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PROCEEDINGS

IN EDUCATION



STAFF

DEVELOPMENT

FROM THE EXECUTIVE EDITORS:

This issue of **Thresholds in Education** is unusual in two ways. First, responses to an announcement in the February issue providing our subscribers an opportunity to be included in a **STAFF DEVELOPMENT RESOURCES DIRECTORY** has permitted us to include such a directory in this issue. It is found on page 20-21. Second, financial assistance from the College of Education, Northern Illinois University, has permitted us to send a copy of this issue to most public schools in the northern tier of counties in Illinois.

We thank both the College of Education, Northern Illinois University, and our advertisers for their financial support, and hope our regular subscribers and new readers enjoy and use the ideas in this issue of **Thresholds in Education**.

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A Model For Staff Development

Staff development is, ideally, a function of pre-service and inservice education, since preservice training and experiences should be continually modified as the requirements of practicing professionals evolve to remain relevant. By nature, staff development reflects the evolution of institutional goals, procedures, and activities in a particular cultural milieu. Thus, whatever the theory or principles espoused, localized staff development is the most effective.

Granted, neither the individual nor the K-12 institution can influence preservice education of a potential staff member, except through lobbying efforts at teacher education institutions, at certification agencies, or at legislators, but the concern is there. Most efforts in staff development goes into the inservice education program. District inservice programs can be shaped by direct effort. This issue of THRESHOLDS is designed with that fact in mind.

Once the focus is on inservice education, two types of goals can be seen, those of the institution and those of the individual. The goals of the institution include effective change through implementing research and involving the energies of the individuals to work as a team member to further the goals of the institution. On the other hand, an individual's goal may be improving personal competence in teaching, enhancing one's professional growth and career, furthering communication, and increasing one's self-esteem by becoming a "teacher-leader" with more autonomy in decision-making. Naturally, many teacher leaders find their inservice work helpful in moving on and out to positions of more responsibility and/or authority.

A good inservice program welds the two goals, institutional and personal, into one overall activity.

Cooperative efforts by the staff and administrators in an atmosphere of mutual support and trust can lead to consensus on roles and goals. However, school boards and administrators must provide support in terms of time, money, and material to identify the educational problems, tentative solutions, implementation procedures, resources to be utilized, evaluation procedures, and feedback. Open communication can not take place in a vacuum; neither should work be asked for without appropriate reason or reward.

To implement a comprehensive staff development program for the institution and its many staff members, therefore, several phases require attention and completion. First, a needs assessment should identify existing and desired attitudes, instructional skills, and knowledge possessed by the institution and the individuals therein. This assessment could be region, county, or school-wide in scope, although individuals in a team setting may undertake such a project, too. Its main function is to achieve awareness and readiness to change.

A needs assessment helps motivate change. Assuming the needs assessment is comprehensive, it should proceed by gathering individual perceptions;

Nolan Armstrong

voting or ranking problem areas; discussion of philosophy, theories, desired objectives, and instructional problems; followed by another ranking of fewer selected problems and areas; and finally, a form of consensus about the state of the art and the options available at the time. The first step, a needs awareness assessment, should identify, inform, and motivate. The first step should lead naturally into the second, planned experiences for training and education of individual staff.

An orientation of the entire staff, subdivided into "learning teams" to share common ideas and hands-on experiences, seems the next basic step. During this time staff members can discuss theory, philosophy, and practical methods of implementation, then note their congruence with institutional goals. Of course, they should also receive continuous feedback through ongoing evaluation of their changing behaviors, attitudes, knowledge, and skill development. This process may continue for one to three years, that is, if development of individual competencies is to be assured.

Implementation, the final phase, can begin with the testing of new ideas in phase two, but new challenges will arise when a system-wide approach will be initiated. Here a climate of mutual trust and open communication is also necessary. A follow-up support system must sense problems and work actively to solve them as they come up in classrooms. Help must be ready immediately. To facilitate effective change, expertise of individuals in the field, from universities, from state agencies, and from one's peers and institutional support system must be accessible to the individual practitioner. Results from work with students have to be examined with respect to the expected goals and modifications may have to be made to the institution's expectations of anticipated results, the institution's support system for staff development, and to the instructional procedures of individual teachers. It may be that practical results will give evidence that the objectives set earlier by consensus were too high or too low. In short, implementation does not mean, "You're on your own. Do it the best way you can!"

As mentioned above, evaluation should be an ongoing endeavor. However, it should be mentioned that a summative evaluation of the entire operation will often yield surprising information. Data about the affective side of the institution's work may indicate new needs and/or new accomplishments. If the planning, training, and implementation phases are to be considered worthwhile foci for professional activity, surely the evaluation phase should be considered of equal value. Change may be elusive, but the results of effective refocusing of resources should be subject to review.

The following articles offer examples of how some, if not all, of the phases mentioned above were completed in actual practice. A variety of areas
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Developing Staff Competencies In Science Content And Method

Several years ago District 54, Schaumburg, conducted a needs assessment. One need was for junior high teachers to understand better the learning difficulties of students in middle grade science classes. Another need was for an improved model for articulating the elementary and middle-grade science programs.

The science supervisor approached the science education faculty in the Department of Curriculum and Instruction at Northern Illinois University to discuss ways of responding to these needs. The response was to redesign a science education course to accommodate these special needs of the district. This included a unique scheduling arrangement within Northern's delivery system to allow new learnings to be applied and tested in classrooms.

Products of this initial course included the elimination of irrelevant and unnecessarily difficult curriculum content. Teachers used tests to measure students' learning abilities; learned to match learning abilities and curriculum content; set more reasonable expectations for entering students; utilized materials more compatible with students' learning abilities; continued developmental learning approaches begun in the elementary schools; and used more contemporary materials for science teaching. Junior High teachers established a better attitude toward "elementary school children," a specific example was continuing the use of some "elementary school materials" to give junior high students a missing experiential base for developing science concepts.

Follow-up activities have included offering courses and specialized work to help meet other needs. The university science educator has continued to provide suggestions to alleviate other district needs. In one instance, science supervisors in several districts helped deliver a workshop program to meet university outreach and district needs. The success of this program led to continued formal and informal staff development.

As focus on the junior high program lessened the preliminary articulation work with the elementary schools, an additional needs assessment by the district indicated the need for additional staff development for the elementary school science teachers. The NIU science educator and the district science supervisor agreed the magnitude of the desired project was too great for available district resources and too localized to be met through usual university programming. A proposal was prepared for funding from an agency concerned with the in-service education of science teachers.

The initial proposal was not funded. However, using the evaluations of this proposal and new information from the district, a revised proposal was submitted. All indications are that this project will be funded.

Essentially, the design of the project is to use non-district resources to respond to immediate needs while building a 3-5 year cooperative in-service program. One primary and one intermediate level teacher from each elementary school will form a training cadre. They will acquire additional knowledge in

Alan M. Voelker

science content and science teaching. This knowledge will, in turn, be disseminated to their respective building colleagues. There will also be a representative from each of the junior high schools so problems of the elementary school teacher and the elementary school students can be discussed in the large frame of science education for the district.

Products of this funded project will be many. Practicing scientists and science educators will be regular visitors to district schools. Instructional tapes for staff development will be produced within the district. Teachers will be more effective in organizing the content and methods of their units. The curriculum will be up-dated and instructional methods will be more consistent with learner needs. Teachers will develop supplementary materials and write instructional materials and guides to overcome program inadequacies. They will also identify and select new materials for infusion into their program and create some of their own unique and innovative materials. A special outcome will be inter-building linkage.

Sometimes bigger and better means more effective attention to the little details so basic to smooth and successful operations.

Dr. Alan M. Voelker is Professor of Education and Chairman of Elementary Education Faculty in the Department of Curriculum and Instruction, Northern Illinois University.

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investigated. A variety of approaches were utilized. Contributions have come from several states, even from England. The challenge of staff development is a great one. We hope this issue of THRESHOLDS contributes to a better understanding of how theory can be put into practice.

Dr. Nolan Armstrong is Professor of Education, Department of Leadership and Educational Policy Studies, Northern Illinois University.

Making Mainstreaming Work Through Staff Development

Sandra L. Bailey

Through Public Law 94-142 "mainstreamed" special education students have arrived in thousands of regular classrooms across the nation. Teacher questions have changed from, "What if a handicapped student is assigned to my room..." to "Since she'll be coming into my class..." and "Now that he's one of my students..." Questions are still being asked now that mainstreaming is a reality; the questions are being asked in louder voices and with more urgency as the pressures of having a handicapped (or a number of handicapped) youngsters in one's classroom are being felt by regular educators.

In Project TRACE (Transitional Resources Addressing Children's Early Education), a federally funded model, the goal was to use a practical, structured approach to effectively mainstream young, handicapped children (ages 3 to 8). Students in the program could have a variety of handicapping conditions and must display a 12 month or greater delay in cognitive, motor, language, or behavioral development. The majority of the target population could be described as "suspected" learning disabled, mildly mentally retarded, or mildly behavior disordered. Through the project students are weaned from a special ed. preschool setting with very low adult-pupil ratios to a mainstream primary classroom.

The TRACE coordinator, Ms. Susan Fay-Wilcox and the Director of Student Services for West Chicago Elementary School District #33, Dr. Barbara Waller, realized that the regular elementary teachers in the district needed to increase their understanding of and skills in programming for mildly handicapped children if the mainstreaming objective of Project TRACE and P.L. 94-142 was to be successful. The district and the project jointly arranged for the delivery of a mainstreaming class, specifically tailored to the district's elementary teachers, to be offered for graduate credit and at no cost to the teachers. This week-long contract course was given on-site immediately after the end of the school term in June, 1980. Well in advance of the in-service course, Dr. Waller and Ms. Wilcox conducted a needs survey of all of the participants which revealed a number of specific instructional concerns held by the teachers as well as some misconceptions about special education and the characteristics of mildly handicapped children in general. The teachers, through this survey, also selected the dates and time for the delivery of the course. Dr. Waller and Ms. Wilcox, guided by their own administrative and supervisory experience, were convinced of the importance of improved, positive classroom management strategies and more techniques for the individualization of instruction. All of these concerns and expectations were presented to this writer, as the future instructor of the in-service course, in an extended meeting a number of weeks prior to actual contact with the teachers.

