

● Commonwealth of Kentucky ●

EDUCATIONAL BULLETIN

IMPROVING INSTRUCTION THROUGH IN-SERVICE TEACHER TRAINING

A Report

On

How A State-Wide Program of
In-Service Teacher Training
Has Been Inaugurated During
The School Year 1950-1951

Published by

DEPARTMENT OF EDUCATION
BOSWELL B. HODGKIN
Superintendent of Public Instruction

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FOREWORD

The 1950 Kentucky Legislature enacted a law providing for a state-wide In-Service Teacher Training Program and providing, also, funds for the inauguration of the program through the State Department of Education. This act may prove to be the most significant piece of educational legislation in a generation—it has within it, seeds of great promise—I trust we shall move forward.

The services provided through this state-wide program of In-Service Teacher Training have been received enthusiastically by total school staffs throughout Kentucky. School superintendents are definitely showing an increased interest in ways of providing better programs of instruction. This is heartening. I trust that the activities of this program will provide sufficient stimulation and guidance to create within all school personnel the desire to improve continuously the quality of teaching and learning. School organization and administration have but one justification—the education of children.

This Bulletin reports to you the purposes and services of the program and activities through which the program has been initiated this year in many local school systems. I trust that every teacher, principal, supervisor, and superintendent avails himself of the opportunity to participate in this worthy program. Growth of teachers while in service is essential in a good school program.

Appreciation is expressed to the members of the In-Service Teacher Training staff who prepared this publication—Miss Louise Combs, Dr. Chester Travelstead, Mr. Claude Taylor, and Mr. Fred Edmonds.

BOSWELL B. HODGKIN
Superintendent Public Instruction

May 22, 1951

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STAFF

IN-SERVICE PROGRAM

Bureau of Instruction

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LOUISE COMBS, Acting Director

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BOSWELL B. HODGKIN

Superintendent Public Instruction

TRIBUTE TO THE CHIEF STATE SCHOOL OFFICER

The staff members of the In-Service Teaching Training Program feel that tribute is due the State Superintendent of Public Instruction, Boswell B. Hodgkin, who from the beginning of his term of office, has placed emphasis upon the need for **better teaching** through a planned program of follow-up services to the school systems and to teachers in the field. The In-Service Training law was enacted to carry out this purpose through the State Department of Education, under the direction of the State Superintendent of Public Instruction.

IMPROVING INSTRUCTION THROUGH IN-SERVICE TEACHER TRAINING

The public, the parents, and the teaching profession have become increasingly concerned during the past decade about the quality of teaching provided for Kentucky boys and girls. They have become more and more interested in ways to promote better teaching. It is significant, therefore, that in a spirit of helpfulness the 1950 Kentucky Legislature enacted a law emphasizing the improvement of instruction through the inauguration of a state-wide program of in-service teacher training through the Division of Teacher Training and Certification of the State Department of Education.

The In-Service Teacher Training Law

Kentucky Revised Statutes 156.095 setting forth the plan for the in-service training program is as follows:

The State Department of Education is hereby authorized to establish, direct and maintain a state-wide 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. The program shall be directed and supervised by the Division of Teacher Training and Certification in accordance with a program approved by the Superintendent of Public Instruction and in accordance with the rules and regulations of the State Board of Education approved on the recommendation of the Superintendent of Public Instruction.

The Purpose of the Program

The primary purpose of this program of in-service training is the improvement of instruction and learning through the continuous professional growth of teachers in service. Instruction is the very heart of the school program. The enrichment of educational opportunities for the boys and girls of Kentucky through improved teaching is a worthy purpose of any state program of education. It is a fundamental belief that improvement of the quality of instruction can best be brought about through the development of the leadership qualities and professional competencies of all school personnel—teachers, principals, supervisors, and superintendents—

who are concerned with and responsible for the experiences of children in school.

Philosophy of the In-Service Program

The in-service program as envisioned by the profession in Kentucky is based on the following fundamental beliefs:

1. That the individual teacher and administrator must accept the obligation to continue to improve himself personally and professionally. (This includes travel, wide reading, participation in community activities, periodic attendance at summer schools or workshops, and other activities which help to develop a broad cultural background as well as professional competency.)
2. That good teachers grow continuously through participation in professional activities.
3. That motivation for participation in the activities comes from within the teachers.
4. That activities of the program are cooperatively planned by the total staff—elementary and secondary teachers, principals, supervisors, and superintendents.
5. That the activities are determined by the **needs** of the participants. (Problems on which teachers need help are considered.)
6. That the activities and experiences develop professional spirit and provide personal as well as professional growth.
7. That democratic supervision or leadership releases the creative powers within the group. (Everyone feels free to make his unique contribution.)
8. That the activities are coordinated into a unified 12-grade school program.
9. That the activities of the program provide for improvement of teaching through continuous evaluation.

In-Service Training Recognized and Accepted as Essential by All Professional Groups

A spirit of professional growth of teachers in-service is moving over the nation. Kentucky has been pointing the way in this movement.

