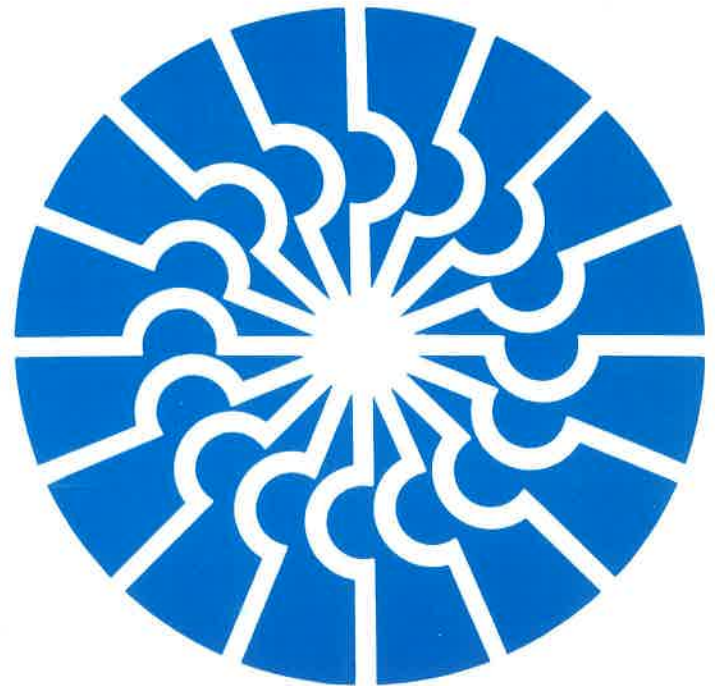


February 1986, Vol. XII, No. 1

STAFF DEVELOPMENT

IN EDUCATION



Staff Development

STAFF DEVELOPMENT

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Editorial

The editors of this issue of Thresholds in Education are convinced that staff development in the United States is on the threshold of a Renaissance and perhaps a Reformation.

We asked the contributors to this issue to share some of their thoughts and experiences that would begin to flesh in the outlines of these new approaches and developments designed to help the teachers in America's schools make their full contribution to the development of educational excellence.

In the first essay, "Staff Development for the Future," Robert J. Krajewski looks ahead and observes that we create our future by what we do today.

The essay, "Professional Growth: Training the Teacher as Performing Artist," by Joseph

K. Hasenstab, provides valuable insights into teaching as a performing art and focuses our attention on areas not covered in the educational foundations of psychology, sociology, and research.

The essays by James F. Collins, Marjorie K. Bradley, Sheila Wilson, Anthony Mello and Kathleen Sutcliffe, Elizabeth LeBron, Stephen G. Barkley, Lee Goldsberry, Thomas S. Nagel, and Beverly Boomsma provide insights into new and exciting staff development innovations and resources.

The final essay, "A Bright Star on the Horizon: An Innovative Pre-Service Teacher Education Program," by Marcia Mann, Joyce Burick Swarzman and Constance V. Hines, provides a fitting conclusion to this issue on Staff Development.



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Staff Development for the Future

By Robert J. Krajewski

A recent ASCD yearbook (1981) defines staff development as a process to foster both professional and personal growth within a supportive organizational climate for better student learning. Inservice education, as defined by Harris (1980) is any planned program of learning opportunities afforded staff members for improving performance in present positions. It must be a continuous, flexible process designed to meet changing needs of both staff and organization. Though they may disagree on specific methods to be used, all staff development/inservice authorities believe that instructional improvement is the main goal and that professional growth of educators is necessary to achieve that goal. And all recognize the need.

When the beliefs and values of society were more stable and less complex, questions, criticisms, and examination of teaching and schooling were infrequent. But society changes, and expectations for certain institutions are increased. Perhaps no other institution faces public scrutiny as much as does the school. Today's schools are being examined closely and the public's expectations and cries for accountability at times seem to exceed what the schools can offer or were designed to offer. All too frequently, then, schools become a convenient object toward which people vent their fears and frustrations about society itself--or what they perceive society should be. The schools are mediocre at best, they claim. I'll not attempt to argue either for or against such claims because the issue is too complex. I will point out, however, that if indeed there exists some school 'mediocrity,' it can be traced to an absence of effective staff development. Show me a mediocre school, and I'll show you a mediocre, weak, or even non-existent staff development program.

In order to stay effective and current, all school personnel need and should be involved in inservice throughout their careers, from job entry until retirement from the profession. Successful staff development programs take into account needs of staff members, a situation best achieved by involving staff in the decision-making process.

Recent research on staff development (Sparks, et al., 1985) reveals that teachers can be a powerful force for school change when they are allowed to participate in rational problem solving and responsible, widely shared decision-making. Furthermore, Boyer (1983) contends that one of the

most powerful forces for the improvement of American education is the development of teachers' skills and feelings of power and professionalism. We must, he says (1985) concern ourselves with the renewal of those who meet with (and teach) children every day--those whose influence will live on long after legislator experts have returned to other matters.

Possibly the major reason for establishing productive and long-lasting staff development programs exists in remarks by Association for Supervision and Curriculum Development (ASCD) members (Wood, Thompson & Russell, 1981), "The best possible undergraduate preparation for teachers or graduate education for administrators and supervisors cannot serve professionals adequately for more than five to seven years in this age of rapid change and expanding knowledge." In order to stay current and effective, teachers and administrators must keep up with knowledge development in their particular field. They cannot afford to embark upon that proverbial journey toward obsolescence.

Present literature reveals three types of inservice training for staff:

1. A one hour, 2 hour ... up to one day session focusing on general topics or skills, consisting of many participants who receive few practice opportunities and little feedback.
2. Classes and workshops offered by professional (education) organizations, colleges or intermediate education agencies, which usually cost participants both fees and travel. Although topics may be specific, they may not be appropriate for all participants. Further, participant input for planning may be minimal.
3. Clinical staff development providing participant input, specific skills goals, practice, feedback, and appropriate individualization. Such inservice is usually ongoing, is held at school(s), relates to job needs and provides some local staff as trainers.

We educators must continually guard against quick-fix solutions by realizing that staff development activities are a (significant) part of an effort to effect better teaching practices.



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Thus, while examples 1 and 2 above may be appropriate in selected instances, example 3 should be the type of inservice toward which our efforts should be focused. Key, perhaps, is the idea that the individual school is the unit on which to focus for maximum results, an idea espoused by John Goodlad for nearly two decades.

But the individual school cannot become the key unit for educational improvement via staff development unless the school principal recognizes the need for and is committed to instructional improvement. For staff development to impact the school, the principal must buy into the inservice goals, participate in inservice planning and lead, support and reinforce the acquisition and implementation of new teaching knowledge, skills and strategies. And in this process the principal grows. When the principal models growth, school growth will follow.

Recently I asked four top-notch Northeastern Iowa principals to brainstorm several items they considered necessary for effective staff development in the future. I'd like to share the essence of their responses:

Principal #1: Three key elements are necessary--time, money, and supervision. Adequate time (in full day blocks) and timing within the school year and summer should be considered, as should extended time periods outside the regular school schedule. Teachers should be compensated for developing valuable instructional programs. Inservice programs should be perceived as education's research and development, and any meaningful research and development program will require both time and money. Finally administrators must make a commitment to plan, conduct and assess the inservice to determine effectiveness with individual staff members. Through analysis of each teacher's class performance, and sharing the analysis with the teacher, further goals can be clarified and strived for.

Principal #2: Five things are needed.
First: Money to do a good job on staff development.
Second: A commitment from administrators for staff development.
Third: Acceptance from teacher unions for staff development.
Fourth: Professional planning and delivery of staff development programs.
Fifth: Acceptance by all parties concerned that staff development is linked to evaluation.

Principal #3: I see these five things as foundations for all staff development:

1. A recognized need and want by current staff for instructional improvement.
2. Administrative commitment (including time and money) toward instructional improvement.
3. Proper training of supervisors in instructional improvement.
4. More research in the area of instructional improvement.
5. More dedicated people in the field of education.

Principal #4: There are many ingredients necessary for successful staff development, but the five most important are probably:

1. Timing, whether the inservice be
 - during the school year
 - an extended contract

2. Funding, for all types of inservice, including at least
 - workshops
 - conferences
 - retreats
3. Professionalism toward
 - attitude, looking at inservice as an academic challenge
 - involvement of all significant staff
 - creativity and motivation in all aspects of the process
4. Procurement of needed materials, so that
 - what is needed will be available
 - continuous updating will be effected
5. Evidence of
 - where students will improve
 - what instructional practices will change
 - how students will benefit

These principals, like many of their colleagues, care about students and teachers. Their responses reflect that care. And yet they struggle to continue to learn more about effective staff development, planning and implementation.

Because of its importance, staff development will be one of the two main issues of education in the future. To date, staff development has been affected inconsistently at best. All educators must improve their performance in inservice efforts. As we improve our inservice performance, so will we improve the performance of the schools. If we can't affect improvement of staff development, the second issue--"Will public or private education become the norm in the American school system?" --will become the main issue of the future.