As one might expect, the needs of the West Chicago Elementary District teachers were not all that unique. The basic information describing common handicapping conditions, a translation of special education "jargon," a briefing on the aspects of P.L. 94-142 which have an impact on the classroom teacher, and a sensitization of these non-

handicapped adults to the potential of mildly handicapped children provided the starting points of the program. The specifics of Project TRACE and the characteristics of its target population were, of course, of importance to this group and were included in the first day of in-servicing.

It quickly became apparent that the teachers were quite curious about causes of handicapping conditions. Generally, they had either no opinions or held stereotypic impressions about how handicapped youngsters could (or could not) benefit from an education in their classrooms. The ramifications of mainstreaming were, by and large, perceived with dread and a certain degree of fear. As the in-servicing progressed, the participants became more aware of performance characteristics of these children and began to express more knowledgeable and better targeted questions about programmatic needs. The focus of the training swung from the awareness level to active planning.

In this planning stage, classroom assessment procedures for placing students in existing academic groups were examined and techniques for modifying content and materials to meet the needs of these children were explored in detail. Throughout the course the emphasis was on realistic, workable approaches that would increase the efficiency and effectiveness of the teacher, expand the impact of instructional programs and materials, and stretch the social and academic competence of the children. As the group neared the end of the in-service week, they expressed increased confidence in their ability to accommodate the instructional needs of a far broadened range of students. Although most of the "tools" they had been given during the week were not magical aids and were not particularly new or special, the teachers appeared to have increased their skill in applying curriculum analysis, behavior management, peer- and cross-age tutoring, self-paced instruction, and on-going assessment strategies. They were better prepared to design and/or modify a variety of elements that contribute to the unique learning environment of every classroom. They were better prepared, also, to structure these elements in such a way that progress and appropriate behaviors were more likely to occur.

As part of an evaluation process within the course, the teachers were required to produce a final product that could be used in their classrooms to increase individualization. Instructional materials were designed, existing materials were modified and organized, and cooperative arrangements for use of materials were made. Due to the intensive (8 hours daily for 5 consecutive days) nature of the in-service program, projects were completed at the teachers' leisure over the course of the summer.

Dr. Sandra L. Bailey is Assistant Professor of Education, Department of Learning and Development, Northern Illinois University.

Wellness and the Schools: A Stress Management Program for Educators

Morris R. Shechtman

Educator burn-out and job-related stress have become increasingly critical factors in the effectiveness, efficiency, and viability of school systems. This article describes a program which is being utilized to combat dis-stress and facilitate wellness among all levels of personnel in Community Unit School District 303. The first phase of implementation has been at St. Charles High School, an attendance center of approximately 2300 students, and has involved all 160 certificated and non-certificated staff as the target population. This phase began in August, 1980 and will conclude in May, 1981. The complete program, funded this year by a combination of District monies and a grant from the Illinois Center for Educational Improvement, is expected to involve all personnel in the District over the course of the next few years, and is designed to leave vehicles in place that will result in stress management being an on-going facet of the educational program.

gave participants a comprehensive overview of stress and dis-stress; a number of techniques for stress management; and an individual profile of the degree to which stress was impacting on each person's well-being. This group has been consistently followed-up with and continues to participate in regular sessions which focus on selected topics relevant to stress management.

The second stage of the program involved the identification, recruitment, and training of a group of twenty high school staff, to serve as stress management trainers/small group leaders for their colleagues. The trainers were identified and recruited in the spring of 1980, and were trained between August and December. The last stage, currently underway, consists of five monthly training sessions for the entire high school staff, which utilize a mixture of large group didactic instruction and small group process and information sharing.

The stress management program was designed and implemented in response to a District needs assessment which indicated that educational personnel at all levels were subjected to significant stress, which, in turn was creating both institutional and personal dis-stress. Four major sources of this stress were identified: (1) The increasing complexity, scope, and bureaucratization of the educational mission; (2) The increasing demands to integrate special education students and programs into the regular education environment; (3) The steadily decreasing level of financial support for public education; and, (4) The constantly evolving shift in public perceptions of educators and of the role of education in their lives. These four factors were seen as broad sources of stress, which in some individuals, had been transformed into a number of manifestations of dis-stress. The overall goal of the program is to inhibit, in as many personnel as possible, this transformation from stress to dis-stress.

The program is evaluated in two ways. A written instrument has been designed to measure the degree to which participants feel that the relevant information has been successfully conveyed, and the degree to which they have been able to transfer this information to their particular work responsibilities. In addition, the small groups have served as a mechanism for collecting data on the degree to which individuals have made changes in their lives in order to reduce dis-stress.

The specific goals of the program are fourfold: (1) To create an understanding of and an appreciation for the distinction between stress and dis-stress; (2) To fully examine the four areas in which stress/dis-stress occur -- physical, nutritional, environmental, and psychological; (3) To give program participants both group and individual strategies for effectively managing stress; and (4) To begin a process of organizational analysis in order to effect systemic change that could eliminate institutional sources of dis-stress.

The program has had some dramatic, and some not-so-dramatic effects. One administrator, whose health had drastically deteriorated, unbeknownst to him, was identified via his individual profile as "at high risk" and was referred for the appropriate treatment. (His physician told him that the program saved his life, since the primary symptom of his previously undiagnosed illness would have been a massive coronary.) A number of teachers who had decided that this would be their last year of teaching, changed their minds and expressed a new interest and revitalized commitment to their profession. In a more subtle vein, the administration has received numerous inquiries from District staff not involved in the program, asking when they will get a chance to participate. These days we don't often have teachers requesting inservice training.

Planning for the program was a cooperative effort among the staff development specialist, the District's central administration, the high school administration, and a stress management consultant. A key assumption underlying the planning process was that the program would have minimal acceptance and impact unless it had participatory support and full commitment from administrators.

Significant individual changes have been seen, as well as a subtle alteration in the atmosphere. Recently, the assistant superintendent was stopped in the hall at the high school and had a teacher thank him for the stress management program. Usually, he expects something much less hospitable when people in the school go out of their way to talk to him.

Both the support and commitment were forthcoming, and, in fact, manifested itself in the first stage of this year's program. In this stage, (begun in August, 1980) the District's central administration and the high school administration took part in an intensive, all-day workshop which

Mr. Morris Shechtman is a Staff Development Specialist at Mid-Valley Special Education, Box 188, St. Charles, Illinois 60174.

One Call Does It All

John Cassani and Tom Smith

"Yes, I'd like to help, but we're running behind already."
"But it should be done, The kids need it!"
"You're right, but where can I get the help the teachers will need?"
"Have you looked at the budget?"
"The budget is already gone..."
"What can we do?"

A familiar scene, unfortunately, but not one that needs to end on a negative note. There is a way to get help - and effect positive change.

Eleven school districts in a Model Program Group sponsored by the Region IV Career Guidance Center initiated a needs assessment and established two priorities common to all: 1) career education infusion into the K-12 science and social studies subject areas, and 2) specialists and materials to develop staff competencies in the infusion approach.

On October 9, 1980, 164 teachers from the eleven public, private, and parochial schools in DeKalb and Kane counties met at St. Charles High School after school for an in-service session(s), a dinner, and a challenge. The format was small groups based on subject matter and grade level. In each group, a consultant-specialist provided an opportunity for the teachers to share their concerns and successes, display instructional materials actually being used, and then suggested several practical ideas for immediate implementation. Relevance was a key theme and the teachers appreciated the down-to-earth practicality of the in-service sessions. (They also liked the meal and opportunity to socialize with other professionals in their specific subject areas.)

A follow-up meeting at St. Charles High School in December 1980, attended by 140 of the original 164, continued the sharing - only this time the specialists focused on teacher reports of the results of their new infusion approach since October. Techniques were discussed, more materials shared, and, again, the specialist-consultants guided the in-service to practical ways to infuse career education into social studies and science effectively. A stipend was paid to participating teachers for attendance at the two after school in-service meetings.

Staff members from the Career Guidance Center and the Northwestern Career Education Service Center followed up requests for help in the classroom by visiting, demonstrating, and securing additional ideas and materials. Teachers have been helped to secure relevant resource people, visit work sites, and teach their students new inquiry skills.

With practical help and opportunities to meet with experts without worrying about budget priorities, many teachers have fulfilled the role expected of them. They are now "in-house consultants" to their building colleagues - the "each one teach one" approach appears to be working well.

Naturally, administrators in the eleven school districts comprising the Model Program are happy to have these new resources - and more effective instructional programs. Their posture is now "Yes, we can!" rather than "we're running behind."

These administrators have seen how the concept of packaging resources from a variety of agencies can help meet local needs. They have seen how problems common to their district - and to many other districts in their area - may sometimes be met by transferable solutions. They have also seen latent local talent uncovered and put to new productivity in their own school buildings.

The Northwestern Illinois Career Education Service Center and Region IV Career Guidance Center helped to "package" this particular in-service program. Resources were drawn from our center, the Region IV Career Guidance Center housed at Kishwaukee College, and the Illinois Center for Educational Improvement in DeKalb. The point we would like to emphasize is that leadership is needed to provide a package of resources drawn from a variety of agencies to meet specific local needs. We were happy to collaborate with the others to provide the service for this endeavor, but in other areas we are certain personnel from other agencies would be ready to generate the same leadership.

Problems common to many districts may be solved by collaborative action. We have found that a localized solution, developed by professionals in real settings, is often transferable and much appreciated! Of course, adaptations need to be made in almost every situation, but the sharing of ideas in itself is healthy motivation for educators to put forth the extra effort to refocus their work. Sometimes, one call for help - the right responsive agency - can secure the all important leadership, resources, and services for many with the same need.

A few additional points should be noted. Consultants were asked for ideas before the first in-service, then the ideas were told to anticipated participants beforehand. The first session was not a surprise, "What are we doing here?" type of meeting. People know what was expected of them and they responded well to the call for sharing. Similarly, evaluations of the sessions by participants and consultants revealed changes for the in-service activities of the second session in December. Follow-up evaluations brought out further information for future staff development.

Change is possible. Effective change is planable. Sometimes, if we have the right number, one call does it all.

Mr. John Cassani is Director and Mr. Tom Smith is the Assistant Director of the Northwestern Illinois Career Education Service Center, DeKalb, Illinois.

Inservice Is Synonymous With Good Communications

Bill D. Page

The Michigan legislature has affirmed their commitment to professional development by appropriating \$2,240,000 in their 1980-81 State Aid Act. Local school districts are eligible to receive \$25 per professional staff member for use in "...local professional staff development and career education inservice programs." This commitment comes at a time when Michigan finds itself to be the most financially depressed state in the union; even at that, only \$1,000,000 was cut from last year's appropriation.