As early as 1943, seven colleges in Kentucky, six total county school systems, and two individual schools participated in an in-service training program through the Cooperative Study in teacher education sponsored by the Division of Teacher Training and Certification and the Council on Public Higher Education. As a result of this study the Council on Public Higher Education in November, 1945, accepted in-service training as an integral part of

¹**State Councils on Teacher Education**, American Council on Education, Washington, D. C. 1949

the total training of teachers. The Council adopted on March 14, 1945 a Community School Circular No. 36 containing thirty recommendations for improving of teacher education, including the three following recommendations:

Each college should have a well-ordered program of follow-up work which will include visits to teachers in the field by the college staff and visits to the training school by former students.

The staff members of each college should be expected to visit and work with teachers in the field.

Every teacher training institution should increase its services to the teachers in the college attendance area, and it should sponsor special programs, provide consultant services, conduct in-service education programs to the end that no teacher in the service area will be denied some help.

The publication prepared by the 1948 Work Conference on State Councils on Teacher Education, sponsored by the American Council on Education, contains the account of the Cooperative Study in teacher education in Kentucky with emphasis upon **in-service education of teachers**.¹

In 1949, the National Commission on Teacher Education and Professional Standards of the NEA devoted its annual conference to in-service growth of teachers. The results of the conference were published under the title "Teaching Profession Grows in Service."

The National Commission on Teacher Education and Professional Standards describes **in-service** growth as follows:

In-Service Growth is that growth which takes place after the teacher is on the job. It is a continuation of the professional development which was begun during the pre-service period of preparation. In-service education is a process inherent in any planned program designed to make the individual a more effective teacher. This type of education should be an integral part of any school program.

A cooperative plan for the professional growth of teachers in service includes all of the education personnel in a given school situation—teachers, superintendents, principals, supervisors, special service staff, and staff members of colleges and of state departments of education.¹

In 1949 the National Association for the Supervision and Curriculum Development and the State Association of this organization

¹**The Teaching Profession Grows in Service**, National Commission on Teacher Education and Professional Standards, NEA, 1949, Page 9

recommended in-service teacher training as essential to a good school program.

Also in 1949 the National Department of Classroom Teachers and the State Department of Classroom Teachers in Kentucky devoted its Conference to the theme "Professional Growth of Teachers in Service." Some of the highlights of the discussions during the Conference are as follows:

An in-service education program is any planned activity or group of activities designed to increase the profession-efficiency of any educational personnel.

The desire for professional growth must be considered the basic characteristic of any educator. In-service education is designed for **all school personnel** in order to move toward the goal of better learning. In general, what benefits the teacher as a teacher also benefits the child.

Organized in-service programs can be developed through the professional organization, the school system, the individual school, and the teacher education institution.

In the fall of 1949 the Kentucky Committee on Elementary Education adopted a group of recommendations, three of which are as follows:

That adequate appropriation be made to the State Department of Education so as to provide for a state director or supervisor of elementary education and for a field director or supervisor for each of the educational districts. It is further recommended that each school district work toward the addition of a supervisor of elementary schools on the local level.

That a part of the 25% equalization fund be used for: (a) instructional supplies, (b) supervision of elementary education, (c) **the establishment of an in-service program** and (d) elementary library facilities.

That the State Department of Education and the teacher training institutions of Kentucky develop adequate follow-up and in-service training programs for the elementary schools of the state.

Also, it is significant to notice the following statement made by the Legislative Research Commission in the Research Bulletin No. 10, 1950:

Essential characteristics for success in teaching are capacity for **leadership**, and a consuming interest in the profession and its responsibility to the preservation of democracy. Experience has demonstrated that these intangible spiritual competencies can be measured best during a period of in-service training.

In January, 1950, the Kentucky Commission on Teacher Education and Professional Standards adopted a program of action for all local education associations. This proposed program announced during the 1950 Session of the Legislature included the following recommendations:

A program of improvement of elementary education through the pre-service and in-service preparation of elementary principals who are the key persons in stimulating and guiding the total faculties in in-service programs.

A 33-college attack on programs of in-service teacher education planned cooperatively with teachers and administrators, and with the State Department of Education.

These recommendations, made by representative groups in the teaching profession, including teachers, supervisors, principals, and superintendents, reflect the faith of the profession in the value of continuous professional growth of teachers. The idea embodied in the law is inherent in the recommendations of many organizations; however, action of the Legislature provided the impetus necessary for putting the recommendations into effect in the 1950-1951 school year. The law makes ample provision for all these organizations interested in in-service education to work together cooperatively in carrying out their common objectives, and makes possible a coordination of this effort through the State Department of Education.

Steps Taken In Inaugurating the Program On a Cooperative Basis

The law, through which funds were appropriated for the in-service program for a period of two years, became effective July 1, 1950. Three additional staff members were employed by the State Department of Education to assist in providing consultative services to the 232 local school systems.

The program has been planned and carried forward cooperatively with many persons and organizations participating. The State Department of Education, the 232 public school systems, the 33 teacher education institutions, the Kentucky Education Association, and in many instances the public and the parents have worked together in an effort to provide experiences and services teachers needed for their own professional growth and for more effective teaching.

Significant steps taken by the In-Service Staff in getting the plans formulated and underway during the 1950-1951 school year are given on the following pages.

STEP 1

PLANNING GEOGRAPHICAL REGIONS FOR IN-SERVICE SUPERVISORS

(Map, Page 204)

One regional supervisor* is assigned to each region, including from 55 to 61 school systems

*A regional supervisor will be assigned to Region I on July 1, 1951. Two additional staff members will serve that region during June, July, and August.