For staff development to be effective, all participants must be willing to grow and all must be receptive to change. So the main question, both now and in the future, becomes, "How do we really help people to change themselves for the better?" And to answer this question, we must ask another: "What factors must be present in the school environment to enable people to change?" I believe there are three foundational factors. First, change must be accepted. Status quo too

We create our future by what we do today. Effective staff development for the future depends on how we better our staff development processes today.

often becomes the norm; thus at present too few schools provide environments that encourage change. Our actions speak louder than words. We must accept change and follow-up in action that acceptance. Second, the school staff must have a desire to change; further, they must communicate this attitude to all involved in the school operation. Third, lasting change cannot be accomplished by edict, rules or blindly following a person or idea. Staff need to feel that they have some control over the change process.

In summary then, effective staff development for the future must be school based and the

leadership of the principal is a key factor. We create our future by what we do today. Effective staff development for the future depends on how we better our staff development processes today. Dare we be successful? I think we can. I know we must. I hope we will. Our students deserve our best efforts.

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Professional Growth: Training the Teacher as Performing Artist

By Joseph K. Hasenstab

Teaching as a performing art can be experienced best from the perspective of elegant teachers, from the way they hear, see, move and feel.

I love teaching because it uses all of me--my hands, my body, my face, my eyes, and my voice, including inflection, pause, and volume. I have to use my heart and my mind to process everything around me and understand what it all means. Then I can organize myself to lead my students toward hope, confidence, knowledge, comprehension,

creativity, judgment, common sense, and group sense. All the time that I am teaching, I am processing many complexities in my mind. I'm like a jazz group, always aware that all the parts mesh with the whole. It's complex and challenging--and I love it!

Joseph K. Hasenstab is President, Performance Learning Systems, a company that specializes in designing training programs for the professional practices in teaching. He is the designer of Project TEACH, PRIDE, and Teaching Through Learning Channels, in which 136,000 educators have participated since 1974. Joe is the author of two books, Teaching with TEACH and The internalization of teaching.



David K. Cohen (1983) in his study, "Teaching Practices from the Practitioners Perspective" commented on this same improvisational nature of teaching saying:

Improvisation often requires quick decisions, and on-the-spot adjustments of existing skills to novel circumstances. In this sense most practitioners learn as they work, devising somewhat novel procedures or inventing slightly different goals, adjusting what they know to what they couldn't predict. In extending their experience they broaden their competence.

As a performing art, teaching is highly definable. It can be trained, modeled, coached, internalized, documented, and evaluated (Bruning, 1984).

Outstanding teachers exhibit natural attributes, and learned proficiencies and skills that are independent of content, teaching style, grade level, and philosophy (McNergny & Satterstrom, 1984). These include the human qualities of warmth, leadership, charisma, positiveness, eye sparkle, upbeat tonality, and believability (Harris, et al., 1982; Gillet & Gail, 1980).

Sara Edwards in her 1981 study, "Changing Teacher Practice: A Synthesis of Recent Research" notes that efforts at training teachers to be enthusiastic are underway and studies are being made to support the contention of "a strong correlation between teacher enthusiasm and pupil achievement." Max Gillet and Meredith Gail support this finding in one such study, "The Effects of Teacher Enthusiasm on the At-Task Behavior of

Like chess grandmasters, elegant teachers anticipate events in the classroom (Fogarty, et al., 1982).

Students in Elementary Grades." Whether elegant teachers are dynamic and electric, or laid back and relaxed, they all possess the following qualities:

1. They use positive phrasing even in negative situations.
2. Their words, tonality, and body language are almost always positive and upbeat. Any negative messages are fully congruent (Sherer & Rogers, 1980).
3. Their vocal tone and inflection are crisp. Their voice almost sings, and the quality is easy on the ears.
4. They communicate enthusiasm (Edwards, 1981). Their expressive eyes, face, and arm movements punctuate their message.
5. Their verbal structures are clear and concise (Smith & Bramblett, 1981; Land, 1981; Smith & Cotton, 1980; Griffin, 1983).
6. They make eye contact with students while delivering content. Their eyes are warm and compelling (Cohen, 1983).
7. They listen with interest to student comments and answers. Their sympathetic eye movements communicate, "What you say is important" (Cohen, 1983).

8. They examine a situation through the students' experiences, hopes, and dreams.
9. Like chess grandmasters, elegant teachers anticipate events in the classroom (Fogarty, et al., 1982). Because they can foresee more actions and reactions than other teachers, they can attain a higher level of control in both classroom management and curriculum delivery.
10. Elegant teachers orchestrate their teaching styles to meet all their students' learning styles (Murray, 1983).

Looking back at the teachers we had in school, the subjects we loved and that stand out in our lives, we can easily recognize that the teacher qualities listed above very often made the difference. How we feel about the subject matter and the teacher is directly related to how the teacher orchestrated the material (Murray, 1983). Indeed, effective teachers agree that it is often possible to tell within a short period of time the degree to which a student teacher can become effective. Great teachers possess qualities that set them apart, qualities that can easily be observed, including optimism, a sparkle in the eyes, stage presence, flexibility, emotion, give-and-take.

In addition to these qualities, elegant teaching requires skills and strategies that can be acquired. As Maria E. Defino noted in her 1982 paper, "Changing Teacher Practices: Proceedings of a National Conference," "If there can be general agreement that some teacher behaviors and methods will more than likely result in greater pupil growth than will other teacher behaviors and methods, then school districts must begin to identify those behaviors and attend closely to whether or not they are being used by teachers" (Cohen, 1983).

While teaching skills are primarily simple and definable, the complexity of elegant teaching arises in the act of combining simple skills in a sequence or using several skills at the same time. This ability, multiple concentration, is the cornerstone of elegant teaching.

Metaphorically, if you observed a person singing, dancing, and juggling oranges all at the same time, you would be observing multiple concentration. The singing is execution of remembered words and melodies. Juggling oranges involves looking at the oranges in the air at the same time you are feeling the oranges in the catch and toss. Dancing is composed of remembered and executed large motor coordination. Having observed this extraordinary feat, one has to conclude that the mind is using different centers of the brain to do all three tasks simultaneously.

Teachers are often giving explanations, reading student body language to check understanding, watching the clock for pacing, and moving in on a student who is off task. The key to multiple concentration is the reception of information from many sources and the simultaneous execution of facial, body and tonality cues matched to teaching word structure skills and strategies.

Even the simplest of explanations that a teacher gives is more than just a monologue delivered in a monotone. A teaching explanation involves execution of inflection, meter, pitch, volume and punctuation. My findings are that there should be a vast difference between the education of an historian, accountant, or

engineer--who craft largely sequential, single-focus mental activities--and a teacher who has to sort meaning out of stimuli and simultaneously execute a performance which always involves human beings.

Multiple concentration is the ability to use the many centers of the brain to process information and, based on that information, to reflexively act or speak with successful results. The brain's perceptual systems continuously collect information to determine what is going on;

Your son or daughter demonstrates multiple concentration if he or she has the ability to talk on the phone, watch T.V., and do homework simultaneously.

flipping back and forth between the various centers, the brain is able to keep track of many things at one time. A teacher who employs several protocols of skills at the same time, all with precision and finesse, is demonstrating multiple concentration.

Your son or daughter demonstrates multiple concentration if he or she has the ability to talk on the phone, watch TV, and do homework simultaneously. People vary widely in their ability to perform multiple concentration, covering the entire spectrum on the continuous scale ranging from single concentration to multiple concentration. Whether it is a natural attribute, or acquired through practice, multiple concentration is the single most important attribute of effective teachers. David K. Cohen, in his 1983 study "Teaching Practice from the Practitioners Perspective" alluded to the concept of multiple concentration this way:

Classroom work is typically rapid, and opportunities for reflection are fleeting. There is a great compression of events and few opportunities to stop the music so the teacher can analyze what just happened. Yet there fleeting performances are jam-packed. They are, after all, produced jointly by a teacher and at least several students--often an entire class of twenty or thirty. They incorporate complicated interactions around often dense intellectual issues. As a result,...teachers do lots of thinking on their feet...

Cohen went on to say that any analysis being done in class "must be quick," "must respond to particular incidents," and "must shift rapidly from one subject to another."

In the classroom, the effective teacher uses multiple concentration to read, process, and act on a wide variety of situations on a continuous basis. In reading a student's body language, an effective teacher processes the data to discriminate between an expression of understanding and a look of daydreaming, and then acts upon the data with an appropriate strategy, such as name dropping or moving in. Great teachers use multiple concentration to maximize the level of achievement of learning goals for

both the individual and the group.

The elegant teacher may be actively processing data concerning several students simultaneously. At the same time, the teacher is giving directions to other students, and framing questions related to the content (i.e., memory, comprehension, creative or evaluation questions). Then he/she responds to correct, partially correct, incorrect and non-answers as he/she continues to read the group and act on other classroom events.

