members be staggered so that there will always be some experienced persons on the committee. A specific suggestion from one conference was that the initial committee be composed of nine members; three to be appointed for one year, three for two years, and three for three years. As these members' terms expired they would be replaced by members appointed for three year terms.

Meetings of the Committee

The committee should be reconstituted in the spring of each year to plan the program for the following school term. After the initial meeting, regular dates should be set for the committee to meet. Called meetings can be held as the need arises.

Concerns of the Committee

1. To determine the most pressing curriculum needs
2. Serve as a clearing house for ideas and concerns of the teachers
3. Planning a meaningful program of continuing in-service teacher education, commensurate with teacher needs, that calls for both immediate and long range goals.
4. Plan, direct, and guide the in-service program
5. Follow-up and evaluate the program
6. Set definite priorities
7. Report to all participants by means of a newsletter, circular, etc., the developments and operation of the program.

HOW MAY IN-SERVICE TEACHER EDUCATION NEEDS BE DETERMINED WITHIN A LOCAL SCHOOL?

Much emphasis was placed on the necessity of in-service programs being built around the needs and interests of the staff involved. Some of the ways of determining the needs of teachers were:

1. Suggestion box
2. Post card survey
3. Each faculty determine specific needs
4. Ask each teacher to list one need
5. Program of action research to determine instructional weaknesses

Some observations made by groups discussing this topic which were more closely related to meeting the needs of teachers than making a survey were:

1. Work on one big overall project but have several sub-projects under this.
2. Work on problems related to good public relations, better rapport with community, local problems using local people.
3. Teachers will be more receptive to the program if they assist in planning it.
4. Use consultants who can give practical help to teachers. In many instances these could best be quality teachers on the local staff.
5. Too many programs of in-service are determined by issues that are popular at the state and national level.
6. We need to work toward bringing our "doings" up to our "knowings."

7. To meet the needs of elementary and secondary teachers at the same time we need to plan:

- (a) General session as an overview for the entire staff
- (b) Group sessions devoted to interest groups
- (c) Curriculum studies to help the entire staff realize that curriculum is not taught in isolated bits but as an integrated whole. The English teacher does not teach English in isolation nor does the math teacher teach his subject in isolation.

WHAT TIME IS AVAILABLE FOR IN-SERVICE ACTIVITIES?

Discussion groups at the various conferences discussed this topic and came up with the following suggestions and recommendations.

1. Make use of the three days provided by Kentucky Statutes and State Board of Education for in-service and professional work.
2. An additional three days for local and state professional meetings can be used for in-service activities.
3. Local boards of education may require a nine hour day for teachers to engage in in-service activities after students have been dismissed.
4. Teachers should be expected to devote some time to in-service growth when they accept a position.
5. A session for in-service education should be scheduled for a certain time each week—some schools are doing this already.
6. Meet after school and discuss problems over coffee.
7. Extend school term
8. Arrange schedule so that teachers in the same specialty area can meet during their planning period.
9. Arrange dinner meetings where teachers may work, plan, and grow through in-service.
10. Plan in-service activities on teachers' time and provide remuneration for those who attend.
11. Provide released time and substitute teachers for inter-visitation.

WHAT ARE SOME SUGGESTIONS FOR ORGANIZING AND PLANNING THE IN-SERVICE PROGRAM?

One group set up what they felt were some essential guidelines for developing an effective in-service program. These guidelines follow:

1. Involvement of persons—people will work on things that are significant to them or on things that satisfy a felt need.
2. It is necessary that individuals be skilled in group process techniques.
3. There must be an atmosphere of mutual trust and respect for each person involved.
4. Resources—people, materials, etc.—must be made available for proper utilization in developing the program.
5. Provide the means to move from *plans* to *action*—plan next steps, be specific.
6. Encouragement and support must be given to those who try new things. This is especially important for the in-service committee.
7. Evaluation should be built into the in-service program. Evaluation should be in terms of goals and in changed behavior of those involved.
8. The superintendent has the overall responsibility for the in-service program but he may delegate this responsibility.
9. It is the duty of the superintendent to inspire, facilitate, and provide a favorable climate for in-service growth.

Another group felt that there were three approaches to the organization and planning for the in-service program. These were:

1. System wide programs
2. By schools
3. A combination of the two

Some advantages listed for the system wide approach were :

1. Provides a system wide framework under which all schools operate and plan in-service programs.
2. Makes better utilization of consultants.
3. Provides stimulation for teachers through sharing experiences, problems, and successes.

Some disadvantages of the system wide approach were listed as :

1. Difficulty in finding a time, date, and place for meeting (conflicts)
2. Difficult to involve *all* personnel
3. All schools may not have the same needs and problems.

Local school approach :

1. Principal must provide the leadership
2. All teachers should be involved in selecting problems or areas of concern and in establishing priorities.
3. Involve teachers in organizing, securing materials, securing consultants, gathering information, conducting study, evaluation, implementing change—follow-up.

Suggestions for organizing an in-service program :

1. Plan voluntary workshops in advance
2. Pre-school workshop for new and beginning teachers—use experienced teachers
3. Set up activity calendar before school opens
4. Set aside one day of week for faculty meetings (no other appointments to be made by the teacher on this day of week)
5. Meeting is called *only* when something is important enough for a meeting.
6. Stress length of time scheduled for meeting so all will know when to adjourn.

Some practical suggestions for a principal in planning to start an in-service program.

1. Meet—have a general sharing period
2. Ask teachers to indicate areas in which they need help
3. Provide place, climate, and encouragement for planning
4. Take suggestions from teachers—teachers grow from relating their successful experiences to others.
5. Principal must have the support of the superintendent and his staff.

How to effectively develop the in-service program

1. Get teachers committed to the program
2. Teachers could be asked to set aside one hour one evening a week to work on in-service.
3. Organize an effective planning committee
4. Provide ample resources—people, material, financial
5. Be assured of adequate planning time in advance
6. Use Teacher Education Circular #223.

HOW MAY A ONE OR TWO DAY BLOCK OF TIME BE USED TO EFFECTIVELY INITIATE AN IN-SERVICE PROGRAM?

Need

1. Great necessity due to new programs
2. New approaches to education are not in textbooks
3. The nature of in-service will change immensely in the next year because of more emphasis on a more dynamic program.

Who is responsible for initiating the planning of the in-service days?

1. The superintendent as the instructional leader in the school has the responsibility for an in-service program but he usually delegates this duty to another person.
2. The supervisor definitely has a responsibility to in-service. This does not mean that he must assume the leadership for the program, but may serve as an advisor, counselor, or resource person to the planning committee.
3. The committee for in-service teacher education plays the major role in planning and organizing the activities for the in-service days.
4. The State Department of Education through the Division of Teacher Education and Certification and Instructional Services in the Bureau of Instruction and the State Universities will offer assistance in planning and consultative services to the local school district.

What type programs should be planned for the in-service days?

1. The activities should be of such nature that they will produce both immediate and long range goals that teachers can work toward as the school year progresses. These two days should be used in a manner that will best advance the on-going or continuing program of in-service teacher education.