STEP 2

PLANNING WITH TOTAL STAFF OF BUREAU OF INSTRUCTION

(Members of Bureau Staff on following page)

The total staff of the Bureau of Instruction of the State Department of Education assisted the In-Service Staff of the Division of Teacher Training in (1) planning ways for the total Bureau of Instruction to work cooperatively in many in-service activities and in (2) formulating the overall objectives of the state-wide program.

BUREAU OF INSTRUCTION

Godman, Mark, Head of the Bureau

Division of School Supervision

Walton, Moss, Director
Taylor, Sam, Assistant Director
Galloway, Louise, Supervisor of School Libraries
Young, Whitney, Consultant in Negro Education
Taylor, L. N., Supervisor of Negro Education (Retired)

Division of Teacher Training and Certification

Combs, Louise, Acting Director
Travelstead, Chester, State Coordinator In-Service Training
Edmonds, Fred, Regional Supervisor, In-Service Training
Taylor, Claude, Regional Supervisor, In-Service Training
Wilder, O. B., Supervisor of Certification
O'Donnell, Louise, Administrative Assistant

Division of Free Textbooks

Triplett, Ishmael, Director

Division of Health Education

Whalin, E. B., Director

Division of Education for Exceptional Children

Retherford, Gwen, Director
Edwards, Stella A., Administrative Assistant

STEP 3

INVITING THE 33 COLLEGES TO SELECT IN-SERVICE COMMITTEES

(Committees given in Appendix A, Page 210)

Each college in the state approved for offering teacher education programs was invited by Superintendent Boswell B. Hodgkin to participate in this program. The colleges, already committed to the philosophy of rendering services to school systems and to teachers in the field, appointed committees to work with the State Department Staff.

STEP 4

HOLDING REGIONAL CONFERENCES

(Summary of this series of eight conferences on following pages)

Superintendents, principals, supervisors, college in-service committee members, and staff members of the Bureau of Instruction participated in eight conferences. At these conferences many valuable suggestions and recommendations were made relative to needs of local schools to be met through the state-wide program of in-service training.

SUMMARY OF EIGHT REGIONAL CONFERENCES

Statements, Suggestions, and Recommendations Made at the Regional Meetings on In-Service Teacher Training

(Lexington, Covington, London, Pikeville, Morehead, Louisville, Bowling Green, Murray)

1. The need was indicated for curriculum guides similar to those already published with reference to the reading program. Areas mentioned included language, arithmetic and social studies. Precaution was urged in developing rigid guides at the state level, and that more emphasis should be given to their democratic development at the local level.
2. Willingness was expressed by college representatives to assist local districts in their efforts.
3. Services of In-Service Training staff of the State Department should be available upon request of the local school district. They should serve as consultants and should work democratically, assisting local school leaders on their own problems.
4. Supervision is necessary at the local level to implement the In-Service Program but it must be supervision that is properly conceived and executed if it is to succeed. Our concept of supervision and democratic leadership must become one and the same.
5. The State Department should compile a list of resource people and materials for use in local conferences and workshops.
6. Benefit could be derived from having teachers report to the college staff on their problems.
7. The State Department should collect and disseminate information on promising practices carried on in the schools. (There is need to reduce the lag between what is known to be effective and what is actually being done).
8. The colleges should select specific districts in which they will do extensive work.
9. The district education association meetings should be more effective by concentrating on specific problems of instruction.
10. Workshops and conferences for elementary and high school teachers combined should be held before and during the school year. Teachers should be paid for all such conferences. The local superintendent should provide the opportunity for the total staff to work together on common problems.
11. The whole school program should be developed democratically by teachers, principals, supervisors, and the superintendents.
12. Help is needed by the local district in learning how to work together democratically. (All persons who will be affected by decisions and plans should have a part in making them).

13. Belief was expressed that the employment of a supervisor or supervisors at the local level should be required by the State Board of Education.
14. Changes are needed in the textbook law to allow a greater flexibility in the instructional program.
15. Any In-Service Training Program should start with an evaluation made by the local group. There is a great need for a simple, but sound, evaluation instrument for the schools. Some people felt that its use should be required by the State Department for both the elementary and secondary schools. ("Looking at Our Schools" is an evaluative instrument for both elementary and secondary schools.—See Page 203).
16. Colleges should give more help to their graduates on the job. This should be done when requested by the superintendent or principal.
17. Pupil reporting methods should be studied and emphasis should be placed on pupil growth with less emphasis on grade standards.
18. It was suggested that supervisors in various areas have meetings to discuss their problems.
19. Principals do not have the time—nor training in many cases—to carry on adequate supervision. The principals must carry the burden of leadership in an in-service program. The State Department in-service staff should work closely with the principals.
20. In-Service education is a local problem. Different procedures must be used in each locality. The program in each system should be formulated on basis of the problems faced by the local staff.
21. A testing program should be for diagnosis rather than for promotion.

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STEP 5

DETERMINING SERVICES TO BE PROVIDED

(Listed on following page)

Through the eight regional conferences the In-Service Staff members were in position to determine the services to provide in meeting the most pressing needs of the public school staffs this year.

TENTATIVE SUGGESTIONS FOR AN IN-SERVICE TRAINING PROGRAM

The in-service program is a service program. It represents a way of working with teachers and administrators on their needs. "Service" and "way of working on recognized needs" characterize all activities of the program.