This effort has made it possible for the Whitehall District School system to broaden our program of staff development formally started six years ago. At that time the staff development thrust used career education as a vehicle to enhance the basic curriculum. It began with the stereo-typed model of inservice, i.e., an all-staff inspirational kickoff meeting with dinner followed by a small group participation in a one-half day affair that spread into the school building and from there to subsequent classroom activities. Today, inservice has a much different flavor because the primary model involves individual rather than group participation.

In Whitehall, the professional development activities are directed in three different ways. One set of activities is guided by a professional development committee that monitors the distribution of funds coming from the State Aid Act. Another segment is directed by school building committees. The third approach is usually initiated by the central office.

The purpose of the state aid entitlement is to encourage "...local school districts or consortia of local school districts to plan and deliver staff development programs based on identifying needs of teachers, administrators, and other school personnel." The process for determining the focus of staff development programs is through an established policy board comprised of a majority of teachers.

In the Whitehall, Michigan system, the teachers completely control the activities of the entitlement program. They develop the plan, write the grant proposals, collect and distribute the money, as well as designating which staff members become the recipients or beneficiaries of the money. One administrator serves on the committee. This near total removal of administration from the entitlement program was the result of a decision made by the Whitehall District Schools administrative cabinet to provide teachers with both the responsibility and authority to conduct meaningful inservice as they identified the needs. (When first instituted, teachers had some disbelief about the new roles they were to assume, but they quickly learned to function effectively in their new decision-making situations.) Activities have included visitations to other schools, attendance by subject matter representatives to state-wide conferences, participation in other consortium activities and presentations at workshops on what is being done at Whitehall.

This model of teacher involvement and decision-making has been well received by the State Department

and has been presented to other school districts throughout the state.

At the building level, activities are coordinated under the direction of the principal. He coordinates the activities of groups of teachers and parents interested in some specific phase of the curriculum or child development. The purpose here is to bring about interaction among all professional staff members around subjects of special interest; such as, the Advisory Council on Career Education in the high school, or the Committee on Discipline in the middle school, or the Nutrition Committee at the elementary school. Activities may be directed by an outside consultant or by utilizing the great fund of knowledge present in any school building, i.e., the knowledge present in the minds of its own professional members. As the staff members consider the questions put before them at a professional level, their own professional self-worth is enhanced. The communication level in each building where such inservice activities are functioning seems to reach deeply into the collective professional pocket of the staff. It comes out with a pot-pourri of knowledge that, when shared, develops a spirit of cooperation, camaraderie, and united purpose that never fails to improve the school program.

Activities from the central office have a similar flavor. However, the three-pronged approach expressed in this short article allows for a distribution of responsibility that triples the kinds of inservice activities operating within the district. Activities from the central office may originate through the Board of Education's directives to the superintendent that are part of his management plan for the district, they may originate in the superintendent's office as a result of discussion with staff or community members or interest groups that positively influence the educational program.

One of these interest groups, for instance, has applied for and obtained a grant to assist the schools in the development of fine arts. The group is directed by interested citizens who in cooperation with the school, coordinate inservice activities and provide a part-time coordinator who assists teachers in integrating the arts into their regular curriculum.

Other inservice activities emanating from the central office result from application of the philosophy that states: all activities conducted before the public must be first presented to the entire school district staff, which includes supportive as well as professional staff members. This simple procedure has resulted in a higher level of knowledge on the part of staff members toward the operations of the school district and, of course, has improved the communication process. As an outgrowth of these activities, it has become abundantly clear that all staff have basically the same concerns and goals. This awareness has prompted the inclusion of professional staff members in the

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Models And Staff Development To Interrelate The Arts

So many examples of compatible relationships between the arts exist in films, opera, theatre--even television ads! It seems like a "natural" to comply with national and state promotion of the Interrelated Arts component of arts programs. However, since the gap between conception and unsuccessful operation of an idea can be great, models provided by selected successful programs can serve to guide others.

Models having federal funding as a base, having some small state support as encouragement, and models which are the result only of dedication and expenditures of time and money by individual teachers do exist and should be examined.

The Illinois State Board of Education has adopted a State Plan for the Arts in General Education identifying Interrelated Arts as one of six components of a comprehensive arts program: "...to teach similarities and differences among various arts... the same aesthetic concept in more than one art as well as the natural relationships between the arts disciplines." (Task Force,...1977.)

The most useful models of interrelated arts implementation are those initiated by individual art teachers who have sought personal and professional up-dating through in-service training of academic coursework. The following models were developed by visual arts teachers enrolled in the Northern Illinois University graduate course--Art 484, Interrelated Arts Education. Within these, the arts may be interrelated as separate courses, units within courses, as special events or series of events, or components within lessons of any existing arts course of the traditional program. The specific situation in a school may determine whether it is feasible to attempt a team or individual approach to rely on new resources and equipment; to involve cultural resource personnel or events of the community spontaneously, as they are available; or to arrange instruction according to traditional scheduling.

Models arising from the initiative of visual arts teachers represent all grade levels. At the Jonas Salk Elementary School of Romeoville's District 365-U, a comprehensive thematic structure has been developed around "Arts Are..." generalizations.

In junior highs, the art teacher in District 102 in LaGrange empirically ascertained that an arts criticism approach to talk about works of art produced a significantly greater use of aesthetic concepts and principles than a historical data approach. Sensory and formal properties common to music and art were emphasized. At Kelvin-Grove Junior High in District 91, a year-long course taken by students in lieu of a study hall takes a multi-arts approach and culminates in an interrelated arts musical.

Oak Lawn Community High School, District 229 features a special Arts Week involving poetry, photography, music (vocal and instrumental), dance, literature, architecture, drama and speech. Glenbard West High School involved the interrelated arts as a half-semester course organized around

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historical periods that reflect societal impact on music, dance, poetry and the visual arts. Willowbrook High School planned an Aesthetics course approaching the interrelated arts from a sociological perspective. This one semester course is designed for, but is not limited to, students who do not have a study emphasis in one of the arts. After an eight-week introduction to concepts about art, perception, art forms, and function of art forms, themes such as "Art and World Change" and "Art as Consumer Communication" become the basis for interrelating the arts.

In keeping with the school's religious education commitment, an eighteen week interrelated arts course at Montini High School in Lombard, "The Spiritual in the Arts," emphasizes the commonalities and distinctions among the visual arts, music, literature, theatre and film; the effect of one on the other; and the effects of religion and other forces of cultural periods on the arts. The chronological structure of cultural periods evolves into a contemporary issues approach.

State support is helping other Illinois districts develop an interdisciplinary arts approach. Thomasboro: Junior high, Rock and Roll Era music and art relationships. Freeport District 145: K-5 humanities program using the Harcourt, Brace, Jovanovich Self Expression and Conduct: The Humanities materials. Arts Alternative School, Rockford, K-6: Elements and principles base for interrelating music, visual art, and movement; "Movin' and Groovin'" in Rockford program with music, art, movement and drama components. Oswego: High School Interrelated Arts Course. In the planning stage for Summer, 1981 are week-long Region Two Arts Committee daytime or residential Fine Arts activities for 5th and 6th grade students at Illinois Valley Community College and NIU's Lorado Taft Field Campus.

No doubt many other commendable efforts at interrelating the arts are underway. Those cited provide suggestions on the variety of format, approach, and situations in which schools can be responsive to this component of arts education recognized by the Illinois State Board of Education.

A review of reports of nationally recognized interrelated arts projects notes that extensive inservice training is consistently emphasized, with university courses or special training by recognized theoreticians as a critical part of that inservice. Time, also, is needed to plan, study, discuss and receive feedback, and to come to consensus in a group.

The success of the individual art teacher planned models was related to the quality of their inservice experience. In an atmosphere of psychological safety, they reviewed the historical development of what is now called Interrelated Arts at local and national levels and explored the ideas of theoreticians, politicians, and teachers.

Teachers in the course revised arts education goals of their school districts, formulating appropriate goals for their specific interrelated arts development. In writing goals, they carefully separated project goals - aims for the development process - from goals for student learning outcomes. Tied in with student learning goals were evaluation techniques and a plan for accountability. Also, a study of curricular theory representing basic philosophical orientations and various curricular structures provided choices for students to develop internally consistent approaches to the interrelated Arts.

A major portion of the inservice course was devoted to filling gaps in personal knowledge about art forms. All the art teachers identified one art form, then each systematically researched that art form and shared information in written and oral forms with the group. Each teacher in the course explored the nature of the art form, and subsidiary areas subsumed under the art form; identified traditional and additional contemporary elements manipulated in the art form and principles of organization or arrangement of elements in composing; noted common global descriptions used to describe art works of the form; identified essential behaviors and any necessary sequence of building knowledge in the creative process of the form; and projected the role of the art form in society--for the child, high school student, business person, professional, patrons, government, and the non-professional interested lay person.

With knowledge of the traditions, organizational possibilities, and content of the arts forms, teachers planned the sequential learning of interrelated arts more effectively. Each plan included instructional approaches, and teaching techniques and aids. Research was reviewed concerning variation in teaching that considered the nature and capabilities of the students.

An ongoing aspect of the inservice was keeping an eye on the current arts scene by sharing the responsibility of recommending arts performances noted on a calendar. Recommendations varied from attendance for personal growth to appropriateness for student field trips. And, finally, means of implementing new programs including sources of federal and philanthropic funding were noted along with recommendations for writing proposals to obtain such assistance for implementation.

With federal funding, Cleveland, Montgomery County in Maryland, Jeffco County in Lakewood, Colorado and Cemrel in St. Louis, Missouri have made significant strides in interrelating the arts on a large scale. The final report of the Aesthetic Eye Project (Silverman, 1979) although having a visual arts emphasis, is explicit enough in its description of all aspects of its development to provide a helpful model for planning Interrelated Arts programs.

Involvement in the Interrelated Arts Education course as inservice contributed to personal growth in knowledge about arts other than the visual arts, as mentioned above. However, the main outcomes were good organization, theoretical soundness, internal consistency, and compatibility

with district aims. Benefits of adequate inservice for the individual art teachers can be inferred from reports of their developments. As planned, their teaching improved.

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Dr. Carmen Armstrong is Professor of Education, Department of Art, Northern Illinois University.

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school's administrative cabinet. This kind of thrust in staff development is reason enough to continue an open approach to inservice education. As the staff grows, so grow the students.

Dr. Bill D. Page is Superintendent of the Whitehall, Michigan school system.