2. Should be a program that would involve every teacher in some manner. One group suggested an inspirational speaker who is familiar with the problems faced by teachers in that system as an inspirational speaker for a general session. Then smaller meetings in special interest groups could meet the needs of all participants. Some special interest groups were suggested as:

- (a) Grade level
- (b) Departmental meetings
- (c) Special problems, such as: Discipline, reporting to parents, etc.

Structuring the program to involve all participants in active discussions

1. Group size should be conducive to full participation by all members.
2. Involvement of teacher in identifying needs and problems to be discussed will serve to stimulate discussion.
3. Assign responsibilities—sometimes the people who complain are trying to become involved and don't get the opportunity.
4. Use gimmicks such as—each person talk for two minutes (no longer), or say, "I pass." Continue around the group and on the second or third turn more people will participate.
5. Be careful in selecting moderators. These persons should be capable of taking suggestions or contributions regardless of their seeming insignificance and treat as worthwhile.
6. Develop two or three concepts—have buzz sessions and ask for reports from each group on the concepts.
7. Study the reasons why people do not actively participate in a group discussion.

ONCE PLANS ARE LAID FOR A CONTINUING IN-SERVICE PROGRAM, HOW MAY THESE PLANS BE IMPLEMENTED?

Implementing the program consists of putting the plan of action that grows out of the initial activities into effect and following through on immediate and long range goals. Some ways suggested by some of the groups were:

1. Organize the faculty into groups with members taking part in the group in which he is not interested to develop various phases of the program.
2. Effective follow-up to carry out the objectives set forth in the in-service conference is a vital necessity if the program is to be successful.
3. Use of trained personnel to help teachers use new materials and develop new trends in teaching.
4. Colleges need to work more closely with local school system on certain phases of their in-service programs.
 - (a) Pre-service—student teachers, FTA, SNEA, etc.
 - (b) In-service—college follow-up on beginning teachers
 - (c) Implementation of changing trends in teaching.
5. We need to recognize the in-service program as being more than a two day conference, it is a year long process.
6. Need many types of follow-up activities
 - (a) Professional reading and discussions
 - (b) Individual study, reading, travel, etc.
 - (c) Small group of teachers over lunch or dinner
 - (d) Case studies
 - (e) Faculty meetings, etc.
 - (f) Use of professional library
 - (g) Action research

Problems involved in implementing the program

1. Finding time and resources for follow-up activities
 - (a) Boards of education should provide some time for in-service.
 - (b) Redefinition of the school day may provide some time.
2. Financial support for in-service work
 - (a) Many systems make no budgetary provisions for in-service.
3. Lack of consultants or resource people
 - (a) This should not be a problem for local school districts now since this type service is available from the Regional State Universities, the University of Kentucky, and the State Department of Education.

WHERE MAY CONSULTATIVE SERVICES BE OBTAINED?

Sources

1. State Department of Education
2. State Institutions of Higher Education
 - (a) Eastern Kentucky University, Richmond
 - (b) Morehead State University, Morehead
 - (c) Murray State University, Murray
 - (d) University of Kentucky, Lexington
 - (e) Western Kentucky University, Bowling Green
3. Kentucky State College is also in a position to provide consultative services although they do not have a graduate program.
4. Private colleges
5. Local teachers in your own district as well as neighboring districts
6. Representatives and consultants from book publishing companies
7. Civic groups—Chamber of Commerce, civic clubs, other professions.

Selection of consultants

1. Consultants should be selected by the in-service committee
2. Determine the job to be done then select a consultant who is capable of doing it.
3. Use local consultants who are more familiar with local problems.
4. Select consultants on the basis of their ability and what they will be able to contribute to your situation.

Effective use of consultants

1. Help the consultant to understand the conditions and needs of the group before he arrives.
2. Plan with the consultant and prescribe his role in your in-service activities.
3. Consultant should be chosen to best fit the needs of the group or for his competence in the problems area to be discussed.
4. A favorable atmosphere and proper motivation of the group should be effected before the consultant arrives.
5. Provide the consultant with a list of the problems or concerns that teachers are interested in working on.
6. Use the consultant as a resource person in group discussions.
7. Consultant should be oriented to the total in-service programs and needs of the system.
8. Use the same consultants for the follow-up sessions that were used in the initial conference.

HOW CAN THE IN-SERVICE PROGRAM BE TIED IN MORE CLOSELY WITH THE CURRICULUM?

What to do about different grade levels

1. Get suggestions from individual teachers in order to group as to problems for in-service hours.
2. Decide upon several study topics so that individual teachers may select one of their choice.
3. Have some general subjects of interest to all and later go into specifics. Systems that don't have a sufficient number of teachers to do this might:
 - (a) Plan a program with a neighboring system
 - (b) A lone teacher in a subject field might participate in the program of a neighboring district or visit with his counterpart in another system.

Use consultants and resource people from textbook companies

1. Learn the total curriculum program of the company
2. Learn the mechanics and most effective use of books
3. Learn about all the supplementary materials such as manuals, workbooks, films, filmstrips, related reading lists, and other supplementary materials.
4. Use competent teachers in various curriculum areas to demonstrate effective methods and techniques of improving instruction.
5. Make an effort to identify local curriculum problems
 - (a) Ask for suggestions from people who might help to identify curriculum problems. Some of these might be lay persons, teachers, students, graduates, and drop-outs.
6. Make the in-service program an integral part of the total school program.

7. Encourage teachers to read professionally to keep current with trends in curriculum development and teaching methods.
8. Develop a professional library. Some periodicals recommended are:
 - (a) A.S.C.D. Journal and Yearbook
 - (b) National Elementary Principal
 - (c) National Association of Secondary School Principals Journal
 - (d) Instructor
 - (e) Grade Teacher
 - (f) Elementary English
 - (g) Arithmetic Teacher
 - (h) Association Journals
9. Make the in-service program a year long activity.

HOW CAN THE IN-SERVICE PROGRAM BE ORGANIZED TO HELP TEACHERS KEEP ABREAST OF THE NEW CURRICULUM TRENDS?

1. Identify and evaluate trends in curriculum development and teaching methods.
2. Process literature and other sources of information related to current trends and materials in a manner which will be useful to teachers.
3. Provide good professional literature and time to read and discuss it.
4. Investigate the feasibility of designating a person to keep the staff abreast of trends.
5. Staff must evaluate its philosophy in relation to new trends.
6. Consider national teaching trends, for children are mobile.
7. Key people—instructional supervisor and principal—must read incessantly to keep abreast so that they might better aid the superintendent, teacher, etc.
8. Some types of programs should be planned that can be used for informing personnel of new trends. (in-service activities)
 - (a) Faculty training sessions where teacher might learn to use new equipment and evaluate its use within the framework of their philosophy.
 - (1) Forums and change or interchange of ideas concerning trends that are taking shape; evaluate new materials; study and review research.
 - (b) Training sessions for teachers' aides
 - (c) Training sessions on how to work with teachers' aides.
9. Develop criteria to evaluate our curriculum offerings in the light of current trends.
 - (a) Establish a philosophy of education and objectives of the local community, involving a combined effort of teachers and laymen.

- (b) Evaluate continually
- (c) Consult the Encyclopedia of Educational Research which summarizes research in schools.
- (d) Consult the Reader's Guide to Periodical Literature
- (e) Evaluate the present instructional program in relation to achievement level of students.