Suggested Services to Carry Out Purpose of the Program

- A. Helping total school staffs to work together democratically in planning and carrying out a total twelve-grade school program of instruction.
- B. Encouraging and planning intervisitation—both within the local school unit and among other school units—in order to put into effect in more schools the better practices of classroom instruction already being used in the better schools.
- C. Aiding educators to work more closely with their communities in developing a better understanding of the purposes of education and in developing a school program based on needs and resources of the community.
- D. Developing curriculum guides cooperatively with representative committees from school staffs.
- E. Aiding in the improvement of teaching techniques and in promoting wider use of available instructional materials.
- F. Assisting in developing and using a plan of evaluation, with an emphasis upon the use of a testing program only for the purpose of improving instruction.
- G. Assisting in planning and conducting cooperatively workshops and conferences.
- H. Encouraging every school district to work toward the goal of employing one or more supervisors whose responsibility it is to coordinate at the local level an in-service training program.
- I. Encouraging individual professional growth through:
 1. Active participation in professional organizations.
 2. Educational travel.
 3. Reading and contributing to professional literature.
 4. Attending school periodically.
 5. Active participation in a total staff in-service project.
- J. Serving as consultants and advisers in any other services relative to the improvement of instruction when requested by school officials.
- K. Developing cooperatively with the teacher training colleges and the public schools some general policies, objectives, and basic beliefs to serve as a guide at both the pre-service and in-service levels for the development of a state program of public education.

STEP 6

GUIDING THE DEVELOPMENT OF IN-SERVICE ACTIVITIES IN THE LOCAL SCHOOL SYSTEMS

(Extent of services throughout the state given in
Appendix B, Page 213)

The In-Service Staff members have served as consultants to the school staffs in setting up activities based on the problems and needs of the teachers and administrators of each school system. Total staffs of elementary and secondary teachers are growing professionally through working together on such problems as the following:

1. A Working Philosophy or Statement of Beliefs (What shall teachers be doing in light of these beliefs?)
2. Cumulative Records From Every Child (How to use this information in understanding the child and in planning his program)
3. Professional Literature
(How to use research in solving own problems)
4. Child Growth and Development
(How to study the total child and his growth and development scientifically)
5. Reading in a 12-Grade School Program
(How to direct a developmental reading program in the elementary grades and in high school and how to provide instruction and material on each child's ability and achievement levels)
6. Arithmetic in the Elementary Grades
(How to make arithmetic meaningful)
7. A Promotional Policy and Plan of Reporting to Parents
(How to arrive at a cooperative 12-grade plan of promotion and how to report effectively pupil progress to parents)
8. Evaluation in Light of Purposes*
(How to evaluate present programs of instruction in such a way as to determine needs and how to determine the next immediate step necessary for improvement)

*The evaluative instrument which has been most used throughout the state is "Looking At Our School," developed by the Kentucky State Committee on Elementary Education and issued by the State Department of Education.

STEP 7

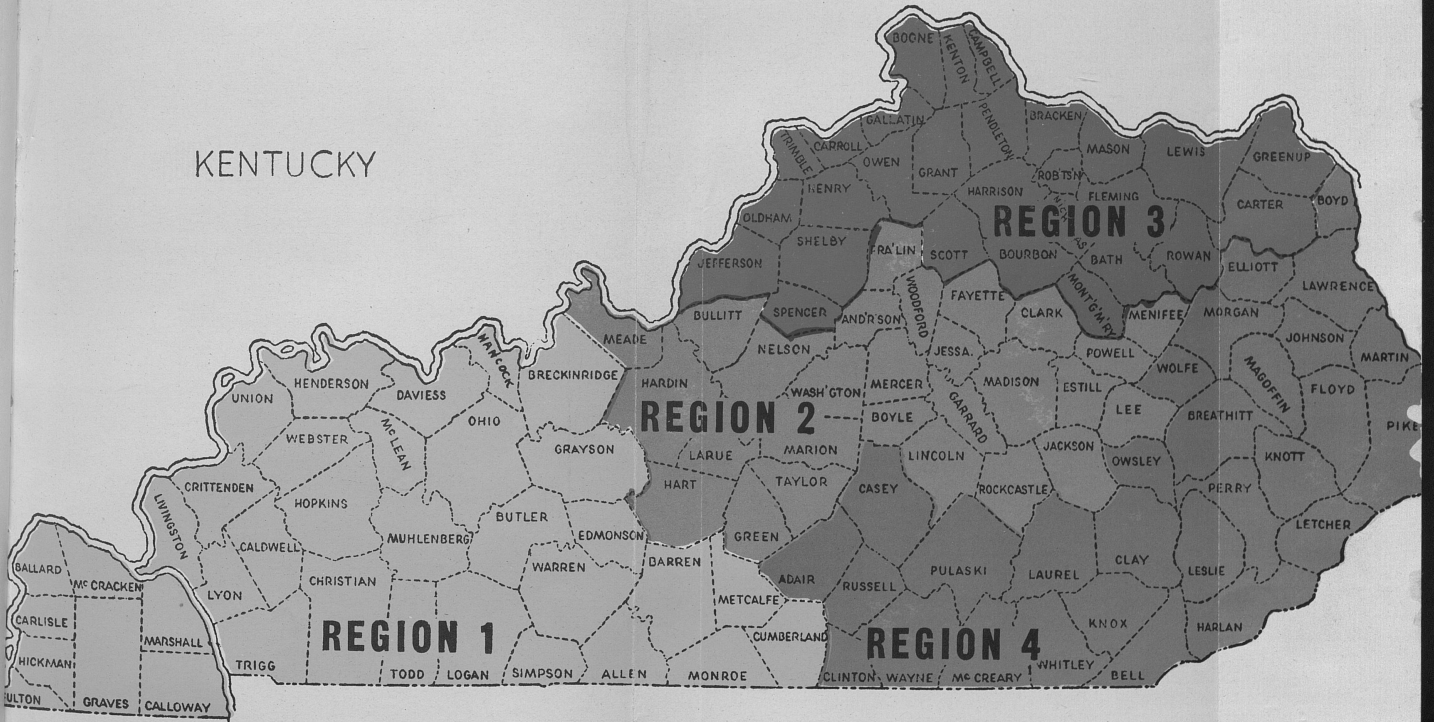
SURVEYING PRESENT ADMINISTRATIVE POLICIES AND PROCEDURES CONDUCIVE TO PROFESSIONAL GROWTH OF TEACHERS