In addition to the multiple concentration (simultaneous reading of situations and execution) elegant teachers employ a variety of relational hierarchies, including student agenda, student resistance, structuring of questions, pause time, momentum, transitional timing, watching the clock, remembering the curriculum, facilitating team building, handling critical incidents, counseling students, reading body language, interpreting tonality and verbal structures, and executing lesson plans.

As a result, a predisposition toward multiple concentration is an immense asset for the person who chooses teaching as a career. Teachers who have mastered multiple concentration look smoother and feel more relaxed than the teachers who are limited to a single concentration, especially in the apparent confusion of the classroom.

Predisposition toward multiple concentration parallels predispositions toward mathematics, music, or art. The greater the predisposition, the higher the level of sophistication that can be achieved. The superstars in each of these fields

The teacher and the jazz musician must both use a variety of proficiencies with precision and finesse in order to be successful.

began with very strong predispositions toward their field (Rubin, 1981). It appears that professional performing artists as a group possess two critical skills: the ability to read situations and the ability to simultaneously execute a performance.

The teacher and the jazz musician must both use a variety of proficiencies with precision and finesse in order to be successful. Louis Rubin in an article (1981) entitled, "The Artist Teacher" in the Journal of Illinois School Research and Development, also compared gifted teaching to artistry in fields such as music.

The teacher and the jazz musician must both use a variety of proficiencies with precision and finesse in order to succeed. The premiere jazz musician playing ensemble combines technical skill with emotional meaning playing off the group and the audience to produce an elegant sound.

The elegant teacher combines teaching skills and strategies, and a true understanding and concern for students, with knowledge of subject matter and the ability to draw on a wide range of resources. Multiple concentration, the ability to draw on a wide range of resources, sets the great jazz musician and the great teacher apart from the rest.

Consider the professional football quarterback. The best of quarterbacks, like the

best of all performing artists, train constantly to develop and internalize the fundamental skills to the highest possible level of reflexive precision and finesse. Chalk-talks, films, and most importantly, on-going training and coaching on the playing field lead directly to success. The quarterback notes what's happening in the game, notes strengths and weaknesses, calculates plays that should work, reads the defense, judges one play against another, makes a choice of strategies, and executes the chosen strategy.

Like the football quarterback, the teacher also has a playbook of skills, proficiencies, and strategies. The teacher conducting a class has a game plan, a set of plays, and players upon whose attributes he/she can capitalize. Leading with optimism, he or she projects a "can-do" attitude, which is referred to in much of the literature as a "sense of efficacy."

Occasionally, strategies have to be changed on the line of scrimmage in response to changing conditions. Cohen also noted this when he said, "The skills of teaching are not a fixed stock, they cannot be learned once and for all. In a sense they must be learned over and over as they are adapted to particular interactions."

The actor and the teacher also have a great deal in common. What sets Orson Wells, Bette Davis, Richard Burton, and Liv Ullman apart from other amateur and professional actors? It is the high level of precision and finesse of fundamental skills that can be called upon to communicate successfully and efficiently under conditions of stress. Acting and teaching are, indeed, both performing arts, and situations where the skills of the trade must constantly be adapted for new situations.

Like actors, teachers should be--must be--trained in vocal tonality, modulation, pitch, timbre, and volume, the fundamentals of verbal performance. In addition, the successful actor on stage exercises superb control over his or her physical presence. Each eye movement, facial expression, hand gesture, and body movement

For the actor and the teacher, voice and body language are synchronized with the color, brilliance, and texture of the words in the message.

communicates meaning with impact, integrated fully with the vocal projection (Rubin, 1981). In a 1980 British study, this teaching/performing link was also noted in this fashion: Parallels with the theatre (audience, lecture theatre) are often cited ("When are you performing?" "How was it received?") (Sherer & Rogers, 1980).

Just as the acting profession adds subtleties such as hands and vocal pitch up for visual verbs, hands and vocal pitch down for kinesthetic/tactual verbs, and hands and vocal pitch in mid-range for auditory verbs, so does advanced, exquisite teaching require the use of these proficiencies. For the actor and the teacher, voice and body language are synchronized with the color, brilliance, and texture of the words in the message.

Teachers and negotiators share the art of persuasion and use of power. Teachers and lawyers

share the skill of organizing a case into learnable units and then employing a question-and-explanation strategy for their presentation. A teacher's "case" is to persuade the "jury" that learning what is being taught is desirable for the student.

Teachers and physicians diagnose and prescribe. When the student appears perplexed and communicates, "I still don't understand," the teacher has to diagnose the problem and execute a new prescription. Learning problems are very different and the teacher has to have a huge reservoir of strategies available for short term use and intervention.

Teachers and detectives share the intuitive ability to read people and events. Teachers have to evaluate the "truthfulness" of situations, gather testimony, gauge silence, evaluate inconsistencies, build composites and make judgments. Students rate teacher "fairness" in classroom management and discipline high on their priority list. All the above collect many bits of evidence and data and process them to synthesize a course of action.

Whether individually or in faculty groups, teachers are outnumbered by their clients from twenty or forty to one. Therefore, teachers have to be persuasive to achieve the group mission and often have to persuade with power moves. They are constantly making complex decisions as to whether to keep, share, and/or give power to students in the context of a highly-structured school setting. At times, teachers must negotiate with peers, parents and/or administrators. All of these shared mental processes consist of closure, prescription, and execution.

Research verifies that vocal tonality and body language can profoundly affect the messages our words convey, even to the point of communicating unintended or covert signals (Cockburn & Ross, 1980). When a teacher crosses his arms, leans back, shakes his head with a frown and knitted eyebrows, and says "What are you doing?" with an emphasis on the words "what" and "you,"

Only when we look at teaching as a performing art do we see the areas that are not covered in the educational foundations of psychology, sociology, and research.

the meaning of the message is apparently, "Stop what you are doing!" In contrast, if the teacher uses the same words with open body language, warm facial expression and eyes, matched by a curious tone, the message would be interpreted as "I'm curious about your activity." To deliver the message intended, a teacher's tonality and body language must be congruent with the words.

Only when we look at teaching as a performing art do we see the areas that are not covered in the educational foundations of psychology, sociology, and research. Teaching events are dynamic, concrete, active, and specific. While there are some distinguishable patterns to behaviors, educated guesses, and theories, they are clearly only valuable when coupled with the highly developed, positive, reflexive skills that comprise elegant teaching.

Since teachers are performing artists, then teacher education programs are out of sync with the training required in other performing arts. All performing artists train in the use of fundamental skills, working on those skills until they are reflexive. Certainly every teacher can and should train in all the skill structures of the profession while being coached until those skills can be used reflexively. Under these conditions, teachers will become performing artists truly parallel to musicians, actors, dancers, and athletes, for whom the developing and refining of fundamental skills is a lifelong pursuit.

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The National Council on Inservice Education

By James F. Collins

The National Council of States on Inservice Education (NCSIE) is an organization dedicated to the improvement of education through effective leadership and continuing professional education. Founded in 1975, it has devoted the ten years of its existence to examining national goals and priorities, analyzing trends, policies and needs, and providing national leadership to the field of staff development and inservice education.

The Council enjoys two kinds of membership: 1) states and 2) organizations. All fifty states are members together with a number of professional associations including the American Association of School Administrators, the Association of Teacher Educators, the National Education Association, the American Federation of Teachers, the American Association of Colleges for Teacher Education, the National Association of State Directors of Teacher Education and Certification, and the Council of Chief State School Officers. The states and organizations work collaboratively to provide impetus and leadership to professional education and, more specifically, inservice education in ways that tend to synthesize and build upon the goals and interests and local state and national agencies, and the needs of professional educators. NCSIE, among other things, serves as a vehicle whereby the states and affiliate organizations can work collaboratively on issues of high priority and mutual interest, on issues that have a deep significance for the quality and coherence of education and teacher education. The Council supports and encourages the development of collaborative models involving teachers, administrators, professional organizations, professors, state department personnel, school board members, students and community members. The Council engages in a number of carefully planned activities each year such as:

1. An annual National Conference which is held the weekend before Thanksgiving. In November 1985 our conference dealt with the topic of: "Creating a Climate for Reform" and was held in Denver. NCSIE's Eleventh Annual National Conference will be held in Nashville, November 21-25, 1986, and will deal with issues of quality and coherence of professional development programs.

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2. State level meetings are planned by the individual states and are intended to provide leadership for the design and development of state plans and collaborative inservice models. These usually are jointly planned by school personnel, university personnel, professional organization personnel, and state agency personnel and serve to improve inservice education within the state. Five state level meetings are planned for the Spring and Summer of 1986, dealing with the use of technology, more specifically, computers in the classroom.
3. Cluster meetings or small interstate meetings are supported as well. These provide a small number of states (2-8) with an opportunity to work on problems or concerns that are of importance to the specific states involved. The products emanating from all these meetings are intended to be disseminated and shared nationally with all states and organizations.