10. Responsibility for curriculum development.

- (a) The State Board of Education establishes guidelines and a framework for the school program.
- (b) Administrators, supervisors, and teachers are responsible for developing the curriculum in the local school district within the guidelines established by the State Board of Education. These guidelines are sufficiently flexible to permit local school districts to develop programs of study that are commensurate with their needs.

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**WHAT ARE SOME TECHNIQUES FOR INVOLVING
THE TOTAL STAFF FROM GRADES ONE THROUGH
TWELVE IN THE IN-SERVICE PROGRAM?**

1. Time for in-service teacher education should be provided in the school calendar.
2. Get every teacher involved in exploring needs—to get people involved they must first express concern for something.
3. The principal is the key person in involving people.
4. Have a revolving membership on the in-service committee and sub-committee. Eventually all teachers will have been involved.
5. Develop a means of identifying problems.
6. Set up objectives.
7. Develop a means or plans for reaching these objectives.
 - (a) Small group meetings with principal or with each other
 - (b) Total staff meetings
 - (c) Departmental and grade level meetings
 - (d) Work with individual teachers.
8. Set up a two day program on a general theme and then set up a program in each individual school—working in small groups based on needs and interests and/or areas.
9. Evaluate the two day conference (teachers do this) and then continue working on this theme in the areas as long as needed.
10. Have groups of people working on their greatest concerns—group discussion.
11. A general evaluation will help all to become involved. Have each list weaknesses and strengths. Then schedule faculty meetings to continue, and have some general meetings.

12. The whole program should be a team approach on the part of all rather than having some person "tell you."
13. Assign responsibilities to people on the in-service planning committee and define roles in plans to involve people.
14. Plan the program so that each group will be aware of its responsibilities.
15. Emphasize responsibility of college to impress continuing growth on its teacher candidates and to help them develop a wholesome attitude toward teaching.
16. One group felt that the equivalent of ten days was necessary for an effective in-service program. They need not be consecutive or entire days. Some of the time could be provided for in faculty meetings and in some systems half day sessions might be planned.
17. Teachers should realize that even though they teach in a specialized field such as science, math, or agriculture they still need to be laymen in all areas of the curriculum. School patrons expect any teacher to be conversant on any phase of the school program. Also, teachers in all areas need to be able to communicate with each other about needs and interests, so as to make recommendations for special teachers.
18. Sharing ideas and talents that exist within the faculty during in-service activities can lead to enjoyable and fruitful experience.
19. In-service is a way teachers work together to solve existing problems and share ideas. The teacher returning to the classroom with the idea of working together can better create learning experiences for children.

**WHAT IS THE ROLE OF THE SCHOOL PRINCIPAL IN A
CONTINUOUS PROGRAM OF IN-SERVICE TEACHER
EDUCATION?**

1. The principal assumes the leadership role in providing in-service experiences for his staff by virtue of his position.
 - (a) The staff must assist in identifying problems or concerns that can be resolved through in-service activities.
2. The principal should make professional materials available to the faculty and encourage them to make optimum use of them.
 - (a) Professional library
 - (b) Publications and periodicals
 - (c) Bulletins and pamphlets
3. Should be concerned about and provide guidance for the beginning teacher.
4. Involves the total staff in a continuing program of in-service.
5. See that there is evaluation and follow-up activities to effect plans made during in-service activities.
6. The greatest responsibility assigned to the principal is to generate enthusiasm for continuous growth and improvement of every person on his staff.

HOW MAY THE IN-SERVICE PROGRAM BE FINANCED?

1. Funds should definitely be budgeted to finance an effective program of in-service teacher education. It is realized that in many instances local funds are exceedingly limited, but in-service teacher education is too important to be ignored.
2. Some sources of funds for in-service teacher education are:
 - (a) Title I of the Elementary and Secondary Education Act of 1965
 - (b) NDEA for workshops and institutes
 - (c) OEO funds—grants to study specific problems
 - (d) Legislature could provide more funds for current expenses.
 - (e) P.T.A.'s and Local Education Associations could assist.
3. Some suggestions for minimizing costs of in-service teacher education were:
 - (a) Increase the length of the school day to the nine hour maximum thus providing time for in-service after the students have been dismissed.
 - (b) Teachers and board of education contribute an equal amount of time.
 - (c) Civic clubs, state institutions, and State Department of Education furnish consultants without cost.
 - (d) Teachers should be expected to give some time to in-service training without extra pay as a part of the teachers' duties.

HOW MAY THE PROGRESS OF THE IN-SERVICE PROGRAM BE EVALUATED?

1. Some suggested follow-up activities were:
 - (a) Follow-up meetings before school and/or after school to discuss problems
 - (b) A two week workshop in the summer with monthly meetings during the year
 - (c) A two day orientation for new teachers followed by another meeting six weeks later to evaluate and plan for further helps
 - (d) Administrators encourage teachers to follow through with the in-service program. Someone should be constantly reminding teachers of continuation of program.
 - (e) The one or two day workshop is merely a starter; it simply builds a fire—stirs interests and enthusiasm.
 - (f) A committee (with released time) should be formed to work the year through and report findings and progress to all teachers.
 - (g) Involvement causes participation. More people will participate if the program comes from the group.
 - (h) Follow-up can be accomplished through:
 - (1) NDEA workshops
 - (2) Faculty meetings related to in-service
 - (3) Visitation to other districts
 - (4) Visitation among schools within the system
 - (5) Departmental meetings within school system or in each individual school
 - (i) In-service should be thought of as continuing education.
2. The key to in-service education is evaluation. The following suggestions were given for the evaluation of the program.
 - (a) Look for observable change in the teacher and in the teachers' attitude toward children.

- (b) Write up what is being done in in-service education and share with others.
- (c) Sit down after the in-service activity and talk about it—ask, “What did we get out of this?”
- (d) Give questionnaire form to teachers to respond to certain questions and list other problems that could have been discussed—sometimes given at the end of the day and sometimes a week or two later. These should be summarized and the results reported to teachers.
- (e) An essay type response from each teacher concerning individual reaction to the day. Summarize and report the results to the teachers.
- (f) Evaluation does not have to be in written form but can take the shape of ideas and attitudes.
- (g) Recommendations for evaluation:
 - (1) Evaluative criteria must include certain concepts—the school day consists of more than six hours.
 - (2) Some things can not be evaluated with *yes* and *no* answers.
 - (3) Ideas, attitudes, and the inspiration to improve teaching cannot be put on paper.
 - (4) Plan evaluative criteria at the same time the in-service program is planned.
 - (5) Schedule in such a way as to free certain teachers on hours on given days so they can work on common problems.
 - (6) Encourage teachers to participate in institutes during the summer at various colleges.
 - (7) Establish a basis for evaluation—some goals to work for and work for the attainment of these goals.

SHOULD THE PUBLIC BE TOLD WHEN TEACHERS ARE TRYING TO ADVANCE THEMSELVES PROFESSIONALLY?