(Questionnaire and results given in Appendix C, Page 217)

The questionnaire was prepared by the In-Service Staff and submitted to the 232 public school superintendents to determine the present policies and procedures conducive to an atmosphere of professional growth of teachers while in service.



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STEP 8

PLANNING AND PARTICIPATING IN SPECIAL ACTIVITIES

1. On November 4, 1950, a cooperative Leadership Workshop was held at the University of Louisville for teachers, principals, supervisors, and superintendents. The theme of the conference was "What is Effective Educational Leadership." Approximately 160 persons participated. The workshop was planned and sponsored by representatives of the Fifth Educational District, the Jefferson County Education Association, Principals' Clubs, Classroom Teachers, and Superintendents of Louisville and Jefferson County, Ursuline College, Nazareth College, the University of Louisville, and the In-Service Staff of the State Department of Education.
2. A series of six conferences on Improvement of Teaching Arithmetic were held in May, 1951. A special consultant, Miss Virginia Smith, of the John C. Winston Company, assisted in these conferences in which 275 teachers, supervisors, principals, and superintendents of approximately twenty-five school systems participated.
3. A state-wide workshop on "Educational Leadership" is scheduled to be held at the University of Kentucky during the period June 25—July 13. This workshop is being sponsored by the State Department of Education and the University of Kentucky. Superintendents, principals, and supervisors from all school systems are invited. Approximately 150 persons will attend. The first week will be devoted to a study and discussion of "School—Community Relations," the second week to "Improving the Educational Program," and the third week to miscellaneous problems of curriculum development, school buildings and other phases of school administration.
4. The In-Service Staff participated in several pre-school conferences, post-school conferences, and clinics throughout the state. They also served as discussion leaders, panel members and special speakers at various state-wide educational meetings. Such meetings include those of the Kentucky Education Association, the Association for Supervision and Curriculum Development, and the annual meeting of school superintendents.

The Report on the Program for the Year

At the meeting of the Council on Public Higher Education held on March 8, 1951, the Chairman, Superintendent Boswell B. Hodgkin, presented the following report on the In-Service Training Program:

It is with some degree of pride when we point to the fact that the training level of teachers in Kentucky at the present time is at the highest point in our history. Out of the 19,392 teachers employed this year, 10,378 or 53.5 percent are college graduates. There are 1,287 who hold the Master's degree. This is evidence that there is apparently a spirit of professional improvement existing among many of our teachers. This is salutary and gives hope for the improvement in our programs of instruction in the elementary and secondary schools. It, also, has significant implications for this Council when we consider the advisability of setting higher professional standards.

At the last meeting of the Council on Public Higher Education, I announced the inauguration of the program of in-service teacher training for which the 1950 General Assembly appropriated \$30,000 for each year of the biennium 1950-1952. At that time, I called upon each institution represented on this Council to participate in this program of in-service teacher training in its own college area. Your cooperation has been admirable and is deeply appreciated. I am confident that the services being given to the 232 school districts and to the 19,000 teachers are more effective and helpful because of the strength and stimulation which the colleges have given to this program. Our major objective in this program is to give those teachers on the job the essentials to improve their teaching and through the media of supervisors and helping teachers to grow professionally and to keep abreast with new ideas and techniques of good teaching.

Three full-time staff members, Dr. Chester A. Travelstead, Messrs. Claude Taylor and Fred Edmonds, collaborating with Miss Louise Combs, are at work on this program at present. This summer we will engage three additional staff members to work with the teachers in Western Kentucky, since we have not been able as yet to secure a full-time supervisor in that area. It is our plan to employ someone beginning on July 1 to serve the Western Kentucky area.

This new service is being received with enthusiasm by teachers, supervisors, principals, and superintendents. They are taking great pride in getting projects under-way in their schools. It has tended to improve teaching staff morale. Teachers appear inspired to do their best and even some of those teachers who heretofore seemed to have lost a love for teaching have gained new stimulus and inspiration.