Participation in these meetings is open to people who work in all aspects of education and human services.

In line with its mission to assume a proactive leadership role nationally, the Council has consistently played a significant role in working through some of the key educational issues, whether the issues deal with developing state inservice education models, teacher centers, the transition of the U.S. Office of Education to the Department of Education, the National Commission on Excellence, or the effective and efficient use of technology in the classroom. NCSIE has been involved.

Another function that the National Council of States fulfills is that of disseminating current and timely information. In keeping with this responsibility, NCSIE develops and distributes a number of publications such as:

1. The newsletter entitled Inservice, published quarterly, is intended to share and disseminate ideas and information about what is happening in inservice education at the federal, state and local levels. NCSIE



prints and distributes them widely across the country.

2. A professional development series of monographs on various topics related to inservice education and/or staff development are commissioned by the Council. These are done by recognized experts in the specific area(s) that the monograph addresses and deal with relevant, timely, and critical topics as identified by the Council. These, too, are disseminated nationally.
3. Over and above the newsletter and the monographs series, NCSIE prepares and disseminates occasional papers related to important critical issues. These papers provide the reader with an overview of the pros and cons of the issue or issues being addressed. The goal here is to stimulate discussion and professional inquiry. A list of the publications is available through NCSIE's offices located in 402 Huntington Hall, Syracuse University, Syracuse, New York 13244-2340.

The membership of the Council per se is composed of one voting representative from each member state and one representative from each of the affiliated professional organizations. The full Council, which is the policy making group, meets on a regularly planned basis. The Executive Board, comprised of approximately twelve members, meets several times a year and serves as the decision making body when the full Council is not in session.

Publications available from NCSIE include:

Professional Development Series

- Perspectives on Preservice and Inservice Education. Louis Rubin (Number 1)
- The Role of the State Education Agencies in Inservice Education. Wendal Allen (Number 2)
- Inservice Education: State Scenes. National Council of States on Inservice Education (Number 3)
- Sources and Resources: An Annotated Bibliography on Inservice Education. National Council of States on Inservice Education (Number 4)
- Inservice Education: Priority for the '80s. Margo Johnson (Number 5)
- Providing Leadership for Inservice Education. (Number 6)
- Assessing the Impact of Staff Development Programs. Frederick McDonald, W. James Popham and Donald Baden (Number 7)
- Block Grants and Staff Development. Margo Johnson, Theodore Andrews and Roy Edelfelt (Number 8)
- Issues in Inservice Education: State Action on Inservice Education. National Council of States on Inservice Education

Occasional Papers;

- State Level Teacher Performance Evaluation Policies. Lou M. Carey (Number 1)
- Merging Resources of the Institutions of Higher Education and the Local Education Agency for the Improvement of Interinstitutional Programs. Dwight W. Allen
- The Competency Centered/Field Based Early Childhood Certification Project. Gordon E. Eade (Number 2)
- The Evaluation of College Teaching. Michael Scriven (Number 3)
- Expanding the Implications of Public Law 94-142. Maynard Reynolds (Number 4)

Others:

- ISTE Report I--Issues to Face. Bruce Joyce, Ken Howey and Sam Yarger
- ISTE Report II--Interviews: Perceptions of Professionals and Policy Makers. Bruce Joyce, Kathleen McNair, Richard Diaz, and Michael McKibbin
- ISTE Report III--The Literature on Inservice Teacher Education: An Analytic Review. Alexander Nicholson and Bruce Joyce
- ISTE Report IV--Creative Authority and Collaboration: A Collection of Position Papers. Sam Yarger, et al.
- ISTE Report V--Cultural Pluralism and Social Change. Richard Brandt, et al.
- Involvement: A Study of Shared Governance. Bruce R. Joyce
- Toward Meeting the Needs of the Beginning Teacher. Kenneth R. Howey and Richard H. Bents, editors
- Meeting the Special Needs of Students in Regular Classrooms. James F. Collins and Joseph A. Mercurio
- Criteria for Describing and Assessing Competency Based Programs. J. Bruce Burke, John H. Hansen, W. Robert Houston, and Charles Johnson
- A Catalogue of Concepts in the Pedagogical Domain of Teacher Education. Bryce B. Hudgins
- Competency Assessment, Research and Evaluation. W. Robert Houston
- Closing the Knowledge Gap. H. Del Schalock
- Assessment. Theodore E. Andrews

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Enduring Professional Competence: Connecticut's Experience

By Marjorie K. Bradley

Diminished public confidence in education, increased teacher dissatisfaction, imminent teacher shortages, maturing professional personnel, and new educational approaches and technologies have created critical circumstances for the schools. As such, they have expanded the demands for state leadership in ensuring the professional competence of teachers and administrators. A comprehensive process was undertaken in Connecticut to restore public confidence in education by strengthening the professional skills of its educators. Assisted by the work of the National Council of States on Inservice Education, the state policies and action steps were developed to attempt to improve our professional competence.

Among other policies, in May 1985, Public Act 84-314, An Act Concerning Professional Development for Educators, was passed. It contains a clear statement of purpose: "to provide for the ongoing and systematic professional development of the professional staff of each local or regional board of education."

Prior to enactment of Public Act 84-314, members of the Connecticut State Board of Education and the Connecticut General Assembly held a series of discussions on the issue of legislating professional development for the state's educators. Throughout those discussions, the primary concern was that any legislation must respect the uniqueness of each local school district and lead to the improvement of education for students.

In order to meet both the mandate and intent of the Act, the professional development program in each district must follow these operating principles:

- A five-year professional development plan will be developed by each local and regional school district which will address the goals of the district. It will have a high potential for improving student learning.
- The plan will have a district-wide focus with provisions for district, school, department or grade level and individual activities.
- Teachers will play a major role in the development of the plan.

- Each district will have its own unique plan.
- Each district will describe its long-term professional development plan for the five-year period beginning April 1, 1986. Each plan will include specific objectives, activities and evaluation strategies. While the most specificity will be for the first year, the plan will also provide a framework for the subsequent four years.
- Although each district must have its own plan, districts are encouraged to develop cooperative arrangements or joint efforts when similar activities are being planned.
- The five-year plan must be in compliance with the following six guidelines adopted by the State Board of Education on May 2, 1984:

- Guideline I A strong and visible commitment from the local board of education is evident.
- Guideline II A strong and visible commitment from the school district and its personnel is evident.
- Guideline III The professional development program has a stated purpose which is related to the annual goals and objectives of the school district.
- Guideline IV Planning of the professional development program is ongoing.
- Guideline V Implementation of the professional development program follows effective educational principles.

Marjorie K. Bradley is Unit Coordinator and Consultant, Professional Development, Connecticut State Department of Education, Hartford, Connecticut. Dr. Bradley has been an elementary teacher, secondary school counselor and administrator and an adjunct college faculty member. She is currently serving as chairperson of the National Council of States on Inservice Education.



Guideline VI Evaluation of the professional development program is ongoing and systematic.

A Professional Development Planning Guide was designed specifically to help each local, regional and unified school district, and the state's system of regional-technical schools use these six guidelines to initiate or adapt its own professional development program. Educators' shelves are already lined with enough handbooks and manuals that answer all the questions no one ever asked and answer none of the questions everyone asks. We have attempted to avoid these flaws by discussing each guideline, suggesting appropriate activities for each set of indicators and providing a management plan/checklist for organizing time and resources. Two papers supplement the guide: Determining Needs for Professional Development: Effective and Simple Approaches, and, Evaluation of Professional Development in Local School Districts.

Those of us in Connecticut who have contributed to these guidelines and policies hope they are useful in planning and implementing effective professional development programs that result in strengthened educational opportunities for students. We also hope that boards of education members, administrators, teachers, parents and all others involved in the process of developing the five-year plans will view their plans not as documents describing programs, but rather as visions forecasting increased professional excellence.



Staff Development: Applying What We Know

By Sheila Wilson

Introduction

What is done at the local district level to bridge the gap between theory and practice in staff development? Do school people really make use of what is known about effective programs? In a high school district in suburban Chicago, we are attempting to improve staff development through greater adherence to principles associated with successful staff development. As with other change efforts, the shift from old to new practices requires extra time and energy. These costs are more than repaid with each new success which will ultimately affect student learning.

The purposes of this article are to: 1) highlight actions we are taking to improve staff development, and 2) articulate a few key principles which are both characteristic of effective staff development and giving direction to our improvement efforts. Discussion will be limited to staff development for certificated staff. The context of our work is a Chicago suburban secondary school district with seven high schools

and an approximate student population of 13,000. Our recent history includes several varieties of change--a school closing and plans for a second one, an administrative reorganization, and an increased attention to instructional planning and improvement.

Establishing Direction for Staff Development

Among the ten long range goals which provide direction for overall district improvement is a staff development goal. The intent of that goal is to cause staff development to contribute more directly to the accomplishment of both district and school goals in addition to serving individual

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needs as it has in the past. This goal is based on a specific belief supported in various works on staff development (Snyder, 1983; Dillon-Peterson, 1981; Schiffer, 1979; and McLaughlin and Marsh, 1979).