1. The group considers in-service to be any program in the school system which will improve teacher competencies that will produce better learning situations for the pupils. We need a written report to keep the in-service program alive and moving, however, the real value of reporting on the in-service program comes from the ability to convey what is being done in the schools to the general public. We recommend the following media:
 - (a) The newspaper; keeping in mind that the readers will range from college graduates to those with less than a high school education. Terminology should be carefully chosen to avoid misinterpretation.
 - (b) Invite lay public, P.T.A. members, civic organization leaders, etc. to attend the in-service meetings.
 - (c) Involve professional and the lay public in planning the program.
 - (d) Most important would be creating a better climate for teacher attitude toward public relations.

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PART III

**PLANNING THE IN-SERVICE TEACHER EDUCATION
PROGRAM**

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PLANNING THE IN-SERVICE TEACHER EDUCATION PROGRAM

In-Service Teacher Education is a vehicle for establishing and maintaining standards of professional competence among teachers in the school systems throughout the state. Every school system should maintain a continuing program of in-service teacher education that is designed to strengthen the quality of instruction through improved teacher effectiveness.

Local District Responsibility

Development of the in-service teacher education program at the local level is primarily the responsibility of the superintendent of schools. The first work of the superintendent in the area of in-service education is to create a climate that is conducive to an enthusiastic program of in-service teacher education.

Since the duties of the superintendent are so broad in scope that he cannot give attention to minute details in all areas of the program, he usually delegates the responsibility for development of a dynamic program to an in-service teacher education committee.

The In-Service Teacher Education Committee

Committee members are selected in a variety of ways:

1. The superintendent asks teachers to volunteer
2. Each school elects a representative
3. Each type of school organization selects or elects a representative to serve on the committee
4. The total staff elects members
5. The local education association selects the members
6. The superintendent appoints members.

The representative In-Service Teacher Education Committee is usually composed of classroom teacher(s), librarian(s), director of pupil personnel, elementary and secondary principals, guidance counselor, supervisor, and superintendent.

Survey of Needs

Under the direction of the in-service committee, a self-appraisal should be made to determine areas in which teachers need improvement. This survey can be done in a variety of ways:

1. Questionnaire
2. Each principal could meet with his staff to identify concerns and interests
3. Personal conversation with members of the staff
4. Ask the local education association to discover major concerns and interests
5. Post card survey asking each staff member to list one concern
6. Suggestion box.

Determining Priorities and Setting Goals

As a next step the committee must crystallize the array of needs expressed by the teachers into specific goals and objectives and assign degrees of priority to each. Some goals by nature will require a long term plan of action; others may lend themselves to immediate and direct action.

Consultative Services

The in-service committee should formulate a plan(s) of action toward achieving the established goals and objectives. Consultative services may be required at this stage of planning. In addition to the services of the State Department of Education the five state universities have designated liaison persons to assist local school personnel in securing university staff members for such services (see Appendix). Consultants may also be secured from other state, municipal, or private institutions or from other sources.

For optimum results the planning should be done each spring for the following school year. As an illustration, the year long program of in-service teacher education might include all of the following items:

1. A district-wide study of co-curricular activities in relation to the total school program, launched by means of a two-day conference involving all professional staff members

2. Organizing a graduate extension class for some special purpose such as elementary school science instruction
3. Organizing a non-credit workshop for a special purpose such as junior high school mathematics
4. Committee assignments for curriculum studies in particular fields such as the elementary school reading program, the linguistics approach in English instruction
5. Arranging for demonstrations of new educational media.

Thus, the in-service committee should develop the general guidelines for the program of in-service teacher education which is to be attempted and then with the school administration, fix responsibility with the appropriate individuals and/or committees for carrying out specific assignments. For example, the in-service committee itself might choose to carry the responsibility for the district-wide study mentioned in the illustration above, and assign other committees to the curriculum studies, and request the district supervisor to organize the extension class and the workshop.

The Kentucky school term includes provision for including two regular school days for approved in-service teacher education activities. Most school districts plan in-service activities for these two days at the opening of the school term which serve as the springboard for launching the total in-service program for the year.

The In-Service Activities

The in-service activities on these days usually take the form of a conference although it is not necessary that they do so. Some systems plan inter-visitations to other school systems, some plan conferences, others plan tours, and some a combination of these. But regardless of the form the in-service activities take, they should be planned in such a way that teacher morale is boosted, professional attitudes and teacher competence are improved, and a cooperative atmosphere prevails. (See Part IV for suggestions on planning activities for the in-service days provided in the school calendar.)

Plan of Action

The in-service education program should not end but rather should just begin at the close of the in-service day(s). Out of this experience should come some aims or objectives, both long range

and immediate; a plan of action involving teachers to facilitate the realization of these objectives; designation of individual and group tasks that are oriented toward overall objectives; planned activities that will assist the teachers in performing these tasks; and contributing to their own professional and academic growth.

Evaluation and Follow-up

There should be some provision made for periodic evaluation from time to time to measure the progress that is being made as well as to determine the advisability of continuation, redirection, or revamping of the program.

Reporting

A continuing written record of the in-service activities should be maintained and summarized at least annually for reporting purposes. The recording and reporting process is necessary for program continuity and for overall appraisal and evaluation of the in-service activities. Copies of the reports should be made available to all participants and to those persons and agencies at all levels who are associated with the in-service education program. This provides an effective system of communication as well as a means of giving recognition to the efforts of those who are contributing so earnestly to the program.

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PART IV

**PLANNING IN-SERVICE TEACHER EDUCATION
ACTIVITIES FOR THE IN-SERVICE DAYS PROVIDED
IN THE SCHOOL CALENDAR**

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PLANNING IN-SERVICE TEACHER EDUCATION ACTIVITIES FOR THE IN-SERVICE DAYS PROVIDED IN THE SCHOOL CALENDAR

Introduction

The quality of pre-service teacher education has for many years been one of the chief concerns of Kentucky school leaders at all levels and of the teaching profession itself. The reduction of emergency teaching personnel in Kentucky schools to an all time low of 4% for the 1964-1965 school year, and continuous re-evaluation and revision of teacher preparation programs are evidence that these efforts have been properly directed.

Another concern of school leaders and the profession that is of vital importance in upgrading the profession and one that is linked directly to the pre-service is the in-service education of teachers. In-service education of teachers is of sufficient importance to be a part of the total school program.

The philosophy that a teacher does not become a finished product upon certification has finally been accepted. Even a four-year college program merely prepares teachers *to begin to teach* and in-service growth is a vital part of the preparation of a "growing teacher." Thus it is felt that education is a continuous process and that teachers must continue their efforts to keep abreast of newer methods, techniques, and trends in the teaching-learning process. These efforts must of necessity be accelerated if a great deal of progress is to be made in closing the gap between scientific knowledge and practice in the educational world.

In-Service Days Provided In School Calendar

Since educators have for some time been aware of the significant contributions that in-service education makes to the improvement of instruction, they have strongly advocated the use of days in the school calendar for in-service education.

The Kentucky Legislature attached significant importance to in-service education by authorizing the Kentucky Department of Education to establish and maintain a statewide program of in-service teacher training.

As a result of the Legislative action the Kentucky State Board of Education has made a provision whereby local school systems may set aside two days of the regular school term for teacher in-service activities.