It has stimulated all teachers in the school system to work together as a team in determining and deciding upon the problems of instruction which they need to attack, deciding upon methods

of better teaching and in determining what is the best practice to pursue in regard to home work, reporting to parents, and promotion practices. Unity and strength are given to the school program when all teachers work together. In this way teachers share their good ideas with each other and the competencies of the better teachers are being used to strengthen the weaker and the beginning teachers. We are endeavoring to assist superintendents in evaluating their program in terms of what immediate steps toward improvement should be taken.

The superintendents of the districts in which we have worked have been prompted to focus attention upon the kind of teaching that is going on in their schools. These superintendents and their teachers are asking us to help them on such practical problems as:

1. How do I know when I have a good first grade program?
2. How can my teachers and I plan a daily schedule of work so that every child will get the maximum opportunity to participate in reading?
3. Where can my teachers visit to see good teaching being done on basis of newest educational practices?
4. What kind of books should I buy for my high school classes so all of the boys and girls will have something on their interest level and at the same time on their reaching level?
5. How do we plan a program based on the individual pupil's needs?
6. How can standard tests be used as learning techniques instead of a promotion basis?
7. On what basis should promotion be determined?
8. Should children be denied high school education if they cannot meet all the academic standards set up for entrance into high schools?
9. How can we put our teaching on a more personal basis so that every child will develop to his maximum?

These and many other practical problems relating to the improvement of instruction are being worked out every day right in the local school systems of the state.

It is my belief that this program has promise of being one of the greatest and best innovations in our state program for many years ahead. This teacher training program in which all of us have a part and a contribution to make will continue to promote professional growth and improve the quality of teaching offered to the boys and girls of our great state. I know that you share this confidence with me. There is inherent good in this program and because of this strong belief, I urge this Council on Public Higher Education to continue to support it, to participate in it by

follow-up programs to staffs in your service areas to the full limit of your capacity, and to seek ways to coordinate the programs of pre-service and in-service teacher training that the quality of preparation offered to our teachers may be of the highest type, that in turn the classroom instruction in the elementary and secondary schools may be of the best quality. The program offers great service to our schools for the improvement of instructions; therefore, I am proud of it. Too long have we said that we wanted to improve instruction in the classroom with mere lip service; now we intend actually to do something about improving teaching in Kentucky schools.

The in-service program has been inaugurated in the deep belief that something good can come from it. The program is full of promise and hope. If our belief in it is justified, the quality of instruction provided the boys and girls of Kentucky in the immediate future will be improved to a measurable degree. An effective program is already off to a good start. The outlook for the improvement of instruction is indeed hopeful.

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APPENDIXES

Appendix A—33 Colleges Cooperate

Appendix B—School Systems Participate

Appendix C—Questionnaire

APPENDIX A

33 KENTUCKY COLLEGES COOPERATE IN IN-SERVICE TEACHER TRAINING PROGRAM

Members Of In-Service Training Committees Representing Teacher Training Institutions In Kentucky

First District

Murray State College—Dr. Ralph H. Woods
Mr. M. O. Wrathner
Mr. Harry Sparks
Miss Rubie Smith
Dr. W. G. Nash, Dean

Second District

Bethel Woman's College—Dr. Powhatan W. James
Dean W. E. Burton
Dr. Powhatan W. James
Maple Mount—Brescia College—Mother Immaculata O'Reilly

Third District

Bowling Green College of Commerce—Dr. J. Murray Hill
Western Kentucky State College—Dr. Paul L. Garrett
Dr. F. C. Grise, Dean
Dr. Lee F. Jones
Dr. C. H. Jagers

Fourth District

Campbellsville College—Dr. John M. Carter
Dean Roy O. Chumbler
Loretto Junior College—Mother Rebecca
Mother Francis Therese, Dean
Sister Rose Alice, Registrar
Nazareth Junior College—Mother Bertrand Crimmins
Sister Margaret Gertrude, Dean
St. Catharine Junior College—Mother Margaret Elizabeth
Sister Agatha, Dean

Fifth District

University of Louisville—Dr. Philip G. Davidson
Dean Hilda Threlkeld
Dean J. J. Oppenheimer
Louisville Municipal College for Negroes—Dr. Philip G. Davidson
Dr. George D. Wilson
Nazareth College—Sister Mary Anastasia Coady
Sister Clara Francis
Sister Agnes Geraldine
Sister Mary Ransom

Northern Kentucky District

Villa Madonna—Rev. William T. Mulloy

Mother Callixta

Sister Irmina

Central Kentucky District

Asbury College—Dr. Z. T. Johnson

Mr. J. B. Kenyon, Dean

Dr. Roland Hudson

Mr. J. W. Devor

Berea College—Dr. Francis S. Hutchins

Mr. Pat Wear

Dr. Charles Graham

Dr. Louis Smith, Dean

Dr. Luther Ambrose

Centre College—Dr. Walter Groves

Mr. J. M. Jones, Dean .