S E E

STAFF DEVELOPMENT RESOURCE DIRECTORY

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A Staff Development System—And How The System Works in Practice

Thomas A. Jokubaitis and June Florelli

The Stamford Public Schools have a history of extensive and varied inservice programming. Following a voluntary desegregation program in 1971, a serious commitment was made to assure teachers of opportunities for enhancing their knowledge and skills in such areas as individualization of instruction, multi-cultural awareness, and developing positive race relations in desegregated classes. Several key elements characterized the earlier stages of Stamford's inservice programs. These matured over the years despite tenuous budgets, local economic pressures, and fluctuating teacher representation as bargaining agent status was won or lost by the two local teacher organizations. These elements are:

1. Time - At the elementary school level, pupils are dismissed early each Wednesday during the school year in order to provide time for teachers to attend inservice programs or perform other tasks related to their assignments. (The length of school on the other four days of the week was extended to maintain the same weekly amount of instructional time for pupils.) Teachers participate in various types of workshops during this time.
2. Leadership - A full-time administrative position was established to plan, secure resources, evaluate, and coordinate all district inservice activity for administrators and teachers.
3. Helping Teachers - A cadre of "master teachers" are released from classroom teaching assignments for a three-year period to work in a "teacher helping teacher" relationship with other teachers. These teachers, called Staff Developers, act as resource persons for other teachers by assisting with procurement of resources, implementing an innovation, demonstrating a new technique, adopting a new curriculum, and other instructionally related activities. The Staff Developers are accessible every day to individual teachers, on request, and are particularly in demand for Wednesday release-time workshops.
4. Resources - Space to conduct workshops and house a library of materials was made available in an elementary school converted to an administrative facility. Budget lines were established for the staff development library, office staff, innovative materials, and consultant resources from colleges/universities or other reputable sources. Additional substitute time was made available to permit special full-day inservice work to occur.

During the past ten years many changes in emphasis and program design have occurred as leadership styles and needs changed. However, these elements have remained constant throughout the long term Board of Education and administrative commitment to providing professional growth opportunities for staff. The following anecdote illustrates a typical staff development venture.

Several years ago the Connecticut State Department of Education required all its school districts to devise a comprehensive program of career education for K-12 youth. Although career awareness concepts were not new to most staff, a common understanding of the WHO, WHAT, and HOW of curriculum was lacking. Volunteers were sought from each of our fifteen elementary schools (1) to assist in the development of a career awareness curriculum and (2) to act as lead teachers within their respective schools to help other teachers understand and implement the new curriculum. Because of the leadership nature of these tasks, principals were requested to encourage staff participation from persons willing and able to contribute to the task and to communicate its results to colleagues in a positive and professional manner.

A small group of teachers, representative of the volunteers from the schools, met with Staff Development personnel to determine staff needs and to develop a program to meet those needs. Since expertise in the field was not available in the school district, consultant services were procured. A two-day workshop was hosted by a large corporation with headquarters in the city. The thrust of this workshop was to establish concepts and an attitude conducive to further curriculum development. A basic library of reference material was provided for each participant. More important, the two-day inservice enabled the group (1) to develop a common sense of purpose and camaraderie, (2) to share ideas and skills, and (3) to feel a genuine sense of involvement in a curriculum change from its onset with an opportunity to shape its development. An "up front" commitment of participants was to develop curriculum units and to field test them.

During the school year, Wednesday release-times and evenings were made available to teachers to develop units with the support of Staff Developers and the resources of the staff development library. Follow-up support was provided in teachers' classrooms by Staff Developers, as requested, during the field test stage of the project. The camaraderie established at the two-day inservice persisted and was manifest in the sharing of units and materials. One Staff Developer acted as a liaison for teachers to facilitate sharing and arrange for evening meetings. As the work of the group progressed, different leadership styles emerged. Some teachers had already begun to attract the curiosity of colleagues by making the curriculum field test activities visible in school and highlighting the program for parents. Before the next workshop was scheduled, in June, another group of potential recruits for career awareness was beginning to emerge.

A three day follow-up inservice was scheduled immediately after the close of school in June. Day one focused upon the experiences of the curriculum field test and sought to build teacher confidence in their achievement. Sharing of ideas and building an agenda for the future was coordinated by the same consultant who worked with

staff at the beginning of the school year. Day two of the inservice initiated a second group of volunteer teachers from each elementary school. This group also made an "up front" commitment to assist. However, their role would be to support the lead teacher in conducting building level inservice on the career awareness curriculum and to utilize the knowledge and skill gained in this workshop to implement career awareness units in their classes. This workshop essentially provided new teachers an abbreviated version of the two-day fall inservice for the initial cadre of teachers. Day three of the series focused upon "how to teach other teachers." Much time was spent dealing with teacher concerns about techniques to organize and present the career awareness curriculum to their colleagues. A major concern expressed dealt with the degree of support and commitment exhibited by their principals for the project.

During the subsequent school year, each school scheduled Wednesday release-time inservice on the career awareness curriculum for all regular and supportive staff (over five hundred teachers). The initial training, which engendered a growing enthusiasm among the cadre teachers, is now paying off in the following ways:

- All pupils are experiencing a quality career awareness program.
- Teacher receptivity for the program is excellent.
- Lessons on "sharing" continue to bear fruit - a district-wide career awareness newsletter, speakers bureau, etc.
- Each school has resident experts on career awareness curricula.
- The technical assistance given to teachers to enable them to grow in their professional knowledge and skill and to be viewed by other teachers as a skilled resource contributed much to teacher morale amongst cadre teachers.
- Teacher receptivity to training from their colleagues provides much optimism regarding the future of education in our city.

The Stamford career awareness project was evaluated by an external agency. The inservice component was singled out for separate treatment. The content, methodology, and results were a resounding success. This is but one example of many inservice projects in Stamford. Its success is attributed to a commitment to involve staff in all aspects of inservice programming - from planning to evaluation. Ten years of experience with this staff development design has contributed the following guiding principles to our programming process to maximize potential for success:

1. Needs must be clearly delineated by the audience.
2. The inservice audience must know why they are being "inserviced."
3. Representatives of the inservice audience should participate in planning their program. It is most helpful if these representatives have "standing" with their peers and are not viewed as extensions of administration.
4. Building administrators need to be involved

from the onset of needs assessment through the planning and implementation process. A lack of visible administrative support may jeopardize a project despite good intentions.

5. Sustained administrative support is necessary to maintain the impetus generated by inservice so classrooms benefit in the long-term.
6. Inservice activities must respond to the priority needs identified by staff. Adequate time must be provided to complete the agenda. Once teacher concerns are addressed, other issues can be raised.
7. Directives for change, from whatever level of government or administration, must be explicit in terms of what results are expected. Expectations will be realized in proportion to the amount of time and technical assistance provided to support the change.
8. The development of "local expertise" enhances the continuing viability of our program. The professional satisfaction derived by staff from such training not only promotes good morale, but there is an authenticity that pervades their presentation to and receptivity from colleagues.
9. Someone has to "be in charge." Assuming responsibility for making things happen is necessary to achieve results.

The potential opportunities of staff development are limited only by the imagination and enthusiasm of the people involved. Some examples of Stamford projects over the years will serve to illustrate the breadth and scope of a comprehensive staff development program.

1. Kindergarten - a multi-year plan which involved teachers in the development and implementation of a new curriculum and a full day kindergarten program.
2. Basic Skill Targets - a minimum commitment of three years by a school to the improvement of learning in the area of writing, math or reading, with continued support from the Office of Instruction, the Subject Coordinators and the Department of Staff Development.
3. Teacher Expectations and Student Achievement (TESA) - a year-long training program which aims to modify teacher behavior so that they interact with low achievers to the same degree they interact with high achievers. All participants are volunteers.
4. Performance Based Teacher Evaluation (PBTE) and Administrator Management by Objectives (MBO) - both training in the PBTE processes and support for individual PBTE and MBO objectives are provided by the Staff Development

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Initiating—and Continuing—a K-12 Career Education Program

The key to our Career Education program was how in-service activities were designed, developed, and presented. Our aim was for school personnel to develop an understanding of Career Education, learn methods of infusing it into the curriculum, and recognize their respective roles as they developed plans for implementation in their buildings.

A "cadre" approach for Bowling Green's Project PEOPLE Career Education program started in the summer of 1971 and has continued into the 1980's. A method for perpetuation of the program was built into the in-service at the onset. The organizing principle was that a staff (cadre) of the school system's own specialists should be available to train new teachers each year and to keep the program operative.

Most of the funds were delegated to teacher training activities. A cadre of volunteer teacher and administrators was given the responsibility for designing and developing the program, knowing their prime task would be to serve as trainers (in-house consultants) in their respective buildings. In effect, almost all staff development activities centered on "teachers teaching teachers."

The original cadre consisted of all building principals and guidance counselors, plus four teachers from each elementary school (representing both primary and intermediate levels), and six teachers from both junior and senior high schools (representing the four basic disciplines). The focus of everyone's efforts was on the regular classroom teachers. From the work of the forty-four member cadre in 1971, teaching guidelines for conducting in-service activities in each building were developed, a universal format for unit writing was agreed upon, Career Education units for all grade levels were developed in subject areas as pilot activities for each in-house consultant, guidance-oriented activities were developed for infusion into the curriculum, and the cadre had the opportunity to work with various consultants and examine materials.

Implementation for each building was under the direction of its principal, moving at his/her own pace. However, the expectation was that each cadre teacher would teach one new unit each semester of the academic year. Each unit would center on jobs in "clusters" assigned to that grade level and utilize community resource people in face-to-face meetings with students. To prepare for the "new" activity and "new" way to gain access to relevant content, interviewing and other basic inquiry skills were taught in all cadre classes. This K-12 entrance into these areas enabled teachers of all levels and subject areas to share concerns, materials, and techniques as well as to share their search and discovery of resource people in the community.

All teachers received paid after-school in-service time, working under the direction of the in-house consultants for their respective buildings. The approach developed by the cadre permitted considerable flexibility and creativity on the part of the teacher. Because the cadre of in-house consultants conceived both program design

Judy White

and teaching procedures, not only was the problem of K-12 system-wide implementation solved, but many specialists were also created to conduct in-service activities for our own school system as well as for others.

Plan a cadre approach for Career Education in-service activities this way:

(1) Generate interest in Career Education within the school system by joint meetings of administrators, teachers and the Board of Education. Utilize small group discussion sessions and provide quality resource materials and consultants.