- The effectiveness of staff development is maximized when it is integrated into the total organizational planning and improvement process.

A major step in working toward the district staff development goal was the establishment of a Staff Development Task Group which would develop and recommend a new staff development philosophy, definition, set of goals, and planning process. The Task Group consists of a representative group of teachers, counselors, and administrators selected from a group of volunteer applicants. This group first convened during the Summer, 1985, to complete a first draft related to its charge. During the Fall, the draft was circulated to various groups for reactions and suggestions which are now being processed by the group as it refines its recommendations. The charge for this Task Group reflects a second belief about staff development.

...the statement of philosophy, definition, and goals will provide a framework--a mirror to use in determining what does and does not serve us well in staff development.

- Positive direction for staff development derives from a well-articulated and understood philosophy, definition, and set of goals.

Once accepted, the statement of philosophy, definition, and goals will provide a framework--a mirror to use in determining what does and does not serve us well in staff development.

Establishing a Conducive Climate and Readiness for Staff Development

Prompted by administrative reorganization and increased attention to instruction, several actions have been taken which enhance the climate for staff development. First, new positions and job descriptions clearly indicate expectations that many share responsibility for staff development. Principals are expected to be instructional leaders, newly appointed directors of instruction are assigned responsibility for school-based staff development along with their principals, teacher leadership positions have been created to provide for peer coaching and support, and a district staff support person has responsibility for district leadership in staff development. These types of expectations and organizational supports are clearly consistent with both the belief which follows and the literature of staff development and school improvement (Austin, 1979; McLaughlin & Marsh, 1979; Rutherford, 1985; and Saphier & King, 1985).

- An organizational culture which encourages and supports continuous learning on the part

of staff, as well as students, provides the most promising climate for staff development.

Another contributor to our "organizational culture" has been a budget increase to stress instruction and staff development. These new resources have made it possible to: 1) conduct a two-week leadership training program for the new administrative team (90 people), 2) provide salaried, summer training on effective staff development practices for members of our schools' staff development committees, 3) extend the work years of teachers and administrators for task and learning activities related to district priorities, 4) finance staff retraining which helps staff gain new certification to prepare for changing district needs, and 5) fund staff "mini-grants" to support other instructional improvement projects.

Administrative training in supervision and evaluation strategies has strengthened supervisory activities, causing supervisors to consciously reinforce staff learning. Staff development committee members (who are often teachers with no formal training in staff development or adult learning) are now aware of characteristics of effective staff development planning and programming. Teachers and others now have access to resources to support research and development efforts and other "grass roots" instructional improvement projects.

The use of resources is symbolic of a district's priorities and helps to reinforce educational values with the staff and community. Budget enhancements described above have done much to both institutionalize new priorities and help staff adjust to increased expectations. This should come as no surprise according to some of the staff development writers of our time (Joyce, 1980; Saphier & King, 1985).

Planning, Implementing, and Evaluating Staff Development

Now that we have improved the climate for staff development, we are spending more time on the next steps--planning, implementing, and evaluating ongoing programs. The Task Group's charge included development of a new planning process. The process being recommended stresses: 1) organizational as well as individual development, 2) representative involvement in the planning process, 3) clear links between district and school goals, 4) committee representation which will provide links with all groups affected by staff development, 5) development of a needs profile which results from several types of data, and 6) a shift to longer range planning. Developers of the model valued participation and took direction from the following belief.

- Both the quality of programs and staff commitment to change will be increased when those who will be affected by staff development are represented in the planning process.

The quality of programs has been improved through previously mentioned training for both leadership people and staff development committee members. More programs now include all of the components which are characteristics of effective staff development (Joyce, 1980; Sparks, 1983; Wood & Thompson, 1980; and Wood, Thompson & Russell, 1981). Planners are beginning to rely on a variety of needs assessment data, rather than basing plans solely on staff preferences and per-

ceptions of need (Quinby, 1985; and Wood, Thompson, & Russell, 1981). Planners are selecting key representatives for various types of planning (Dillon-Peterson, 1981; McLaughlin & Marsh, 1979; Schiffer, 1979; Snyder, 1983; Sparks, 1983; Wood & Thompson, 1980). More emphasis is being placed on readiness for learning and the conscious planning of related activities which should precede staff learning (Hall & Loucks, 1978; Saphier & King, 1985). Greater attention is being paid to follow-up--a key component which helps to insure successful implementation of staff learning (McLaughlin & Marsh, 1979; Guskey, 1985; Wood, Thompson & Russell, 1981).

Some of our school-based programs are taking advantage of new roles to increase the power and success of staff development. In one school the new role of peer coach is used to help teachers implement staff development learning in the classroom (Guskey, 1985; Joyce & Showers, 1980; Sparks, 1983). Another school is preparing teacher leaders to educate others on specific topics such as lesson design. These practices result from and are helping us test yet another belief.

- Organizational effectiveness will be enhanced if we make use of information generated by recent research on successful staff development processes.

Improvement of staff development evaluation is a challenge yet to be addressed. We have made some improvements in written evaluations which are administered at the close of programs or during follow-up but have done little to observe and document classroom changes. Comprehensive evaluation is a time consuming and costly process which can drain funds from additional development efforts. It is often tempting to trust self-report data and channel funds to additional follow-up services or new development efforts rather than applying rigorous research designs. Perhaps a balance (compromise?) can be struck by thoroughly researching an occasional new program and applying what is learned to others. Our approach to this issue has yet to be determined.

Conclusions

Like other forms of change, change in the staff development process requires time and learning on the part of many. It will take three to five years of concentrated effort to implement the changes we have planned. Beyond that--maintenance and refinement will be necessary.

There is no doubt that resources have significantly affected our ability to change. Yet, it is the quality of decisions we make about the use of resources--both money and people--which has more impact on whether we will be successful. Money alone does not guarantee success. Often, improvements can be made by reallocating existing resources rather than generating new ones. We are learning how to maximize the use of key resources to take advantage of the talent and funds available to us.

The quality of interactions fostered through staff development can contribute significantly to its success. For staff development to be most successful, those who participate must feel that leadership people are sincere in their efforts and trustworthy in their use of the information about individual learning. Sincere, participative efforts with skillful leadership have the

potential of bringing about positive results which extend beyond staff development to enhance the total school climate. The challenge is ours, not only to apply what we know about effective staff development, but, to model this knowledge in a manner which dignifies the learning process and communicates the greatest respect for our most valuable resource--the people who work with students.

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Making the Magic Real: One District's Plan for Staff Development

By Anthony Mello and Kathleen Sutcliffe

Thresholds: This interview with Anthony Mello and Dr. Kay Sutcliffe of the North Rockland School District was conducted because North Rockland is similar to many districts in the United States and Canada. North Rockland has distinguished itself by creating an ambitious and comprehensive long term staff development program.

Let's begin with a description of the community of North Rockland.

Tony: North Rockland demographics: North Rockland School District is located in a suburban community approximately thirty five miles north of New York City. It's a bedroom community of a varied and broad economic spectrum, a microcosm of New York State itself. The ethnic and racial background of the community is multifaceted with a number of our students reflecting this diversity in the Asian, Hispanic, Black and White population.

Kay: While the majority of persons in the district are native born English speakers, we have a growing number of new immigrants to this country, many of whom are professional people, who are non-English speaking. We do see an enormous

unity on the part of our community. That unity stems from their intense desire to secure an excellent education for their children.

We firmly believe that every parent wants and deserves the very best education for their children.

Tony: You know, New York is a highly competitive place for both teachers and students. We want to meet the needs of our parents through the best public education possible so they can be confident



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and our community proud that every single child is receiving an education that meets their needs. We endeavor to send a clear message to the entire community of North Rockland: you are getting the best that your money can buy. And we stand with that message.

Kay: Now for some educational data about our community. The North Rockland school district has 7,200 students attending school. These students are educated in eight buildings, which include five elementary schools, two middle schools, and one high school. Because of the multi-ethnic background of our students, the district provides English as a Second Language service to approximately six hundred students. Percentage wise, the ESL program in our district comprises one of the largest programs in the state of New York. The Compensatory Education program in reading and mathematics serves approximately 1,700 students in our district.

Thresholds: Describe the educators who serve the community.

Tony: The educational staff totals 800 members, 527 of whom are professionally certified. More than 50% of the staff were hired during the 1960's and 1970's when the North Rockland School District expanded from one building to eight buildings. The majority of professional staff is tenured; they have been teaching ten to fifteen years with a median age in the mid-forties. An increasing number of the professional staff members are preparing for their retirement and that is opening the way for us to consider hiring new teachers and making better decisions about the qualifications of the teachers that we will hire.

Kay: It also makes us in North Rockland responsible for providing the kind of on-going, professional growth incentives for new teachers in our district that will enable us to attract the very best teachers and invite them to stay for the duration of their careers and serve the children of our community. For example, we hired 28 new teachers in the 1984-85 school year and almost 50 new teachers in the 1985-86 school year.