Wilbur Tyte

Supt. J. Marvin Glenn

Eastern Kentucky State College—Dr. W. F. O'Donnell

Dr. W. J. Moore, Dean

Dr. D. Thomas Ferrell

Miss Virginia Story

Dr. J. D. Coates

Georgetown College—Dr. S. S. Hill

A. F. Yancey, Dean

Dr. Romie D. Judd

Miss Rena Calhoun

Kentucky State College—Dr. R. B. Atwood

Dr. D. H. Bradford, Dean and Registrar

Mr. T. R. Dailey

Mrs. M. J. Hitch

Midway Junior College—Lewis A. Piper

Mrs. Sarah Copley

Transylvania College—Dr. Raymond F. McLain

Dr. A. D. Crawford

University of Kentucky—Dr. H. L. Donovan

Dr. Frank G. Dickey

Dr. Lyman Ginger

Thomas L. Hankins, Covington

Kentucky Wesleyan College—Dr. John F. Baggett

Dean H. M. Pyles

Eastern Kentucky District

Ashland Junior College—Mr. E. W. Beck
Mrs. Ruby Northcutt
Dr. James B. McQuown, Ashland Schools

Morehead State College
Dr. Warren C. Lappin, Dean and Acting President
Dr. Zell S. Walter
Mr. Monroe Wicker

Pikeville College—Dr. A. A. Page
Mr. Rediford Damron
Miss Katharine Griswold
Mrs. Beth Brady
Miss Elizabeth North

Middle Cumberland District

Lindsey Wilson Junior College—Dr. V. P. Henry
Mr. A. M. Shelton, Dean
Mr. David Cunagin

Upper Cumberland District

Cumberland College—Dr. J. M. Boswell
Mr. P. R. Jones, Dean
Sue Bennett College—Miss Oscie Sanders
Miss Alice Alsup
Union College—Dr. Conway Boatman
Dr. H. B. Smith, Dean
Miss Kathleen Moore
Roscoe Playforth, Barbourville Schools

Upper Kentucky River District

Caney Junior College—Mrs. Alice S. Loyd
Lee's Junior College—Dr. Robert G. Lanbolt
Dean I. K. Miller
Arthur Tanner

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APPENDIX B

SCHOOL SYSTEMS IN KENTUCKY PARTICIPATING IN THE STATE PROGRAM OF IN-SERVICE TEACHER TRAINING

SUMMARY OF NUMBER OF VISITS AND FOLLOW-UP PROJECTS BY IN-SERVICE STAFF

(July 1, 1950 through May 1, 1951)

"Contact visit" means a visit made to the superintendent by the regional supervisor at which time the purposes and services of the in-service program are discussed, with particular emphasis on **how, when, where and by whom** such services can be applied to that particular local school district.

"Follow-up project" means an in-service project in which the regional supervisor is acting as a consultant. Such projects have usually started as a result of the initial "contact visit."

In the first geographical area (Western Kentucky) a definite staff member will be assigned on July 1, 1951; however, some systems have requested and received some consultative service from the director and coordinator of the program. These systems are listed.

Region	Number of Contact Visits with Supts.	Number of In-Service Projects Under Way
No. 1 Western Kentucky (No regional supervisor. Visits made by In-Service Staff)	11	6
No. 2 Central Kentucky (Chester C. Travelstead)	42	17
No. 3 Northern Kentucky (Claude Taylor)	40	19
No. 4 Southeastern Kentucky (Fred Edmonds)	33	16
Totals	126	58

**Names of School Districts Visited and Those in Which
In-Service Projects Are Being Carried on Through
The Help of In-Service Regional Supervisor**

Region	School District	Contact Visit	In-Service Project	
No. 1	Breckinridge County	x	x	
	Daviess County	x	x	
	Owensboro	x	x	
	Hart County	x	x	
	Caverna	x		
	Henderson County	x	x	
	Hickman County	x	x	
	Muhlenberg County			
	Central City	x		
	Simpson County	x		
	Warren County	x		
	Bowling Green	x		
	No. 2	Anderson County	x	x
		Boyle County	x	
Danville		x		
Clark County		x		
Winchester		x	x	
Estill County		x	x	
Irvine		x		
Ravenna		x		
Fayette County		x	x	
Lexington		x		
Franklin County		x	x	
Frankfort		x	x	
Garrard County		x	x	
Lancaster		x	x	
Green County		x		
Hardin County		x		
Elizabethtown		x		
Jackson County		x		
Jessamine County		x		
Larue County		x		
Lee County		x		
Lincoln County		x	x	
Stanford		x		
Madison County		x	x	
Berea	x			
Richmond	x			
Marion County	x			
Lebanon	x			
Mercer County	x			
Harrodsburg	x	x		

Region	School District	Contact Visit	In-Service Project
	Nelson County	x	x
	Bardstown	x	
	Powell County	x	
	Rockcastle County	x	x
	Mt. Vernon	x	x
	Taylor County	x	
	Campbellsville	x	
	Washington County	x	x
	Springfield	x	x
	Woodford County	x	
	Midway	x	x
	Versailles	x	
No. 3	Bath County	x	
	Boone County	x	x
	Burlington	x	x
	Walton-Verona	x	x
	Bracken County	x	
	Bourbon County	x	
	Paris	x	x
	Campbell County	x	
	Dayton	x	
	Ft. Thomas	x	x
	Newport	x	
	Carroll County	x	x
	Carrollton	x	x
	Carter County	x	
	Fleming County	x	x
	Gallatin County	x	
	Grant County	x	
	Williamstown	x	
	Greenup County	x	
	Harrison County	x	x
	Cynthiana	x	x
	Henry County	x	x
	Jefferson County	x	x
	Louisville	x	x
	Kenton County	x	x
	Covington	x	
	Ludlow	x	
	Mason County	x	x
	Maysville	x	
	Montgomery County	x	
	Oldham County	x	x
	Owen County	x	x
	Pendleton County	x	
	Robertson County	x	x