(2) Secure strong public endorsement by the Superintendent and the Board of Education.

(3) Designate for leadership a person already having system-wide responsibility.

(4) Create a cadre and inform all other staff members that these colleagues will be their in-house consultants.

(5) Begin the in-service with a keynoter to set the "tone." The presence of this "process" consultant might be necessary for one to three days. The expert should be well grounded in Career Education as well as the instructional needs of teachers.

(6) Organize the cadre into vertical (K-12) groups to read and discuss selected documents. Focus on "life" of the student, not on separate subjects or grade levels.

(7) Set up learning "cells" with each cell consisting of different aspects of the program. Move teachers from one cell to another to work on the program components.

(8) Experienced Career Education teacher-practitioners (at as many levels as possible) should be brought in to work directly with the cadre as soon as possible.

(9) Prepare the cadre to act as in-house consultants in their respective buildings. They may need leadership activities for their "new" work with adults (their colleagues).

(10) Authorize the building principal to coordinate the school in-service activities and to schedule the staff development sessions.

(11) Authorize guidance counselors to act as resource persons to the teachers, to be responsible for inserting developmental data for each student in the cumulative folders, and to design or decide on what instruments to use in helping the student understand his/her strengths, values, needs.

(12) Each building staff should receive an overview of the Career Education concepts and the approach designed by the cadre. This may be done by the project director, the principal, or an in-house consultant.

(13) In-house consultants should introduce Career Education into their teaching as soon as possible. Demonstration lessons should be observed by others in the school.

(14) Each principal should determine how fast the staff should move the first and second semesters, with instructional in-service time provided for each teacher.

(15) The principal, superintendent, and other central office staff should visit class-

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Prioritizing Goals For Staff Development: Mainstreaming In Vocational Education

Thomas L. Erekson and Margaret Brewner

Recent federal legislation has increased opportunities for handicapped students to participate in the mainstream of our educational system. As a result, many handicapped students are currently enrolled in regular vocational education programs, and more of them will be provided the opportunity to benefit from vocational programs in the future.

However, regular vocational teachers have seldom been prepared to teach handicapped students. In addition, very few special education teachers have been prepared for teaching adolescents in the areas of career and vocational education. Also, lack of expertise in the special education area has complicated the role of the guidance counselor in the vocational placement process. Successful placement of handicapped students in vocational education programs requires a team effort - and members of the team have to know how to work together and how to work for individual students with special needs.

One way to achieve a collaborative approach is through effective staff development and in-service activities. This article will describe a process for initiating collaboration through staff involvement in an in-service activity designed to assess local needs and to prioritize goals for effective "mainstreaming" in vocational education.

The Nominal Group Technique (NGT) involves both staff and administration in setting in-service/staff development goals for the district. This technique utilizes groups of ten or less where participants generate ideas relating to a specific question, such as "WHAT SPECIFIC ACTIONS CAN WE TAKE TO IMPROVE PROGRAMS, SERVICES AND STAFF COMPETENCIES IN ORDER TO MORE EFFECTIVELY MEET THE NEEDS OF HANDICAPPED STUDENTS IN VOCATIONAL PROGRAMS?" They discuss options and ultimately prioritize the suggested actions, resulting in goals based on actual local needs.

Implementation of the NGT process in an in-service activity can be done as follows:

1. Administrative Support - The administration has to be committed to follow through on suggested solutions and goals identified during the in-service activity. Staff will be reluctant to be involved in the future if their input is ignored at the outset.

2. Collaboration - Staff from all the areas involved--Special Education, Vocational Education, and Guidance--should participate in the in-service activity. Prior to the in-service workshop, carefully select your small groups. Each group should include staff from the three different departments and across different vocational areas. (For example, one group may be composed of an administrator, guidance counselor, and staff members who teach: Learning Disability, Home Ec., Behavior Disorder, Business Ed., Industrial Ed., and Agriculture classes.)

3. Staff Involvement - Staff interest and initiative begins by involvement in the implementation of the in-service activity. Staff members from each of the three departments should serve as small group facilitators. Persons supportive of the mainstreaming concept and well-liked by peers would be best suited for this initial leadership role. One

facilitator can serve as many as ten workshop participants, but try not to let the number of participants in the small group get above that.

4. Train the Facilitators - The facilitators need about one week's notice prior to the in-service activity. Training in using the Nominal Group Technique should include simulations. (They will probably enjoy seeing someone "suffer through" as facilitators as they are role playing potential participant roles.)

5. Implementation - Present a short program identifying and discussing the student population under consideration (the handicapped, in this case). Stress the following points when introducing the goal-setting process:

- a. Input is important and every suggestion will be considered by the administration.
- b. The priorities identified will provide direction for the district in addressing this issue.
- c. Both staff and administration will be asked to take an active part in implementing the priorities identified.
- d. There will be follow-up and feedback to this in-service activity.

After the introductory session, small groups should identify solutions to "mainstreaming" in vocational education for the district, rank solutions, and set priorities. The top three priorities from each small group should be taken back to the large group setting. Once again, each participant should discuss and identify his/her top five priorities. (This activity might take two to three hours.)

Among the concerns listed during the in-service at McHenry High School were:

- 1) how to identify special needs students before they show up in class so pre-planning can begin before the first day of classes;
- 2) how to secure assistance from teacher aides and/or peer tutors;
- 3) how to get help in modifying existing instructional units and curriculums; and
- 4) how to get time for planning and coordinating the use of resources for individual students.

6. Follow-Up - Results of the prioritizing should be sent to each participant along with a list of every suggestion made in small groups. Facilitators, administrators, and other staff volunteers should form a planning committee to review each suggestion and develop a plan for implementing the priorities identified.

A system of on-going communication between planning committee and workshop participants must be established. McHenry High School chose to personalize this process by having each facilitator communicate with the participants assigned to his/her small group during the in-service workshop. This process helps on-going evaluation and keeps all parties pointed toward positive results.

By using the NGT process described in this article, several school districts have "solved" many of the staff development and programmatic problems associated with mainstreaming in vocational education. The outcomes have varied extensively because of unique local needs and conditions. However, some of the "solutions" have included well-planned in-service programs (with excellent staff support), increased cooperation and concern for the handicapped students in vocational education, faculty leadership development, and a renewed enthusiasm for teaching. In one case, the staff's need for further learning about mainstreaming in vocational education led to a graduate seminar. This seminar, planned collaboratively by district personnel and the authors, focused on local needs, concerns and solutions.

The Nominal Group Technique has worked well to facilitate effective staff development and in-service activities. Prior experiences have shown that active leadership, commitment, and support from the school administration, along with involvement of the staff can result in effective programs. Of course, pre-planning for this process, such as learning how to use NGT, will be necessary, but services from state and other supportive agencies are available. If school administrators would draw on the accessible resources already in place and waiting to be utilized, expertise, materials, resource talent, and sometimes even funds can be brought from outside the school district to help meet local goals.

Dr. Thomas L. Erikson is an Assistant Professor of Education, Department of Learning and Development, Northern Illinois University and Mrs. Margaret Brewner is a Special Needs Consultant, Department of Adult, Vocational, and Technical Education, Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777. Mrs. Brewner can also be reached at her office located at 4 South Gifford, Elgin, Illinois 60120.

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Department.

5. Networking - the Staff Development networks with regional, state and university educational service groups and with neighboring communities to provide resources for training for both administrators and teachers.

If you're working for change, you'll need a plan. Structure the plan and you will soon come up with a system for staff development.

The system works in Stamford. Try it -- you might like it.

Mr. Thomas A. Jokubaitis is Director of Elementary Program Development and Mrs. June Fiorelli is District Department Head of Staff Development for the Stamford, Connecticut Public Schools.

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rooms to observe and assist the teachers, and to reinforce their efforts.

(16) Evaluate the program before the end of the school year. Informal surveys can be used with students, parents, teachers, administrators, and resource people. Adjustments should be immediate to maintain effective in-service activities. Plan next year's program on the basis of real experiences and needs.

(17) A Community Resource Utilization System has to be planned and kept up-to-date. Resource people and work sites should be categorized according to how they might be used and how they want to be used. An evaluation scheme should help interested teachers learn which person or place would be most valuable to them for their particular teaching need.

(18) A staff information newsletter and features in the local newspaper help maintain excitement and interest. Members of the Chamber of Commerce Education Committee and other featured speakers at civic groups enjoy the publicity about themselves as well as the positive descriptions showing "what's right" with the schools.

(19) An additional plus would be if demonstration sites could be visited by selected staff members. These individuals will receive, in effect, on-site "mini-in-service" training, enabling them to return to their respective schools in an advisory and consultant capacity.

The facts show the planned approach to perpetuating the in-service program was successful. Bowling Green, Kentucky became one of the few national Career Education demonstration sites.

Mrs. Judy White is Local Career Education Coordinator, L.C. Curry School, Bowling Green, Kentucky.

N O T E

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A Teachers Centre Brings Local Resources to Meet Local Needs—In England

Peter Holmes

A little bit of knowledge is a bad thing, so the maxim goes. With only snippets of information regarding how new curriculum materials and/or methods may be used in our own teaching environments, new programs have been known to fall flat on their face -- and sometimes we give up listening to innovators in education because we do not want to fall flat either.

In Britain, the need for information to initiate effective change is being met by the concept of teacher centres. Teacher centres first appeared less than twenty years ago and were originally intended as dissemination centers for national curriculum projects developed by the Schools Council and the Nuffield Foundation. Their popularity with practicing teachers, however, caused the original idea to be widened in scope. Since there was no central control over the provision for teacher centres, local education authorities (school districts) found they could decide for themselves what type of center would meet their needs and how to program its work.

Today, a wide variety of activities go on at teacher centres; however, most are concerned with in-service training. (Some double as adult education centres to make maximum use of the facilities.) While dissemination of national curriculum projects is still important, the centres have concentrated increasingly on local development of instruction, introducing new ideas, methods, and materials. They are usually managed by a warden (director) who may be involved in in-service activities or who may be purely an administrator of the building facilities.

Local inspectors and curriculum advisors initiate activities on behalf of the local education authority and the teachers themselves. Outside specialists are only called in if they are needed. The emphasis is on practical training, not theory. In addition, some centres have resource libraries for films, slides, and other teaching materials for all schools in the area. Teachers not participating in any formal in-service may use any resource in the centre.