Thresholds: What factors made you decide to change the staff development and professional growth plan in the North Rockland School District?

Tony: Well, as we said previously, a very important factor occurring in our district is that the experienced group of professional teachers is increasing in years and we will probably see a stabilized rate of teacher retirement. As those teachers who came in to teach the baby boomers

were running as fast as we could just to catch up.

Then the population stabilized from 1978 to 1983. We actually had the opportunity to consider, "If we are going to hire new teachers in the future, what would we want to offer to them as they come into this district so that we could create harmony and professional growth that benefits every member of the school and community?" So, we have been intensely and highly motivated to make changes that were needed and, in a way, are putting our money where our mouth is for our teachers.

Kay: We have another group of teachers in our district who have been providing us with quality teaching strategies and skills for 10 to 15 years. Those are the teachers that we hired in the 1970's. They are tenured, are quite experienced, and have reached the top of the salary guide. In our district, the top of the salary guide is earned through a master's degree plus 60 credits, and years of service.

How can we in the North Rockland School District motivate the professional growth and enthusiasm of the experienced teacher who is at the top of the salary guide, who is a valued employee, and who intends to be with us professionally for another decade or two?

Now we have a new challenge. All of our experienced teachers have reached the top of the salary guide and they did so by following the educational incentive plan that was originally designed for them in the 1960's. So, a new opportunity emerged. How can we in the North Rockland School District motivate the professional growth and enthusiasm of the experienced teacher who is at the top of the salary guide, who is a valued employee, and who intends to be with us professionally for another decade or two?

Well, when we surveyed the teachers and looked at the data, we found that teachers would like to have expanding incentives for professional growth so that their enthusiasm for their careers can remain vibrant. They also wanted to teach in schools where they have an increasing opportunity to participate in collegial decision making. They wanted professional opportunities to be coached, done in a situation of trust and credibility.

Because so many of our experienced staff are at the top of the salary guide, there is no monetary reason for them to participate in on-going professional development. We found, at our staff development office, that it was necessary for us to make opportunities for growth not only extremely attractive, but worth the time of the teachers who participate. Specifically, what our teachers are asking for is sophisticated, intelligent, credible staff development delivered to them by in-district or external instructors who are exemplary models of the skills they are teaching.

There are two things that we learned about this need. Number one, teachers are very discerning on an intuitive level about what works and what doesn't work in the real situation. We decided to respond to that quality. The second thing is that it costs money to provide good professional growth opportunities. So, a

...what would we want to offer to those teachers as they come into this district so that we could create harmony and professional growth that benefits every member of the school community?

reach the end of their careers, we are going to be hiring 20-50 new teachers every year for the next 10 years. This situation provides us the opportunity to make changes we have wanted to make for 20 years, but didn't have the time to make because we had so many children, such fast growth, and such intensive pressure to expand schools. We

tremendous motivation within the staff development office has been to generate the money that could purchase those services that are a good match for the very sophisticated and professional staff that we've attracted.

Thresholds: What is the long term goal for professional development in the school district?

Kay: The end result of our professional growth program is to see in all of the educators in the district, the successful use of teaching skills and behaviors that have been proven effective.

Tony: We want the community of North Rockland to be confident that all our children receive the best education that can be offered. We must also be outstanding in preparing our children to be adult citizens who can live happily in the New York City metropolitan area, a highly competitive arena, indeed. I believe that we've always been doing it slowly, although, in the past four years we've accelerated the process.

Kay: All of us employed by the school district, want to push forward in creating an environment where professional educators, as adults, can serve the community as educators. We also want to put into practice the concepts that are proven to make the work environment of adults cohesive, collegial and responsible.

Tony: Good point, Kay. You know, the district is really supporting long term change in the area Kay just mentioned.

Thresholds: An example here would help.

Tony: Well, in terms of the working environment of teachers becoming more adult, cohesive, etc., four years ago we were reviewing the observation and evaluation process of professional teachers. Upon showing the process to the school board, they observed that we didn't really have a process. What we had was a formative document that everyone was completing. A kind of pro forma handshake approach to observation and evaluation.

In terms of the work environment for adults that Kay mentioned, we learned that the teachers

...if we desired an educational staff that believes in and uses effective teaching behaviors, then we first had to be sure that the administrators believe in them, use them, speak about them and are able to coach teachers in their use.

didn't like the formative document nor did the principals. It wasn't helpful to growth. In cooperating with the school board members, we realized that the district was requiring educators to spend time completing a form that had no benefit to principals or teachers. It also had no impact on the quality of instruction or learning.

Thresholds: What happened then?

Kay: Well, we went back to the drawing board and began the tough job of identifying the long term results that were needed for increased quality education in this district.

Thresholds: Building on your long term plans then, describe the development of the process from the beginning.

Tony: The route that we decided on is one of "practicing what we preach." We came to the conclusion that if we desired an educational staff

that believes in and uses effective teaching behaviors, then we first had to be sure that the administrators believe in them, use them, speak about them and are able to coach teachers in their use.

...the principal is head coach and many other persons cooperate with him in meeting the individual coaching needs of the teaching staff.

Kay: The bottom line in implementing the long range plan is modeling. And we at North Rockland decided that modeling was crucial to building credibility toward the long term goal.

Tony: The second focus of the process was subscribing to the belief that teachers can coach other teachers using the collegial concept of peer coaching.

Kay: We believe that the principal is the head coach, in a way similar to a sports team. So, the principal is head coach and many other persons cooperate with him in meeting the individual coaching needs of the teaching staff.

Tony: Support for the coaching concept really made sense to us at North Rockland. We know of some school districts that trained teachers to be more effective through various teaching techniques. The difficulty was that the principals were not trained in the same techniques. In a way, the district administrators wanted the teachers to improve instruction, yet did not see the need to include the school principal in the process.

Thresholds: What other models did you see?

Tony: In some cases, we found the reverse situation. All the administrators were trained in a program or model. Then they went into school with new jargon and met resistance on the part of the teachers. This occurred because the teachers hadn't taken the same program and the administrators lacked the coaching skills to present the information concretely in the teaching context.

Kay: We realized that a fundamental commitment on the part of the district had to be made to train the teachers, administrators and principals in the same program, even if they were in separate groups, so that each person knew that everyone had been trained in the same knowledge, skills and practices. Built in accountability.

Tony: The message here is to include everyone in the process. We learned from the research that including teachers in the training program makes it easier to have the skills implemented and to encourage use of the skills learned. And, including administrators is important because the educational literature proves that the principal of the school is the major catalyst for change. If the school principal is not knowledgeable and skilled in the training that teachers receive, if she does not believe in the program and give continuous support for it, the program will die.

Then, the outcome is that the teachers are all "revved" about the program, excited about the concepts and the principal, in effect, puts it down. What the district reaps from this is

frustration. What the teachers reap is anger and the principals reap ignorance.

Kay: So, in training everyone in the programs, we increase participation, decrease frustration, increase knowledge and skills and decrease confusion. The first part of the long term goal is already achieved, that is, having every member of the district staff knowledgeable and skilled about some portion of effective teaching practices.

Tony: What a change we've seen in participation in the coaching process. We used to have an attitude about observation that implied, "Well, if you have to do it to me, then do it," from the teachers, and the principals saying "I don't want to do it, but I have to, so I'll make it as painless as possible." A kind of ritual.

Now, with training in coaching and conferencing, we've included input from teachers and principals so that the quality of training, coaching and conferencing has been raised considerably.

Each principal conducts pre and post observation conferences when observing a teacher, something we were not doing five years ago. He has to get to the nitty gritty of the lesson which requires a dialogue, not merely an exchange between the teacher and administrator. So, there is a lot greater focus on the content of the lesson and also the observation itself. The result is a process that supports a conference rather than a meeting.

Thresholds: How are teachers responding to the instructional leadership and coaching role of the principals?

Tony: This process has credibility with most of the teachers because they experience the training with the school principals and administrators.

Kay: And the coaching which includes pre and post observation conferences ends in being more helpful because some assistance is made available to the teachers. They get concrete feedback that they are very important professionals in this district and that the excellent quality of instruction in their classrooms is our primary goal.

In addition, there is mutual accountability about using the knowledge and skills in the training programs.

The training and coaching programs designed for us by Performance Learning systems through Steve Barkley now give us a vehicle through which we can achieve real communication between principals and teachers. This communication is no longer a ritual, it's an integral part of what we in the district value and which we want to see on-going.

Thresholds: Please give us a summary statement that describes your experience in staff development in North Rockland.

Kay: Well, the whole process has helped me to clarify my educational goals and objectives. Even more than that, it has enabled me to demonstrate concretely to all teachers, students and principals that we value them.