Region	School District	Contact Visit	In-Service Project
	Rowan County	x	
	Russell County	x	
	Scott County	x	
	Georgetown	x	
	Shelby County		
	Shelbyville	x	
	Trimble County	x	x
No. 4	Adair County	x	x
	Columbia	x	x
	Bell County	x	x
	Boyd County	x	
	Ashland	x	
	Catlettsburg	x	
	Fairview	x	
	Breathitt County	x	
	Jackson	x	
	Casey County	x	x
	Liberty	x	x
	Clay County	x	
	Clinton County	x	x
	Albany	x	x
	Floyd County	x	
	Prestonsburg	x	
	Johnson County	x	x
	Paintsville	x	
	Knott County	x	
	Lawrence County	x	x
	Leslie County	x	
	Letcher County	x	x
	Jenkins	x	
	Magoffin County	x	
	Morgan County	x	x
	Pike County	x	x
	Pikeville	x	
	Pulaski County	x	x
	Somerset	x	x
	Russell County	x	x
	Wayne County	x	
	Monticello	x	x
	Wolfe County	x	

APPENDIX C

KENTUCKY STATE DEPARTMENT OF EDUCATION DIVISION OF TEACHER TRAINING AND CERTIFICATION

Questionnaire—In-Service Training*

(Name of School District)	(Name of Superintendent)
(Total pupil enrollment in school district)	(Total number of teachers in school district)

(Check X in appropriate blank)

YES NO

COOPERATIVE PLANNING—ENTIRE STAFF

1. Have the members of the elementary and high school staff set down in writing cooperatively their philosophy of education?	85	66
2. If such a philosophy has been developed, when was it done and when reevaluated?	11	10

(Date of Development)	(Date of Reevaluation)	(Now in process)
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3. In your opinion is the present school program in agreement with the stated philosophy of the school system?	86	16
4. Was it changed in light of the staff's statement of its philosophy?	66	28
5. Have the administrators and teachers used cooperatively during the past three years any evaluative instrument to determine the effectiveness of the school program on a 12-grade basis, elementary as well as secondary?	55	83
6. Name of instrument used		
7. Have the members of the total staff agreed upon a general policy which will serve as a guide for the promotion of pupils?	100	38
8. Have the schools in your system conducted a general testing program in the last two years to determine the achievement level of the children enrolled?	97	54

*160 systems returned the questionnaire. Numbers given in columns to the right are totals for each question.

	YES	NO
9. If so, were the tests administered early in the school year so they could be used for diagnostic purposes rather than for promotion purposes?	76	34
10. Approximately how many meetings devoted to the improvement of instruction will your staff have this year?		

(number of meetings)

11. Is there in your school district a local education association or faculty group which meets regularly?	131	25
12. Do the principals in your school district meet together periodically to plan cooperatively towards the improvement of instruction?	97	47

PROFESSIONAL LIBRARY FOR TEACHERS

13. Does your school system have a professional library for teachers?	81	74
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*14. If so, how many volumes are in this professional library? _____

(number)

*15. Approximately how many volumes have been added during the past 12 months? _____

(number)

*16. To what extent is this library used by the teachers?

Extensively _____

Moderately _____

Very little _____

*17. Who chooses the books that are purchased for this library?

Superintendent _____

Principal _____

Supervisor _____

Teachers _____

PROVISIONS FOR SUPERVISION

*18. List below the names of all persons (superisors, helping teachers, and principals) whose responsibility it is to supervise the instructional program—either on a part-time or a full-time basis, designating the proportion of time each spends in supervisory duty related directly to instruction.

*Insufficient evidence to give totals or summary.

NO

34

Name	YES		NO
	¼ time	½ time	Full-time
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

25

19. Is some type of supervisory bulletin distributed periodically to the teachers? 51 98

47

20. If so, do the teachers contribute to this bulletin? 38 29

74

21. Is there available in your system a teacher's handbook which has been cooperatively developed? 41 107

22. Have your teachers developed any curriculum materials which are used in the instructional program? 92 51

23. Are the teachers in your system permitted to visit other schools during the regular school term? 127 35

24. Are the teachers encouraged to carry on this intervisitation? 104 34

25. Are the teachers required to do some intervisitation? 15 132

REQUIREMENTS AND PROVISIONS FOR PROFESSIONAL GROWTH

26. Does your school system require that teachers obtain additional hours of college credit while on the job? 39 92

27. If so, give details below:
 Number of semester hours _____
 Period of time in which credits may be amassed _____

28. Can travel be substituted for this requirement? 13 51

29. Is it required that this additional work be related directly to the special field in which each teacher works? 23 49

30. Are salary increases given for educational travel? 6 116

31. Is provision made for teachers to attend professional meetings—both in and out of the state? 113 30

YES

NO

MISCELLANEOUS

32. Does the board of education in your school district make specific provisions and appropriations for the in-service training of the teachers in the district? 42 105

33. Is your school system now engaged in any type of in-service training program in cooperation with the State Department of Education and/or a teacher training institution? 46 103

Type of program _____

Prepared by:

Staff of In-Service Teaching Training:

Louise Combs, Director

Chester Travelstead, State Coordinator

Claude Taylor, Regional Supervisor

Fred Edmonds, Regional Supervisor

NO

105

103

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