Let us look at one centre in a southwest London suburb: situated in an old building, less than half an hour from any school in the borough, this centre combines a number of roles intended to benefit both the local teachers and the local educational authority employing them. One of its main projects in recent years has been the development of a local social studies programme. This area of the curriculum for upper primary and middle school children was considered to be a deficit by advisors and teachers.

A group of interested teachers, joined by the local social studies advisor, began meeting to plan the work, the centre serving as a base for the project. A full time teacher was seconded (a substitute was hired to replace the teacher in the classroom) for a year to coordinate the project and other teachers attended after their school day to discuss aims, methods, and materials. The result was a comprehensive set of resources upon which local social studies lessons could be based. The centre then became a resource library, lending out materials on the history of the area. This was later expanded to include social studies materials from all over

the world, providing access to a collection beyond the means of the individual schools.

A series of meetings introduced the new aims, methods, and materials to the teachers in the area. However, teachers were not obligated to attend since in-service training is not compulsory in England. Also, our teachers receive no direct monetary reward for in-service. (The premise is that in-service is in response to the needs of the teachers.)

The curriculum project was well attended in its dissemination phase, even though commitment to regular long-term attendance was not required. After-school meetings of up to two hours were held, as well as half-day and full day sessions in schools where teachers were given released time. Such scheduling encouraged participation. It is true Head Teachers (principals) applied gentle pressure, but if any person did not wish to respond or attend anything, the choice rested with the individual teacher.

True, not all teachers will benefit from such in-service activities sponsored by the local authority. The person who has no desire to participate is not helped. However, even with this drawback, teachers centres work in helping the interested teacher become more effective. Thus, most teacher centres offer a wide variety of courses and activities for all levels of teachers, trying to interest as many as possible. Some sessions are passive in nature, a lecture, for example, by an expert in the use of maps. Other sessions require more active participation, teachers may offer workshops about their particular specialties. Some centres have been criticized for running what could be considered recreational classes such as guitar playing or pottery, but these do increase the repertoire of a teacher's educational skills.

How effective is the teacher centre concept? No matter how good the programme offered, or how important the subject in the eyes of the local educational authority, the teachers centre cannot, in itself, guarantee dissemination and effective change. Admittedly, the work of the average centre does not tend to be as intensive as a typical university course, but local and immediate needs are diagnosed and met, and wider audiences are reached -- and the chances for implementation by teachers in those audiences are great!

Transplanting a concept from one setting to another without regard for cultural differences is rarely successful. However, the opportunities offered by a teachers centre, along with the credit normally earned in this country, might provide an alternative to university classes far removed from local resources and local needs. A teachers centre might enable local districts and individual teachers to participate more fully in deciding which local needs should be addressed and how patterns of staff development might be utilized to meet those needs.

Mr. Peter Holmes teaches at the Cottenham Park Primary School, London Borough of Merton.

Staff Development For Mainstreaming At Northern Illinois University

Yona Leyser and John Nagle

Provisions of Public Law 94-142, The Education for All Handicapped Children, call for responsiveness on the part of universities involved in teacher education. Zero reject, appropriate education, least restrictive environment, Individualized Educational Program (IEP), non-discriminatory evaluation, and due process -- are major concepts that need to be refocused into programs preparing professionals to work with handicapped learners. Closer to home, House Bill 150 in Illinois, requires that, after September 1, 1981, every person who receives a certificate to teach early childhood, elementary, special, or secondary education in the state must have successfully completed "course work which includes instruction on the psychology of the exceptional child, the identification of the exceptional child, including, but not limited to the learning disabled, and methods of instruction for the exceptional child, including, but not limited to the learning disabled." Compliance with these new requirements will be assessed by the Illinois State Board of Education (ISBE) during its fifth- and tenth-year reviews of teacher preparation programs throughout the state.

Finally, the National Council for Accreditation of Teacher Education (NCATE) now includes among its standards for undergraduate and graduate programs in professional education a new requirement that curricula "emphasize the individual and special educational needs of exceptional people."

Such mandates have initiated several basic curricular and institutional changes, one of which is the reorientation of faculty development and retraining. At NIU's College of Education implementation strategy followed two levels. The first level is designed to promote faculty awareness and adoption of the concept of mainstreaming. The second level focuses on faculty involvement in curricular and instructional revisions.

Our assumptions for the program of faculty development followed along similar lines as those suggested for the public schools:

1. Modifications in the content and structure of university programs for preparing professional educators require time to implement fully.
2. Change, particularly that which is mandated, is inevitably threatening. The fears and concerns that are inevitably aroused in both faculty and students by mandated change must be faced honestly, and the input of all involved must be sought and used constructively to facilitate those aspects of the change that are desirable.
3. Planning and implementing curricular change is a legitimate prerogative of faculty in a university.
4. Involving faculty in the process of change can be substantially facilitated by modifying existing reward systems and by providing faculty with meaningful incentives to participate, e.g., released time to assist in the changes, opportunities to participate,

encouragement of research and writing, and recognition for contributions made to the desired change.

5. Institutions change as their personnel alter attitudes, increase knowledge, and perceive the benefits of the desired change.
6. Institutional change is most likely to be achieved when it occurs incrementally, that is, through a carefully planned sequence of steps that gradually, but inexorably, lead to attainment of the desired change.
7. Adequate resources, in the form of money, time, facilities, personnel, and materials, must be provided to support institutional change.
8. Constructive working relationships and open communication among faculty throughout the institution must be planned and encouraged.
9. There must be consistent and visibly strong support at all administrative levels of the institution - from program to college to university - as well as between the university and all others who are affected by that change, including students, parents, and staff of the schools in which the institution's graduates will function.

The College of Education's 1980-81 Faculty Development Program on Mainstreaming began in January 1981 and will last throughout the calendar year. It is organized into four group sessions and a series of six support activities.

The program began with an all-college meeting, addressing the question, "From national, state and local perspectives, what are the major social, legal, and educational issues in mainstreaming exceptional students?" Guest experts, each representing one of these perspectives, presented papers to the assembly and were effective in promoting awareness of the issues and trends. Faculty and administrators directly involved in the preparation of professionals for work in the field of education (teachers, coordinators, administrators, etc.) also participated in the "awareness" session, even though their primary work responsibilities were in other colleges.

The next stage saw the integration of panel discussions into regularly scheduled meetings of the four departments of the College of Education. Panel discussions were also organized by the faculty in the departments of Business Education, Home Economics, and Industry and Technology for their colleagues, and for members of the Advisory Council on Teacher Education at the university. Each panel's composition was directed to the needs of each specific audience of teacher educators and consisted of teachers,

vocational educators, administrators, counselors, and handicapped students from university and public school settings.

The panels addressed the questions: 1) From the perspective of students with exceptionalities, what is it like to function in regular classroom settings? and 2) From the perspective of teachers and administrators, what are the challenges of mainstreaming handicapped students? All sessions were moderated by special education faculty. A question and answer session followed each panel presentation. The strength of each panel was the diversity of its members and their ability to speak to both questions from close, personal experience.

During session three, each of the program areas within the departments (Elementary Education, Secondary Education, Counselor Education, etc.) is following up with sessions devoted to the question, "What are the specific implications of mainstreaming for the preparation of professional personnel in this program area?" Faculty will be asked to identify specific actions they could take to make their courses, clinical and field experiences, and instructional strategies more responsive to P.L. 94-142 and H.B. 150. Assistance to the faculty groups will be in form of personnel from the field with relevant experience in working with handicapped students and members of the special education faculty at the university.

The product of each of these sessions will be a written agenda of actions that can be taken by faculty in the program, individually or collectively, during the spring, summer, and fall of 1981 to make their program responsive to the mandates of mainstreaming.

During session four in late fall, faculty members from each program area will have an opportunity to report back on the actions they have taken within their programs during the prior four or five months to meet the special demands of preparing graduates to deal effectively with mainstreaming. Discussion will be steered to ways interdisciplinary collaboration can be achieved to produce a more effective graduate of NIU's teacher preparation programs.

A mention of supportive activities should round out the faculty development program, one that could be moved to a public school setting with little modifications. These include:

1. Papers, videotapes, and audiotapes will be made available to all faculty for use in their instructional programs and disseminated to other institutions involved in teacher education.
2. A library of mainstreaming materials will be available in the Learning Center of the College of Education.
3. A series of one-day field trips to educational institutions coping successfully with the challenges of mainstreaming will be organized for interested faculty and administrators.
4. A one-day media festival on the challenges

of mainstreaming will be organized for undergraduate and graduate students, and their faculty.

5. Occasional papers relevant to mainstreaming will be prepared and distributed to faculty throughout the University who are involved in preparing professional educators. Two such papers already distributed include a primer of key legal principles and provisions relevant to educating children with exceptionalities, and a compendium of court cases relevant to special education.
6. The Office of Field Experience and the university television studio, in collaboration with the DeKalb school district, will prepare a videotape documentary on the mainstreaming efforts of public schools. This videotape will be shown to all students prior to their student teaching experience and made available to interested parties through the NIU Film Library.

Three basic strategies will be used to assess the effects of the faculty development program. First, faculty will be asked on two or three occasions during the year to respond to a brief questionnaire designed to indicate their level of concern about mainstreaming. Second, a content analysis will be conducted on a sample of course outlines from throughout the College to determine the extent basic concepts, terms, and ideas related to mainstreaming have been incorporated in College courses. And third, a complete inventory will be developed of all materials relevant to mainstreaming produced between January 1981 and December 1981. Included among these materials will be papers produced by the Dean's Office, faculty publications in professional journals and books, and audiovisual materials produced for the College's Learning Center.

In conclusion, it is hoped that the outlined staff development will 1) increase sensitivities, knowledge, and competencies of faculty with regard to the issues and demands of mainstreaming handicapped students, and 2) encourage faculty to apply the knowledge and newly gained competencies in their courses and program development.

Dr. Yona Leyser is Associate Professor of Education, Department of Learning and Development, and Dr. John Nagle is Assistant Dean, College of Education, Northern Illinois University.