Tony: As Assistant Superintendent, it has enabled me to communicate more effectively with everyone in the community, the superintendents, school board, educators and principals. The long term plan enables us to be realistic about the growth, change and benefits of staff development. And each time I meet with the superintendents and school board, I've got some good news for them about how the plan is working. Best of all are the positive responses of teachers and principals to the whole process. These responses come back to all of us formally and informally. They reassure us that change and growth are possible when we plan the process, deliver the training, support the growth and give feedback to the results.



FUTURE ISSUES OF THRESHOLDS IN EDUCATION

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The Principal's Role in Supporting Staff Development

By Elizabeth LeBron

The most important people in the Castle Park Middle School are the students. In my role as principal, I am eager to see that everything we do results in a better education and learning environment for them. Staff Development and Instructional Coaching at Castle Park rests upon the foundation of our mission statement, PRIDE.

- P: Preparation of all students for high school and adult life.
- R: Recognition of students for what they do well--physically, academically and socially.
- I: Involvement in the total school program.
- D: Dedication to continuous growth.
- E: Excellence in all endeavors.

The information contained in this article is a direct result of the collegial effort of parents, students, teachers and administrators in attaining the mission of our school.

Realistically, we know that a mission is a goal that is larger than one's lifetime. At Castle Park we see our mission as a journey that is long enough to use the whole of our professional education life, big enough to contain all of us and deep enough to meet everyone's needs. As principal, my role is to capitalize on all available resources to assist us in educating children through our mission.

Castle Park School is located in the Sweetwater High School District. Its Staff Development and Instructional Coaching programs are two important aspects of the professional development process available to all teachers and administrators. Through the district Staff Development office, many of the best inservice programs are offered to teachers on a voluntary basis. These include:

- Project IMPACT Higher Level Critical Thinking Skills
- Project TEACH Teacher Effectiveness and Classroom Handling
- PRIDE Professional Refinements in Developing Effectiveness
- TESA Teacher Expectation and Student Achievement
- Teaching Through Learning Channels
- Coaching Teachers to Higher Levels of Effectiveness.

In the first phase of my support for Staff Development, I participated in project TEACH, PRIDE, Teaching Through Learning Channels and

Coaching Teachers to Higher Levels of Effectiveness. In addition, I became certified as an instructor of these four programs. My reason for doing so is multi-faceted.

First, I wanted to demonstrate that I am willing, eager and enthused about participation in staff development as an educator. Second, I need to be knowledgeable of the content of the programs in which many teachers participate voluntarily. Third, I want to model the use of the skills learned in these programs through coaching conferences, observations, parent-teacher meetings, presentations to the Board of Education, interactions with students and in faculty meetings. Most of us are well aware of the embarrassing situation in which a principal can find herself when she is unable to model the same skills being learned and used by teachers in the very school in which she works.

Participation in the district inservice programs has assets and liabilities for someone in my role. The liabilities are that these programs require my time. Because I have so little of this as a discretionary medium, I participate in training during the summer when I can concentrate more intensely. They also require that I practice and refine my teaching skills which then forces me to re-think and re-learn how to be a teacher and principal. This kind of change is very challenging and often sets me to thinking at times when I'd rather be sleeping.

The assets in my participation are that Staff Development programs put me in the position of seeing the profession once again in a different perspective. They refresh my concepts of skills and encourage me to change toward greater efficiency. Learning new skills enables me to be more effective in my use of time. Most importantly, my participation in staff development enables me to grow and maintain a strong belief that teaching is a profession in which one can take great pride and have intense enjoyment.

To encourage participation of all faculty members in staff development, I have chosen to focus on three areas:

- A. Correlation of programs to the school mission.



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- B. Encouragement for teachers to participate in staff development on a voluntary basis.
- C. Identification of the benefit of these programs for all teachers and students in the school.

A. Correlation of Programs to the School Mission

It would be difficult to expect any professional to participate in a staff development program unless it was compatible with the goals of the school and district in which one works. To better enable teachers to participate in staff development, I correlated each one to the mission of our school, its coaching process and to the district evaluation procedures. In this way, each of us is confident that every staff development program offers an equal opportunity for professional growth and will directly assist each teacher in increasing student learning and teaching effectiveness.

The results of this process have been to increase the confidence of teachers in their choice of staff development programs. It also models that faculty members can be concentrating on learning different skills and strategies while they all are moving toward the same goal. The knowledge that I have participated in most of the programs enables the teachers to speak in a more professional manner with me during a coaching conference. It reduces their need to use the time in the conference to explain and teach me all that they have learned in a staff development program at a time when I should be assisting them. The correlation of each staff development program to our school mission has increased the options for us to interact through a commonly shared set of professional behaviors about how best to provide for the educational needs of our students.

B. Encouragement for Teachers to Participate in Staff Development on a Voluntary Basis

"Creative leaders accept as a law of human nature that people feel a commitment to a decision in proportion to the extent that they feel they have participated in making it" (Knowles, 1984). Supported with the knowledge that every staff development program in the district is related to the mission and goals of the school, I am confident in encouraging voluntary participation in the fine programs offered to us through the district.

This process also avoids the tendency to create schooling fads when what we really want to see are educational trends.

This voluntary selection enables the school to have a variety of skills learned, practiced and coached each year while it supports cooperation in the acquisition of new skills for us all. If a teacher takes the Project TEACH program in 1984-85 and receives coaching to support the internalization of the skills, that teacher is again reinforced in the use of these skills when a colleague takes the training program during the 1985-86 school year. Such voluntary participation in

staff development enables the entire faculty to cooperate in the process of growth rather than competing in it.

This process also avoids the tendency to create schooling fads when what we really want to see are educational trends. In schools where the entire faculty takes one training program together, it may be difficult to continue the reinforcement of the skills over a three to five year plan, since the training experience runs the risk of becoming "old news" after the second year. Using voluntary selection enables faculty members to experience the training and its impact throughout a multi-year approach. The impact of the training program is then felt in the school over many years, thus providing a reinforcement, rejuvenation and stimulus to use the skills for all previously trained teachers and administrators.

C. Identification of the Benefits of Staff Development Programs for all Teachers and Students in the School

"Firm beliefs and convictions are the best guarantees of consistent behavior toward other people. Personal convictions and beliefs also eliminate tunnel vision" (Combs, 1979). Knowing the benefits of the staff development programs through my own experience enables me, as a principal, to relate the content of staff development and mission of the school with the beliefs, convictions and professional practices of each teacher. In this way, the teacher's focus for professional growth is not narrowed to making "us", the administrators, happy or helping us to "check off the boxes on the coaching/evaluation checklist." Rather it becomes a team effort in responding to the individual satisfaction needs of a teacher, thereby enlarging that growth to become a benefit for the teacher, students and colleagues. Here it is that we see the payoff, the recognition that in meeting the needs of a teacher to be challenged, we enable the entire school to garner benefit.

Responding to the desires for Staff Development and Coaching at times reminds me of being a juggler in the circus. The simultaneous stimulation it provides for the faculty at Castle Park is engaging and rewarding. With all the time and energy dedicated to this process, I see that we are more aware of our behavior, interested in options for change and supportive of the process of growth. I can say it no better than a teacher in our school: "Thanks for the opportunity to work in an environment that is fun and positive and challenging." Boredom, begone!

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Staff Development for the New Teacher

By Stephen G. Barkley

As a component of the reform movement in education, many states, in cooperation with colleges, universities and school districts are developing beginning teacher programs designed to assist the entry-level teacher in becoming an effective instructor. These programs are ambitious and direct in their long term goals. In the immediate term though, many come up short for the following reasons:

1. Insufficient amount of time for the beginning teacher to be trained in the necessary skills and knowledge needed for successful teaching.
2. Insufficient time for coaching by mentor or peer teachers who are to instruct and coach the beginning teacher.
3. Insufficient training for the mentor or peer coaches in their role.

As a suggested alternative, Performance Learning Systems has developed the following plan, which is being used by selected school districts and universities in the United States. As part of their contract agreement, all teachers newly hired to the district, agree to participate in the district's staff development program. The district's staff development program provides the following training and coaching opportunities.

During the first semester of teaching, the classroom teacher completes the Project TEACH - Teacher Effectiveness and Classroom Handling training program with emphasis placed on communication and classroom management skills.

In the second semester of teaching, the teacher completes the Teaching Through Learning Channels training program with emphasis on the planning and delivery of class instruction.

Overlapping both of these semesters is a coaching seminar: Coaching Teachers to Higher Levels of Effectiveness. During the coaching seminar, teachers view their own and their colleagues' video-tapes and provide feedback designed to assist in the internalization of the skills trained in Project TEACH and Teaching Through Learning Channels.

During the second year, the teacher begins the first semester by completing the PRIDE - Professional Refinements in Developing Effectiveness training program where the emphasis on questioning and nonverbal communications would link together the components trained the previous year in Project TEACH and Teaching Through Learning Channels. During the second semester of the second year, participants complete PLS' newest training program, Teaching Strategies. Again, teachers are involved in a coaching seminar where observation and feedback assist the internalization of skills trained in all four programs.