Responsibility for the administration of these two in-service days has been assigned to the Division of Teacher Education and Certification of the Bureau of Instruction.

The Legislative and State Board of Education provisions for these in-service days follow:

KRS 156.095—Program of In-Service Teacher Training—

The State Department of Education is hereby authorized to establish, direct, and maintain a statewide program of in-service teacher training. Said program shall be organized and operated for the purpose of improving instruction in the public common schools and for the improvement of the leadership qualities and professional competence of principals, supervisors, and teachers and for such other services in the improvement of instruction in the public common schools as may be approved from time to time by the State Board of Education on the recommendation of the Superintendent of Public Instruction.

SBE 41.010—Two Days Conference—

Any school district may devote two days of the school term to in-service teacher education conferences for the improvement of instruction prior to the opening of the school year or during the school term, provided all plans for in-service teacher education conferences are approved prior to the conference by the Division of Teacher Education and Certification of the Bureau of Instruction.

Purpose and Intent of the In-Service Days

The two days set aside for in-service education should be used specifically for that purpose. The days should be so structured that some specific outcomes can evolve from the activities.

1. The in-service conference should serve to improve instruction in the public common schools. Some key factors in the improvement of instruction are:

- a. Identification of problem areas in the school program by the total staff;
 - b. Total staff working together toward solution of these problems;
 - c. A better understanding of child growth and development;
 - d. Use of research in providing the best possible school program;
 - e. Individualized instruction to meet the interests, needs, and abilities of children;
 - f. Evaluation of the school program in terms of what is happening to children.
2. The in-service days should serve as a springboard for the overall in-service program that will continue throughout the school year. Some distinction should be made between the in-service conference and the in-service program.

The *in-service program* continues throughout the school year. It comes about as a result of careful and considerate planning by the in-service committee. It has long term goals, provides for research, and finds solutions to educational problems. Through surveys and other media the committee identifies phases of the school program that need improvement; they establish long term goals or objectives that are to be reached; and plan a conference to initiate action, organize efforts, and prescribe roles and responsibilities for attaining the goals.

The *in-service activities or conference* consists of the one or two days planned by the in-service committee to organize the program and plan the strategy for carrying it through. From the conference some specific, immediate, and long range goals should emerge. Some of these could be:

- a. Individual needs and/or goals—Self improvement through college courses, individual study and research, purposeful travel, and extensive field trips.
- b. Group needs and/or goals—Broadening of experiences through intervisitation, consultation with experts, teaching specialty groups, school faculty on general problems, and special committees.
- c. Total staff needs and/or goals—Concept of total program by total staff (elementary and secondary) conferences to

determine ultimate goals in preparing children to assume their places in a modern complex, and technological society.

- d. Professional needs and/or goals—Growth through journals and materials of professional organizations, professional meetings, leadership positions in professional organizations, and doing some professional writing.
- e. Community affairs needs and/or goals—Growth through participation and leadership roles in community organizations.

Finally, the conference should not end without formulating a plan of action designed to work toward the long term goals or objectives.

3. The in-service days are used to improve the leadership qualities and professional competence of all school personnel. Some means of developing this purpose are:
 - a. Developing a system-wide plan of action for real improvement in the curriculum and classroom learning experiences;
 - b. To improve teacher preparation by bringing into the pre-service programs the findings, experiences, and needs revealed through the in-service or continuing education program;
 - c. To provide a direct and unified attack upon the problem of upgrading teachers in the areas of greatest need.
4. The in-service conference serves to provide for such other services in the improvement of instruction in the public schools as may be approved from time to time by the State Board of Education upon the recommendation of the Superintendent of Public Instruction.

Guidelines for the In-Service Day(s)

The following guidelines are more pertinent to the In-Service Conference, although the plans for the day(s) may consist of activities other than a conference.

1. **The In-Service Committee**—The school superintendent is recognized as the instructional leader in his system. In this capacity he usually assigns the responsibility for initiating the in-service

program to an in-service committee. A representative committee should be composed of classroom teachers, librarians, director of pupil personnel, supervisors, superintendent, and all principals.

2. **Advance Planning**—The in-service conference should come about as the result of careful planning designed to correct shortcomings in the total school program, to meet felt needs, or to solve problems that are common to the total instructional program. School systems should use the services of consultants or liaison persons from the state college in their service area or the State Department of Education.
3. **Tentative Program**—The in-service committee should prepare a tentative program for the one or two days conference.
4. **Request for days**—In order to include days for teacher in-service education activities in the school calendar the request must be approved by the Division of Teacher Education and Certification of the Bureau of Instruction, Department of Education, Frankfort, Kentucky. This request should be forwarded at least two weeks prior to the dates requested.
5. **Resource Persons or Consultants**—The liaison persons at the state colleges or the Division of Teacher Education and Certification will, upon request, assist local school systems in securing the most appropriate resource persons from the college staffs, State Department of Education, KEA and its affiliated organizations, and other professional groups.

Under certain conditions school systems may not use consultants who are employees of textbook publishers. The provision follows:

SBE 41.020 (2) State Department of Education shall not approve an employee of a textbook publisher as a consultant, during an approved period for an in-service workshop, when said publisher will have a textbook in a particular field that is to be considered for adoption during the school year and which is to be discussed at said workshop.

6. **Discussion Groups**—The activities of the day(s) should include plans for discussion groups or other means that will provide opportunities for individual staff members to participate.

7. **Time Involved**—The whole day's activity should be for the same length of time as the regular school day. (The law sets forth six hours as the minimum length of the school day.)
8. **Plan of Action**—The program for the day should provide for some time to develop a plan of action with both long range and immediate goals as an outgrowth of the days' activities.
9. **Reporting**—A written summary of the plan of action based upon the conclusions or recommendations evolving from the days' activity should be prepared for the staff members. The recording and reporting process is necessary for program continuity and for overall appraisal and evaluation of the in-service activities.
10. **Follow-Up**—The in-service *conference* actually completes the initial step in the in-service *program*. Therefore, it is necessary that follow-up groups, committees, and total staff continue to meet from time to time and proceed with the in-service program.

Some Dos and Don'ts About In-Service Education Days

- DO— Plan activities that will contribute to the professional improvement of teachers.
- DON'T—Use these days to work out the organizational and administrative problems of opening school and other routine functions.
- DO— Be concerned with the problems of the participants, not the problems of the leaders.
- DON'T—Use in-service days for faculty and business meetings that are not directly related to the in-service activities.
- DO— Give some structure to the conference: establish purposes and major theme; determine how it will operate; and the major decisions it will try to make.
- DON'T—Plan a conference consisting wholly of a lecture type or telling and listening exercise.
- DO— Use democratic group and discussion leaders who are concerned less with getting their points of view across and more with bringing out into the open the viewpoints of the participants.

DON'T—Use group leaders who try to sell the participants on pre-determined goals or outcomes.

DO— Make a firm commitment to carry out in the individual schools the decisions made at the conference.

DON'T—End the in-service program at the end of the days' activities.