Developing Staff For a Curriculum Change

Judith Staley Brenneke

Since 1975 the Illinois Council on Economics Education (ICEE) has been utilizing a three-phase process for curriculum change.¹ This process is an extension of a national model, the Developmental Economic Education Project (DEEP).² The developmental phased process involves:

1. Planning phase - district representatives and community leaders outline the goals and directions of the proposed program.
2. Intensive phase - training of teachers in economics, examination of current curriculum to see where economics content fits, and development of activities to supplement existing teaching materials.
 - a. A "focal point" is selected for the beginning of this phase. Teachers in this school are, through credit and non-credit inservice programs, assisted in developing a modified curriculum which includes 36 economic and consumer education concepts.
 - b. These "focal teachers" are then used to train representative teachers from every other school in the district in the use of this new curriculum.
 - c. The representative teachers return to their buildings to assist teachers in the use of this new curriculum. At every point, teachers are encouraged to modify or adapt this curriculum to fit their particular needs. This promotes a feeling of ownership on the part of every teacher in the district.
 - d. Students at various grade levels in the district are evaluated before and after the use of this new curriculum.
3. Maintenance phase - through one-day inservice, credit courses, and conferences, teachers are encouraged to review and update their curriculum. Since economics is a changing discipline, instructors should examine new issues and materials every year.

Successful curriculum change in multiple grade levels can happen, but usually not without the cooperation of a variety of sources. Crystal Lake Elementary District #47 has accomplished this - and expanded upon it even further in a project partially supported by the NIU Office for Economic Education. Some of the results of this curriculum process in Crystal Lake since 1975 are:

1. The development of a K-8 articulated curriculum integrating economics into existing coursework.
2. Training of teachers in every grade level and school building in the use of this new curriculum.
3. Development of classroom activities and materials to be used as supplements to

existing materials.

4. Evaluation of student progress under this new curriculum.
5. Organization of a county-wide network for economic education under the direction of a Crystal Lake administrator, Dr. Charles Lapp. This involves every elementary and high school district in McHenry County.
6. Community recognition and support for Crystal Lake programs and efforts.
7. Statewide and national recognition for this model of curriculum development.

In addition, under the direction of Dr. Charles Lapp and with the assistance of the NIU Office for Economic Education, the district moved into an expansion period by:

1. Involving the community in this new curriculum, through the Chamber of Commerce and the McHenry County Manufacturers' Association. The support and recognition given to the district by these organizations greatly enhances the infusion of this curriculum.
2. Organizing the McHenry County Network for Economic Education, composed of representatives of each school district K-12 in McHenry County, the McHenry County Community College, the NIU Office for Economic Education, and the Illinois Council on Economic Education. The network shares ideas, materials, and inservicing on the integration of economics into the curriculum.
3. Articulating with Crystal Lake High School District #155 to develop a high school curriculum incorporating economic education. The articulation between these two districts allows for coordinated teaching.

This has been a brief review of how one district implemented curriculum change. Further information on this process may be obtained in "Consumer Education and Economic Education in the Public Schools: Avenues for Implementation"³ or from the NIU Office for Economic Education. It is essential to remember the process: a district realizes its local goals, trains its teachers in the new concepts and materials, and provides opportunities for the development of additional materials and activities. Crystal Lake has shown these process objectives are achievable.

References

- ¹Brenneke, Judith S., Peter R. Senn, and John C. Soper, "The Illinois Model for Curriculum Change," *Economic Education Experiences of Enterprising Teachers*, Vol. 15, 1978, pp. 86-98.

continued on page 23

Getting Ready For Computer Use In The High School

The West Aurora District perceived a need and obligation to offer high school students an opportunity to learn about and use computers at a level appropriate to their age and interest. In past years, efforts to provide such a program were concentrated through a single staff member. This resulted in an inconsistent program due to staff turnover or relocation. In The Fall of 1980 the program was reviewed and the district found there was no established curriculum in this area and most teachers had no training to teach the use of the computer to high school students. As a result, the administration of the district designed a plan to (1) construct a curriculum developed by math and business teachers, and (2) train as many teachers in these two departments as possible to teach the curriculum. This approach would allow the district to teach use of the computer as a unit within any of the existing courses as well as offering it as a separate course.

Mr. Homer Eisley, Professor of Computer Science, Aurora College, was contracted to conduct a 10-week workshop series consisting of a general introduction to computers and computer programming. Teachers were expected to develop at least minimal skills in programming the computer using the BASIC language, to have an overall understanding of how various types of computers available for micro-processes to large systems.

Mr. Gary Jewel is Superintendent of the Aurora West School District #129, Aurora, Illinois

Establishing Educational Priorities Through The Illinois Problems Index

The Illinois Problems Index (IPI) is a process, with supporting survey instruments enabling school districts to examine their educational systems in a structured, sound, and meaningful manner. It utilizes the Delphi Technique.

Specifically, school districts will be able to identify current educational problems or concerns as perceived by various constituencies existing in the district. These perceived problems/concerns will be evaluated in light of existing objective evidence. The district can subsequently assess the extent to which it should expend effort and resources toward solving these identified problems to make improvements in the educational system.

The IPI process includes the administration of a series of three survey instruments, sequenced to provide increasingly specific information about the problems or concerns in a district. The survey instruments cover 11 general problem areas, each of which is matched to a set of 51 relevant problem categories. In addition, these 51 problem categories are broken down to provide even more specific problem statements.

The IPI process contains seven clearly defined steps in its implementation. These steps involve organizing a committee, conducting five meetings, administering the three assessment instruments, and making decisions and acting on the results of these findings. The steps can be easily implemented, from start to finish, within a two-month period.

Gary Jewel

All teachers interested, regardless of teaching specialty attended these sessions. At the end of the 10 weeks, teachers were to have developed a curriculum for the introductory course in computers for students.

This phase took place between January and March in 1981 and was also attended by teachers from DeKalb High School.

During March 23-June 1, 1981, teachers will be divided into two groups, math teachers in one group and business/data processing teachers in a second group. The emphasis during this thirty hour phase will be two-fold: (1) to increase teachers' programming skills in the BASIC language (or some additional language), and (2) to assist the teachers in developing a computer curriculum to be infused into each of the areas of math and business. Both content and methodology will be specified.

A simple evaluation questionnaire will be developed to assess participating teachers' perceptions regarding the scope and content of the material presented and their readiness to teach the class.

Frank Dagne

The Delphi technique, as described above, was used on a county wide basis in Bureau county and on a district wide basis in Waterman, Ashland, Forreston, and Stillman Valley.

The IPI was designed to allow flexibility at the district-wide or attendance center level. A User's Manual is available which provides a step-by-step "walk through" of the process and/or allows for alternative techniques for implementation. This flexibility permits the IPI process to be self-serving to district purposes. District personnel are encouraged to implement the process in a manner which is most appropriate to their perceived needs.

For more detailed information or copies of the User's Manual and Instrument Package, contact:

John G. Stoudt, Manager
DeKalb Program Services Regional Office
Illinois State Board of Education
Northern Illinois University-Graham Hall 424
Mailing Address: P.O. Box 625
DeKalb, IL 60115

Jean Donahue, Director
Chicago Program Services Team
Illinois Office of Education
188 West Randolph Street, Sixth Floor
Chicago, IL 60601 Phone: 312/793-5560

Dr. Frank Dagne is a member of the DeKalb Program Services Regional Office.

Staff Development Resource Directory

Dr. Carmen Armstrong
Department of Art
Northern Illinois University
815-753-0293 or 895-9878

ART: CURRICULUM DEVELOPMENT

- . Traditional visual arts programs
- . Interrelating the arts
- . Integrated with other subjects
- . Extended arts - using community resources
- . Instructional strategies
- . Accountability for student learning

Author: Planning Art Curriculum, PAC,
DeKalb, IL.: ABAFA Systems, 1979.

Judith Staley Brenneke, Director
ECONOMICS, CONSUMER, AND CAREER EDUCATION
Office for Economic Education
Northern Illinois University
Zulauf Hall 415
DeKalb, IL 60115
815-753-1037 or 815-895-6248

Will conduct in-service teacher training, curriculum materials development, and curriculum evaluation in the areas of economics, consumer, and career education. Affiliated with the Joint Council on Economic Education and the Illinois Council on Economic Education. Contractually affiliated with 37 school districts in northern Illinois.

Professor Nolan Armstrong
College of Education
Northern Illinois University
DeKalb, IL 60115
815-753-1561 or 815-895-9878

CONSULTANT WITH WORKABLE MODELS:

- . Instructional strategies to develop higher order intellectual skills and abilities
- . Individualization of instruction
- . Teacher self evaluation
- . Diagnostic testing, measurement, and evaluation for accountability

Sandra L. Bailey, Ph.D.
Department of Learning and Development
Northern Illinois University
DeKalb, IL 60115

815-753-0556 or 753-0657

Will conduct inservice training sessions for special educators in elementary or secondary high-incidence areas (mild retardation, behavior disorders, learning disabilities) and inservice training for regular educators who will be receiving "mainstreamed" students. Assistance in the individualization of instruction, modification of curricula, evaluation of student progress, and behavior management programs in mainstreamed or special education settings can be provided.

Joseph R. Ellis
College of Education
Northern Illinois University
DeKalb, IL 60115
815-753-0658 or 815-286-3936

EVALUATION SERVICES

Program and Personnel
Proposals and Planning
Regular and Special
Projects
Implementation
Workshops
Consultations
Studies

Dr. Thomas L. Erekson
Department of Learning and Development
Northern Illinois University
DeKalb, IL 60115
815-753-0657 or 753-0556

Specialist in VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

. will provide consultation and/or inservice sessions in the area of career and vocational education for handicapped (all categories) and/or disadvantaged students.

This can involve sessions for special educators about career/vocational education, or sessions for vocational teachers who will receive mainstreamed students, or a combination of both.

. can facilitate effective inservice programs through several means, including the Nominal Group Technique.

. can assist local districts in establishing career, pre-vocational, and vocational education programs for students with special needs.

Dr. Byron F. Radebaugh
Department of Leadership and Educational Policy Studies
Northern Illinois University
DeKalb, IL 60115
815-753-1561 or 815-756-9363

PHILOSOPHIC FOUNDATIONS OF EDUCATION

Will serve as consultant to groups interested in developing a more adequate philosophy of education; democratic classrooms and schools; education for unity within diverse communities; rational thinking - the fourth "R."

Professor Richard B. Smith
Department of Learning and Development
Northern Illinois University
403 Graham Hall
DeKalb, IL 60115
815-753-0658 or 815-758-4656

Will conduct in-service training sessions concerned with:

1. Behavior modification
2. Positive approaches to cognitive learning
3. Attaining affective goals

Blanche Rubin
Department of Art
Northern Illinois University
DeKalb, IL 60115
815-753-0293

VISUAL ARTS CONSULTANT AND EVALUATOR
Specialist in arts program evaluation (qualitative approaches), elementary art in-service training for classroom teachers, utilization of museum and gallery resources.