Planning Assistance

During the period from 1957 to 1964 the State Department of Education and the state colleges and university operated a joint experimental program which employed the services of five consultants for in-service teacher education. During these years the in-service consultants were available to the local school districts for assistance and planning the local in-service programs. Out of this experimental program has come a wider recognition of the value and importance of in-service teacher education to the extent that the state colleges and university and the State Department of Education have accepted a stronger continuing commitment to in-service teacher education.

The five institutions which were involved in the experimental program have now designated liaison persons in order to help the local school districts in obtaining services from the college personnel.

Assistance is also available from the consultant for in-service teacher education in the State Department of Education.

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PART V

THE WEST KENTUCKY PROJECT FOR DEVELOPMENT AND IMPLEMENTATION OF INNOVATIVE CURRICULUM PROGRAMS (A Condensation)

Perhaps the major break through relating to in-service teacher education in recent years has been the opportunity to use funds derived from Federal government sources to finance activities related to in-service teacher education. The West Kentucky Project for Development and Implementation of Innovative Curriculum Programs funded under Title III of Public Law 89-10 is a far reaching and exciting program. It is not possible to reproduce the entire document in this bulletin but portions have been extracted which relate more specifically to in-service teacher education.

The West Kentucky Project was funded for the 1966-67 school year and progress reports of its operation will be issued from time to time by the project director.

PART I

THE WEST KENTUCKY PROJECT FOR DEVELOPMENT AND IMPLEMENTATION OF INNOVATIVE CURRICULUM PROGRAMS (A Study)

Perhaps the most fundamental question in any study of education in recent years has been the opportunity to the public school system to provide a more relevant and meaningful education for its students. The West Kentucky Project for Development and Implementation of Innovative Curriculum Programs under Title II of Public Law 94-142 is a study which seeks to answer this question. It is not possible to provide a complete answer to this question in the brief report which follows, but the following information is presented to provide a general understanding of the project.

The West Kentucky Project was funded for the 1985-86 school year and previous reports of its operation will be issued from time to time by the project director.

ABSTRACT

- A. The title of this project will be "WEST KENTUCKY PROJECT FOR DEVELOPMENT AND IMPLEMENTATION OF INNOVATIVE CURRICULUM PROGRAMS." All twenty-nine public and private school systems located in the eighteen westernmost counties of Kentucky will jointly participate in this project, which is designed to provide a massive and grass roots approach to assisting local districts in implementing several new educational innovations. This will be accomplished through the following types of activities: (1) a large scale series of in-service training programs employing outstanding consultants; (2) employment of curriculum specialists to work in local school systems to direct new program implementation; (3) a series of observation and study visits to exemplary educational programs in other parts of the nation; and (4) provision of certain types of equipment and materials which are necessary to make specific educational innovations operative. This project application is the result of the cooperative planning of representatives from all the participating schools during a three-month planning period financed under a Title III planning grant.
- B. This type of project is needed in Western Kentucky for two reasons:
1. A survey made of the school curricula of the 29 school systems shows that very little has been done to take advantage of the many promising new curriculum innovations which have been developed and proven successful in other parts of the nation in recent years.
 2. The extremely low level of financial support of education in Kentucky has prevented any significant curriculum improvement and modernization.
- C. This project will be innovative both in terms of its large area and cooperative approach to curriculum change and the character of curriculum programs to be implemented as the end product of the project. The interaction of school personnel from 29 separate districts through the project activities will have significant impact in accelerat-

ing instructional improvements. New instructional programs to be developed and implemented through the project will include i/t/a; linguistic-based language arts; science programs such as BSCS, PSSC, Chem Study, IPS, and ESCP; Cuisenaire arithmetic; modern math; non-graded curriculum designs; team teaching; and the latest programs involving modern instructional media and educational television.

- D. The central objective of this project will be to provide the area with a major transfusion of curriculum leadership and training which is directed toward specific improvements and modernization in the curricula of the participating school systems. The project will be evaluated in terms of the effectiveness of the project's training activities; the number and types of curriculum programs initiated, and the impact of such changes on the school students of the area.
- E. The procedures and kinds of personnel used in the project are listed in Section A above.
- F. Federal funds requested to finance this project for the 1966-1967 fiscal year will total \$520,000.00.

SECTION 1—PROJECT PROPOSAL

A. **BACKGROUND, PURPOSE, NATURE, AND EXTENT OF PROJECT**

1. **Background**

On November 9, 1965, the Paducah Independent School System submitted a request for a planning grant under the provisions of Title III of Public Law 89-10. This proposal was submitted on behalf of the 29 public and private school systems in West Kentucky and was entitled "West Kentucky Planning Project for In-Service Training and Curriculum Development." The total cost of the planning project activities was \$8,968.00. Preliminary approval was given by the U. S. Office of Education on January 28,

1966, and a final notification of grant award was made April 1, 1966. The following excerpt from the planning grant application abstract summarizes the purposes of the planning activities. "Because funds under Title III for the State of Kentucky are limited, it has been agreed that more effective programs can be developed on a cooperative basis with a large number of school systems participating. The 29 school systems located in the 18 western most counties of Kentucky have agreed to jointly participate in this project and include both the public and private schools of the area. Several meetings of the representatives of these school systems have led to the unanimous agreement that the greatest need of education in West Kentucky is a program which will assist local school districts in financing in-service training projects aimed at the development and adoption of the many promising curriculum innovations which have been proven successful in other places in recent years.

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2. **Purpose, Nature, and Extent of Project**

The purpose of this project will be to aid local school systems in the development and implementation of certain new and innovative curriculum programs by providing expert consultative services, in-service training activities, and other forms of assistance necessary to achieve the desired instructional changes. The activities of the project would be clustered in six areas as follows:

- a. New approaches to reading and language instruction.
- b. Establishment of area diagnostic reading clinics.
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- c. New approaches to mathematics instruction.
- d. New approaches to science instruction.
- e. Use of new instructional media.
- f. New organizational patterns for student instruction and staff utilization.

Large scale in-service training programs would be developed within each of these areas involving significant numbers of teachers, supervisors, and administrators throughout the 29 school districts served by this project.

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B. INNOVATIVE CHARACTERISTICS OF THE PROJECT

The focus of the total project will be on curriculum innovation. Since work will be carried on within six different areas of subject matter, organizational procedures and instructional media, the program must be considered as comprehensive in its scope. Since the project will be the product of the joint planning and cooperation of personnel within 29 separate public and private school systems, it represents a unique approach as a broad scale and grass roots approach to curriculum innovation and modernization. The interaction of school personnel through the program activities will undoubtedly have significant impact in accelerating instructional improvements. The West Kentucky area is composed of many school systems whose individual capabilities vary greatly for the development of quality educational programs. The design of this project will allow the best instructional leaders of the area to share their competence with personnel of all other districts as common curriculum problems are studied and appropriate programs are developed and implemented. Although a specific description of the particular educational innovations which will be incorporated into the project are taken up elsewhere in this application, it should be stated at this point that they will include such programs as:

1. New reading systems such as i/t/a, Words in Color, systems emphasizing linguistics and phonetic analysis.
2. Science innovations such as BSCS, PSSC, Chem Study, IPS, ESCP, etc.
3. New Math programs such as Cuisenaire Arithmetic and the several modern math programs pioneered by SMSG.
4. Student organizational procedures such as non-graded elementary and secondary programs which would involve modular scheduling and various size instruction groups.