Walter Wernick, Ed.D.
Department of Curriculum and Instruction
Northern Illinois University
DeKalb, IL 60115
815-753-0381

Specialist in Staff Development, Career Education, Securing and Utilizing Resources For Educational Programs. Consultant help for planning, implementing, or evaluating. Speaker for groups or demonstration lessons in classrooms.
Program Director for Summer Programs in Britain and Scandinavia.
Author of several publications in the area of Career Education.
Developer of materials for use in workshop sessions.
President of PROFESSIONAL EDUCATIONAL CONSULTANTS, INC., serving school districts from Alaska to Florida.

READING: PRESCHOOL - ADULT

Attention: Administrators, Teachers, and Curriculum Coordinators

- . in-service programs for teachers
- . diagnostic services for children, youth, and adults
- . consultant services

The members of the Northern Illinois University Reading Faculty conduct staff development programs in reading and evaluations of reading programs at all levels. Clinical services for the diagnosis and remediation of reading problems are also available. For details about services, write or call:

Reading Clinic and Services
Northern Illinois University
119 Graham Hall
DeKalb, IL 60115
815-753-1416

NIU Reading Faculty

Dr. Weldon G. Bradtmueller, Ed.D.
Dr. Jane L. Davidson, Ph.D.
Dr. Earl F. Hanson, Ph.D.
Dr. Jerry L. Johns, Ph.D.

Dr. James H. Moss, Ed.D.
Dr. James E. Walker, Ph.D.
Dr. Thomas E. Wheat, Ed.D.

When Inservice Is Not Staff Development

All of us have lists in our heads. Mine contains people who have committed crimes against my intuition, imagination, and intelligence. Sometimes the deed was done out of ignorance, but how well I remember the times I was caught in a power play or had to act out the role of a sacrificial lamb while decisions about my life's work were being determined by somebody else.

I have survived in this profession by remembering the sage advice of one of my earliest teachers: don't get mad, get even!

So, finally, after thirty years in the arena I have my chance. Oh, don't worry, I won't mention names, but if any of the people on my list chance to read this piece, I hope it hits them between the eyes.

I'm sure you've had this experience. A meeting has been called. A new idea is to be launched. So, although I have other things to do, I psych myself up for the anticipated challenge, sit in a good position to hear the program intended to educate me to new responsibilities and techniques, and then I become bored out of my mind because the person introducing the program speaks about the need, the mandate, the statistics, the backgrounds, the qualifications of the speakers to come, the program schedule, et cetera et cetera, and so forth.

"Hey, get this show on the road!" I hear myself saying. "I'm eager. You talk too much." And then I find myself analyzing the introducer's ego needs instead of devoting myself to what I might learn.

That person, although cursed with a rational mind in a setting where self-motivations are ready to spark new energies, is not as high up on my list as the superintendent who called me aside to whisper harshly, "Tell them what to do. I'll see that they do it." He was disturbed I had allotted a few minutes for teachers to interchange ideas on their own grade levels. His reasoning was, "Time is money. I'm hiring you. Tell them how. Since I'm in charge, I'll run the show."

Needless to say, I extended the time for sharing a little longer and made sure individual teachers were complimented publicly for their contributing ideas. An addition to that inservice was my comments on how well other school systems were doing with the principles of involvement and participation of staff.

Then there was this marvelous summer workshop for representatives of schools in all sections of this midwestern city of about 100,000. The participants worked in small groups for days, walked their fingers through The Yellow Pages to find additional relevant resources, visited sites, planned new approaches, and trained themselves to be leaders back in their buildings. They ended the special workshop and entered the school year with great enthusiasm and new skills, but before they could begin one day's work or explain to their colleagues what they were about to do, an order was promulgated that all teachers in the system, whether ready or not

Walter Wernick

and whether they liked it or not, had to plan and implement two units in this new area.

Bang! The growing program died with one shot. Of course, nobody in the central administration was at fault. "It was the feds," they claimed. In one edict, without consulting anyone in the developing program or the building principals, the wind was taken out of the sails and the ship floundered for the entire project. It has now been scuttled and sunk.

Of course, we experience travesties on the spirit as well as on the flesh. For me, the whip hurts more when it bites into hopes and expectations. For instance, I was paraded through every classroom of every school in one region to note the success of the new program. I noted no learning outcomes, but every bulletin board was the same -- a display of seven common tools used by carpenters. Hand tools! That's how the money was spent, that's what the teachers were to do, and that's how the evaluation of the inservice was done.

"Are the tools in place? Do the children know the names of the tools?"

When I met with the project teachers after school I learned it was only the second meeting they ever had. The first was when they found out they had been volunteered for the program. (Their bulletin boards were a little neater than the others.) Before I left I made sure a schedule of sharing meetings was arranged for all concerned, but it broke my heart so much latent talent had done so little for so long.

Luckily, one bad experience doesn't immediately follow another very often. When the administrator of another project told me he was having trouble because the teachers weren't using the materials he had bought for them, I was on the up side again. What was his problem? By now you've guessed, I'm sure. He found out he could get a few extra dollars from the state by writing a proposal, wrote the proposal himself, and then placed the "gift" in the learning centers of the schools. The teachers saw the materials and received his frantic memos, but most of them had the attitude "I've got enough to do already."

Then again, I remember a school district that hired selected teachers to write curriculum for a week during the summer and then required them to spend every minute of their paid time at the central office building. No, not so they could gain access to needed resources -- so they could be watched! Meanwhile, another group of teachers meeting the same week thirty miles away was out into the community, visiting a variety of businesses, agencies, and potential resource people for new ideas and new sites for experiencing. They started with breakfast and went beyond the dinner hour because they found their learning so interesting. The slaves to the timeclock ended up "adapting" ideas from other written guides, with the result their "new"

curriculum distributed to colleagues in the fall was dutifully put on the shelf next to other unopened guides. What a waste!

Shelves are not the only places where initiating materials gather dust. Once I stumbled into an open closet at the end of a hall before the principal could redirect me. I saw plastic covered tools, boxes of science equipment, and cases of art supplies. The principal closed the door saying, "My teachers are working on the basics this year, but of course if somebody wants these . . ."

This is the same sort of instructional leader who keeps media supplies in his own office. Yes, in his office because "They are expensive, you know." Then he wonders why the new program he's trying to institute is not moving. I looked at him, his secretary, the office maze one would have to thread through to request use of the materials, and thought he had done a good job arranging his own self-fulfilling prophecy, "No matter how I try, I can't . . ."

And, of course, we have the do-gooder who knows teachers are already overworked so "I found out what this was all about and revised the curriculum for them." How nice for all the people he has judged incompetent! In the privacy of his office Big Daddy admits "The teachers don't really want to change." Stuff it! I've heard that song before.

Fortunately, I've had many happy inservice experiences, as a practitioner and as a consultant, and several programs have been developed because of my efforts. My wish to strangle the superintendent who announced to the entire school district the first day the teachers returned from their summer vacation, "Don't teach reading until you get the new books. I ordered them for you, but they haven't come in yet," is offset by the warm vibrations and positive results received from breaking bread with teachers, parents, school board members, community resource people, administrators -- all of us sharing, planning, singing, laughing, trying new approaches, evaluating performance, and expressing concern for the education of youth and this country.

I've won some and I've lost some, as we all have. This coda for the THRESHOLDS issue on staff development was added to infuse some lifeblood into what some of us must live through to accomplish our work as change-agents in education. To emphasize the good happenings wouldn't have been fair without showing our emphatic awareness for those forced to suffer through the ignorant or inflated ego trips of a few who just happen to be in power at the time.

The point is not "getting even," although I admit the feelings can not be totally erased; the message is that resentment, rebellion, and decreased productivity often result from autocratic and/or ignorant attempts to initiate change. Inservice planning for staff development has to focus on changes expected within people as well as changes expected in physical performance. So-called inservice or curriculum development which does not attend to the people factor can not be much to start with.

We know and we care. We are working for a change. We trust our readers will use many of the people-centered ideas in this issue to effect positive changes in their situations, too.

Dr. Walter Wernick is Professor of Education, Department of Curriculum and Instruction, Northern Illinois University.

Brenneke continued from page 21

²Symmes, S. Stowell, Editor. Developmental Economic Education Program Handbook for Curriculum Change/Guidelines, (New York, NY: Joint Council on Economic Education, 1969).

³Brenneke, Judith Staley. Consumer Education and Economic Education in the Public Schools: Avenues for Implementation (New York, NY: Joint Council on Economic Education, forthcoming monograph).

Dr. Judith Staley Brenneke is Coordinator of the Office For Economic Education, Northern Illinois University.

... AND NOW

LET US HEAR FROM YOU.

PLEASE TURN THE PAGE AND RESPOND.

Questionnaire On Staff Development Needs

THIS SPECIAL ISSUE NEEDS SPECIAL ATTENTION FROM YOU!

PLEASE COPY THIS PAGE OR TEAR IT OUT AND MAIL TO:

THRESHOLDS IN EDUCATION, P.O. BOX 771, DEKALB, IL 60115

1. Which articles were most helpful?

Why?

(c)

2. What might have been included to help you with your needs?

3. What resources were not included that have been helpful to you?

4. What are the needs of beginning teachers in your district?

5. What are the needs of experienced teachers in your district?

6. What are primary district concerns now?

7. What will be primary district concerns in the near future?

8. What suggestions do you have for the agencies mentioned in this issue?

9. What should Northern Illinois University do?

10. Would you come to a conference focusing on staff development?

What topics should be covered at this meeting?

What would you contribute to such a meeting?

11. How should we follow up the ideas gathered by this questionnaire?

THANK YOU FOR YOUR HELP TO IMPROVE THE QUALITY OF EDUCATION!

**A MESSAGE FROM THE DEAN OF THE COLLEGE OF EDUCATION
NORTHERN ILLINOIS UNIVERSITY**

It is a distinct pleasure to be one of many to help make this special issue available to the schools of our Northern Illinois community. I trust the content is relevant to your situation, the ideas helpful, and the people-centered theme inspiring.

This issue highlights some of the ways we meet our goals of research, scholarship, teaching and service. I look forward to receiving your responses to the questionnaire on the preceding page. You can be certain that the energies of the University will be marshalled to provide education of high quality for children, youth, parents, and professionals working in the field of education.

John H. Johansen, Dean

THRESHOLDS IN EDUCATION
P.O. BOX 771
DEKALB, ILLINOIS 60115

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