5. Staff utilization patterns such as team teaching, new programs using modern instructional media such as educational TV, audio-visual equipment and techniques, and programmed instruction.

C. GEOGRAPHICAL AREA TO BE SERVED

The geographical area to be served includes the following 28 county and independent school districts.

Ballard County	Hickman County
Caldwell County	Hopkins County
Calloway County	Dawsons Springs
Murray Independent	Earlington
Carlisle County	Livingston County
Christian County	Lyon County
Hopkinsville Independent	Marshall County
Crittenden County	Benton Independent
Fulton County	McCracken County
Fulton Independent	Paducah Independent
Graves County	Trigg County
Mayfield Independent	Union County
Henderson County	Webster County
Henderson Independent	Providence Independent

Also included are all the Catholic elementary and secondary schools administered by the Owensboro Archdiocese.

D. CULTURAL AND EDUCATIONAL NEEDS OF PERSONS IN THE AREA

As a practical matter, the cultural and educational needs of persons in this area are many and diversified. This is partially the result of school programs which have been unable to afford the kind of modernization and progress which has been typical in wealthier areas of the nation. Approximately 35% of the children in West Kentucky do not complete high school.

SECTION 2—PLANNING

A. EDUCATIONAL AND CULTURAL AGENCIES PARTICIPATING

The plan of this project has been developed through the participation of representatives from all of the 29 public and private school systems in the area to be served. All planning was directed by a five member board of directors elected from the participating schools. Seminars involving all the school system representatives were conducted. The present status of curriculum content in the area was assessed. Priorities for various types of curriculum modernization were established. Instructional consultants were brought in to discuss a large number of the newer educational innovations with the group. Both group and individual consultations were conducted with representatives of the local school systems to determine specific needs and plans. Seminar participants consulted with other officials in their own school systems concerning the need for various types of curriculum improvement. As a result of the seminars and individual consultations, patterns of common interest were identified and this project application reflects the areas of curriculum innovation which the participating school systems believed to be most needed for incorporation into their school curriculum. It should be noted that the planning involved the unanimous participation of both the public and private schools and the institutions of higher education in the area.

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SECTION 3—OPERATION OF THE PROPOSED PROJECT

As mentioned elsewhere in this application, the curriculum modernization activities of this project will be somewhat comprehensive but can be grouped in the following six areas:

1. New approaches to reading and language instruction.
2. Establishment of area diagnostic reading clinics.
3. New approaches to mathematics instruction.
4. New approaches to science instruction.
5. Use of new instructional media.
6. New organizational patterns for student instruction and staff utilization.

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The designs for project activities in the six areas are as follows:
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2. **New Approaches to Reading and Language Instruction**
(4 workshops are scheduled for programs in this area.)

(a) Objectives

- (1) To develop pilot projects using innovative programs within individual school districts.
- (2) To encourage the immediate diversification of materials and methods in the regular classroom.
- (3) To discuss the potential impact of new approaches for particular types of students, i.e. slow learners, rapid learners, the immature child.
- (4) To provide sample materials for independent study in each school system.
- (5) To train and make available to systems beginning innovative practices, a subject-matter specialist to provide the educational leadership and supervision necessary for successful change.

(b) Description of Operation

The introduction of innovative practices and programs in the teaching of reading and language skills must be based on a thorough understanding of the rationale underlying the significant new developments in these areas. This base of knowledge will be structured through an in-service program for teachers, supervisors, and administrators who make decisions for change in their respective schools and school districts. An in-service program of fifteen days will be held before and during the 1966-67 school year. In August, 1966, a ten-day workshop will be conducted. During the school year five additional seminars will be held periodically to follow-up each innovative classroom program. Each in-service day will be seven hours in length.

Of the many new programs in reading and language skill four have been selected by the participants as having the greatest potential. These are (1) i.t.a. (initial teaching alphabet); (2) Words in Color; (3) linguistics theory applied to reading and language instruction; and (4) approaches to developmental and remedial reading using technology and differentiated learning materials. An in-service program will be developed around these four innovative approaches. Each will be separate from the others and will be scheduled, staffed, and housed as autonomous units.

When a significant part of a school district is to begin using innovative reading programs, the Title III organization will in cooperation with the local school district provide a half-time or full-time subject-matter specialist to provide continuous supervision and leadership to new programs.

These persons will be competent with innovative materials and will have several years of successful teaching experience. When employed, the subject-matter specialist will serve as a workshop leader in the in-service program. His duties will consist of providing support directly to the classroom teacher. This person will work directly with teaching materials and techniques. It is anticipated that subject-matter specialists will be used only during the school year when innovative materials are new to a system.

(c) Sequence of Activities

- (1) Summer workshop—10 days
- (2) School year seminars—5 days
- (3) Evaluation conference—2 days in June, 1967

(d) Related Research and Findings Elsewhere

- (1) Initial Teaching Alphabet

In a progress report on the British experiment

covering 19 months of his longitudinal project
Downing found that the i/t/a groups

- a. Completed their beginning reading program faster
- b. Recognized more words when they were printed in i/t/a
- c. Read English prose in i/t/a more readily and accurately
- d. Transferred gains made on i/t/a to reading in the conventional alphabet and to spelling

The Lehigh-Bethlehem study reported by Mazurkiewicz showed that at the end of the eighth month over 93% of the i/t/a population was reading second reader or above material (with 40% at third reader level) as compared with only 8.2% of the t.o. group.

(2) Phonetic Method

Tiffin and McKinnis correlated the reading ability and phonetic ability of children in grades 5-8 and concluded ability to use phonics and achievement in reading are positively correlated. Results of other studies have agreed with these findings. Gates and Russell investigated word analysis factors in beginning reading and concluded that a program containing little or no phonetic analysis was not as good as one containing informal word analysis.

(3) Linguistics

The science of linguistics has been developed rapidly in recent years. The study of human speech has implications for reading as well as grammar. Gliessman states that the development of sentence sense through the use of linguistics will not only contribute to better understanding in reading but also to fluency and rate.

The results of a study by Sister Mary Edward in Detroit showed definitely that children taught

with a modified linguistic approach were faster and more accurate readers than those of the control group using a basal reading approach.

(4) Developmental Reading

Development in reading closely parallels human development and involves the child's total growth. Smith and Dechant in *Psychology in Teaching Reading* list six characteristics of a developmental program.

The developmental program:

- a. "recognizes that reading is an integral part of the much broader educational program
- b. is concerned with every pupil and continues from elementary through high school years
- c. focuses on individual needs and individual differences
- d. helps the child to fulfill his developmental needs and tasks as they appear
- e. provides the child with the opportunities to learn the skills needed to satisfy his needs for reading as he advances through school
- f. satisfies, extends, and enriches the child's interest."

Understanding the developmental approach to the teaching of reading requires knowledge of all techniques, methods, and skills as well as awareness of the varied material available.

(e) Evaluation

- (1) To evaluate the effectiveness of the in-service program, a base line of teacher attitudes and understandings will be established by the administration of a locally constructed questionnaire to teachers who will receive the training. The questionnaire will be given prior to the beginning of the in-service training and repeated at the end of the school year. Changes in scores will be computed.

- (2) The effects of the in-service project should also be evident to a certain extent in the introduction of innovative materials and programs. Base line data is available on the use of innovative materials and programs from the participating school districts for the 1965-66 school year. A survey will be made at the completion of the 1966-67 school year as to the number of innovative practices and programs used in 1966-67 and those planned for 1967-68.
- (3) Standardized test data from schools or school districts will be analyzed to determine the effect of innovative materials and programs on student achievement.
- (4) A review board composed of supervisors, teachers, and administrators will evaluate the effectiveness of subject-matter specialists in this area. Data will be gathered as to the role played by these persons in the affecting of change.

3. **New Approaches to Mathematics Instruction (Two workshops are scheduled for programs in this area)**

(a) Objectives

- (1) To provide in-depth study of basic mathematical concepts needed to teach innovative "new" math programs.
- (2) To provide actual experiences with innovative materials to be taught to students.
- (3) To provide periodic year-long consultative services for teachers using innovative materials for the first time.
- (4) To provide subject-matter specialist on a full time basis for school districts using innovative programs on a system-wide basis.
- (5) To develop skills in teaching with new media such as Cuisenaire rods.

(b) Description of Operation

The use of innovative mathematics instruction in the Title III area will be approached through an in-service program designed to involve classroom teachers and administrative personnel working with the new programs. Each in-service day will be seven hours in length with fifteen days scheduled before and during the 1966-67 school year. In August, 1966, a five day workshop will be conducted. The remaining ten days will consist of Saturday sessions held each month from September, 1966, to June, 1967.

Subject-matter presentations will emphasize new concepts, i.e. set notation, bases other than ten, geometry, modular arithmetic, and to the introduction of arithmetic concepts at an earlier level than in traditional programs. A substantial portion of the time will be given to the study of new teaching techniques.

Where a significant part of a school district is to begin using innovative mathematic programs, the Title III organization will in cooperation with the local school district provide a $\frac{1}{2}$ time or full-time subject-matter specialist to provide continuous supervision and leadership to new programs. These persons will be competent with innovative materials and will have several years of successful teaching experience. When employed, the subject-matter specialist will serve as a workshop leader in the in-service program. His duties will consist of providing support directly to the classroom teacher. This person will work directly with teaching materials and techniques. It is anticipated that subject-matter specialists will be used only during the school year when innovative materials are new to a system.

(c) Sequence of Activities

1. Summer workshop—5 days
2. School year seminars—1 day each month for 10 months
3. Evaluation conference—2 days in June, 1967

(e) Evaluation

- (1) To evaluate the effectiveness of the in-service program, a base line of teacher attitudes and understandings will be established by the administration of a locally constructed questionnaire to teachers who will receive the training. The questionnaire will be given prior to the beginning of the in-service training and repeated at the end of the school year. Changes in scores will be computed.
- (2) The effects of the in-service project should also be evident to a certain extent in the introduction of innovative materials and programs. Base line data is available on the use of innovative materials and programs from the participating school districts for the 1965-66 school year. A survey will be made at the completion of the 1966-67 school year as to the number of innovative practices and programs used in 1966-67 and those planned for 1967-68.
- (3) Standardized test data from schools or school districts will be analyzed to determine the effect of innovative materials and programs on student achievement.
- (4) A review board composed of supervisors, teachers, and administrators will evaluate the effectiveness of subject-matter specialists in this area. Data will be gathered as to the role played by these persons in the affecting of change.

4. **Anticipated Utilization of Project**

The preceding description of in-service training and other related activities indicates the large number of school personnel who will be directly involved in the project. Each of the 29 school systems will have school administrators, instructional supervisors, and a high percentage of teachers directly involved in the project's many ac-

tivities. The total number and type of personnel to be involved are as follows:

Workshop Directors	11
Workshop Leaders	16
Workshop Participants	550
Instructional Specialists	15
Other Positions	17

Total 609

Since most of these activities are centered around re-training of teachers for new curriculum innovations, it naturally follows that a very high percentage of the area's pupils will be affected by the resulting changed curriculum practices. After surveying the numbers, types, and locations of anticipated curriculum modifications, it is estimated that by the school year 1967-1968 approximately 35,000 children will be receiving instruction which has been influenced by this project's activities.

SECTION 4—QUALIFICATIONS OF PROFESSIONAL PERSONNEL

A. PERSONNEL POSITIONS INCLUDED IN PROJECT

1. Central Administrative Staff

- a. Board of Directors
- b. Project Director
- c. Budget Officer
- d. Coordinator of Programs
- e. Secretary
- f. Bookkeeper

The above group constitutes the central policy making and administrative staff for the total project. The Paducah Public School System has been selected to act as the administrative and fiscal agent for the project. With the exception of the Board of Directors, all of the above personnel will be headquartered in the Paducah Public Schools.

2. Sub-Unit Personnel

Because the total project will involve many in-service training programs located in various parts of the project area, it will be necessary to delegate certain responsibilities to persons in the participating school systems.

- a. Workshop directors
- b. Workshop Leaders
- c. Clerical assistants
- d. Teachers, supervisors, and administrators receiving in-service training
- e. Instructional consultants
- f. Another type of sub-unit personnel will be curriculum specialists employed within individual school systems on a full or part-time basis whose responsibility will be to design and implement the curriculum innovations which the in-service training programs have prepared staff members to undertake.

B. DESCRIPTION, RESPONSIBILITIES, AND QUALIFICATIONS OF PROJECT PERSONNEL

1. Central Administrative Staff

- a. **Board of Directors**—Members of this project shall be governed by a five-member board of directors elected from all the participating public and private school systems and institutions of higher education. This board of directors has been selected and has already served the area during the operation of the planning grant period leading up to this application.

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The responsibility of the Board of Directors will be to establish policies governing any discretionary procedures of the project, to review and approve all planning and project activities, to ascertain that all rules and regulations of the U. S. Office of Education relating to Title III programs are adhered to, and to recommend and approve budget expenditures. It is planned that the Board of Directors will meet monthly during the twelve-month duration of this project.

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SECTION 5—PARTICIPATION OF NON-PUBLIC SCHOOL CHILDREN

This project will include all the private and parochial schools in the eighteen county area. Representatives from the private schools have been involved extensively in all the planning activities leading up to the preparation of this application. Monsignor R. G. Hill, Superintendent of the Owensboro Catholic Archdiocese which includes all Catholic schools in the project area, has served as a member of the Board of Directors for the planning grant operation and will continue to serve on the Board of Directors for the project itself.

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SECTION 6—PROJECT EVALUATION AND DISSEMINATION OF INFORMATION

Most of the activities of this project will center around in-service training programs for school personnel to prepare them for implementing particular types of innovative educational practices in their own school districts. Most of this training will be undertaken during the coming year in preparation for curriculum changes which will take place the following school year (1967-1968).

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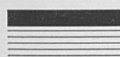
One important component for the project will be the bi-monthly meetings for instructional representatives of the participating schools with project administrators. These meetings will be used to share progress reports on all project activities, to explore opportunities for better utilization of program findings and results, and to systematically collect and record data needed for evaluation and dissemination purposes.

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