For this training to be possible, it requires that some components be completed during the school day and that others occur outside of the school day. One plan calls for the teacher to complete the four courses of training during school vacation or weekend hours while the Coaching components are best delivered during school hours with the use of substitute teacher class coverage. When teachers contribute the time to complete the 160 hours of training in these programs, there is a return to the teacher for that investment.

The first benefit for the sponsoring school district is to work with the local university to provide graduate education credit hours, at a minimal tuition, for the training the teacher has completed as part of the staff development program. This is achieved by having the university collaborate with the local school district to certify that district staff members providing the staff training meet adjunct faculty requirements at the university. Teachers receive three graduate education credits for the 45 class contact hours of training in each program as well as three credits for each year's coaching seminar. Through this consortium, each teacher earns 18 graduate education credits at the completion of the cycle.

Participating colleges and universities could design a master's degree based upon the core of the district staff development program, thereby encouraging teachers to complete their education



Steve Barkley is Director of Instruction, Performance Learning Systems, a New Jersey based company specializing in training programs for educators. He is currently coordinating the training and coaching of pre-service and inservice teachers through a consortium of school districts, universities and teacher organizations in a number of states and provinces, including New York, New Jersey, Pennsylvania, Ohio, Florida, Manitoba, Saskatchewan.

degree program with the university. The university is able to use the district staff development training as a common background upon which other more specialized course offerings can be built.

The second benefit for teachers to consider is that the school district Evaluation Instrument, which is implemented to make a tenure granting

This model appears to be a win for teachers, students, school districts and universities.

decision at the end of the teacher's second or third year, is based upon the training components within the staff development program. This guarantees the teacher that upon successful completion and internalization of the trained skills, the teacher will do well in the district's evaluation process.

This model appears to be a win for teachers, students, school districts and universities. School districts are able to take greater control in the graduate education training that teachers receive. They are also able to build a common

base of knowledge and vocabulary for other district staff development goals. For colleges and universities, the model provides an opportunity to expand their on-campus program to the local school district--opening avenues for input, dialogue and networking between the whole school district staff and the university faculty. In some instances, participants choose to complete a master's degree program with the collaborating university because they have accumulated 18 hours of graduate study based upon the best research, practice and training in the profession.

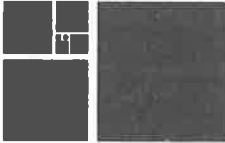
For the teacher, existing district salary guides and state certification requirements of additional course credits are met while the teacher is practicing and internalizing the skills upon which he or she will be observed, coached and evaluated. Entry into the education profession built upon staff development and a coaching environment provides the groundwork for new teachers to follow an ongoing professional growth plan.

With the current prediction that school districts in the United States will be hiring 1.6 million new teachers during the next eight years, it appears that now is the time to prepare a staff development program that will enable new teachers to be strong assets for the local school, district, and most importantly, the district's students, as quickly as possible.



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Fostering Involvement in Staff Development through Clinical Supervision

By Lee Goldsberry

"Job-embedded inservice is defined as directly working with children while improving teaching skills and as having follow-up in classrooms after some initial professional development experience. Perhaps the most important finding of this study is that job-embedded inservice is seen as the type most directly related to the improvement of teaching skills and is also considered the most desirable form of inservice. Yet, it is the form least available to teachers." With these words from their foreward to the report of a large-scale survey of teachers, professors and community representatives, conducted by Yarger, Howey, and Joyce (1980), Murphy and Lebby call attention to a long-standing dilemma for inservice teacher education. While most would agree that the primary purpose for staff development in schools is indeed "the improvement of teaching skills," it is rare indeed that staff development experiences provide opportunities for teachers to practice advocated skills directly with children or to receive knowledgeable feedback on their application of these target skills. Clinical supervision (Acheson & Gall, 1980; Cogan, 1973; Goldhammer, 1969; Goldhammer, Anderson & Krajewski, 1980) offers great potential for staff developers interested in helping teachers to reflectively assess their own performance in terms of its impact on students, and to refine teaching strategies and skills accordingly. This article describes a modest project involving university-school collaboration wherein repetitive cycles of clinical supervision were delivered to and evaluated by a small group of volunteer secondary teachers. The intervention consisted of three separate phases: readiness, implementation, and data collection. In the pages that follow, each of these phases is described. Sections discussing the teachers' perceptions and appraisals of the intervention and considerations for future implementations conclude the article.

Overview of the Intervention

The Division of Curriculum and Instruction of the College of Education at The Pennsylvania State University, in collaboration with a nearby school district, offered a practicum experience for doctoral candidates interested in staff development and supervision which consisted of a series of regular classroom observations and related conferences with voluntarily participating secondary teachers from a single high school. Four doctoral candidates, all of whom were experienced teachers with academic preparation in

the area of clinical supervision, participated. Each of these doctoral students (hereinafter referred to as "supervisors") paired with a single high school teacher for the project. Each cycle of clinical supervision consisted of a preobservation conference, a focused observation in the teacher's classroom, and a post-observation conference. All conferences were recorded on audio tape. At the conclusion of the implementation phase, the instructor for the practicum conducted a structured exit-interview with each participating teacher and collected information from the building principal and assistant principal regarding their perceptions of the intervention.

The Readiness Phase

The project was introduced to the building faculty in a voluntary, after-school faculty meeting attended by approximately 50 teachers of the 70-member faculty. The particular instructor and the four supervisors each presented a segment addressing either the rationale for or procedures of clinical supervision as it would be implemented during the intervention. Data collection procedures were also discussed. Following these presentations, a question and answer session was conducted. This introductory meeting concluded with an invitation to any interested teacher to volunteer his or her participation to the building principal. Four volunteers were thus identified. The pseudonyms used for these teachers in this report and their content areas are: Al, science; Bill, foreign language; Gil, mathematics; and Mary, English.

The next segment of the readiness phase was a one-hour meeting in which the four supervisors, the four participating teachers, and the practicum instructor reviewed the purposes and rationale for the project, and elaborated the procedures to be used. Also during this meeting, each supervisor and each teacher discussed his/her reasons for participating and specifically noted what they hoped to gain from the experience. The super-



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visors' aims, to examine and refine their own supervisory skills, were emphasized, and the participating teachers' constructive feedback on supervisory practices was encouraged. While it was noted that the practicum was intended as an opportunity for supervisors to employ strategies and tactics consistent with the clinical supervision model, the practicum instructor clearly expressed that consistency with espoused clinical supervision methodology was not to take priority over common sense. Supervisors were encouraged at this meeting to behave throughout the project as they deemed most appropriate, whether or not the choice of action seemed consistent with clinical supervision.

The final segment of the readiness phase was a one-to-one conference between each supervisor and the teacher he/she was to observe. The primary purpose for this readiness conference was to discuss the teacher's espoused platform--a group of values and beliefs (planks) addressing desirable aims, strategies, and procedures for teaching which, taken as a whole, serves as a philosophical foundation (platform) governing rational teaching behaviors (Sergiovanni & Starratt, 1979). Comprehending the teachers' sense of mission provided each supervisor with a foundation of educational purposes as perceived by the teacher to which a repertoire of teaching strategies and practices would be securely attached. The thrust, then, of the supervisory intervention was to assist these teachers in collecting relevant descriptive information through direct observation so that teachers might reflectively examine actual classroom happenings vis-a-vis their own criteria for effective teaching and refine practice accordingly. This thrust was discussed in both group meetings and was reiterated in the readiness conference.

The Implementation Phase

The design of the intervention called for five weekly cycles of observations and conferences. Due to road conditions in snowy central Pennsylvania one of the planned cycles was cancelled. Furthermore, one of the participating teachers, Mary, became ill at the outset of the intervention (no cause-effect relationship implied). After waiting two weeks hoping for Mary's return, she was replaced in the project by another volunteer, Ned, a special education teacher.

Supervisors traveled to the school each Tuesday and Wednesday afternoon during the intervention. The scheduling of the observation varied depending on teachers' schedules, the nature of the data to be collected and experiences accumulated during the intervention. Pre-observation conferences were regularly held on Tuesday and post-observation conferences were regularly held on Wednesday, but the observation itself occurred on either Tuesday or Wednesday.

Three different approaches were used to arrange time for conferences. In some cases teachers voluntarily used preparation periods for these conferences. In other cases teachers planned independent library activities for their classes so that they could participate in conferences. Finally, the building principal and assistant principal conducted several classes to allow teachers to participate in conferences. In short, since administrator and librarian time was donated to implement the project, providing necessary released time for teachers required no financial support from the district.

Pre-observation conferences were intended to acquaint each supervisor with the objectives, teaching strategies, and planned procedures for the lesson to be observed, to establish the relationship between the planned lesson and the teacher's espoused platform, and to determine a focus for the observation which seemed relevant to the teacher. In this conference, as well as in the post-observation conference, supervisors were encouraged to use structuring and probing questions in conjunction with other active listening techniques to elicit active teacher involvement. Once the focus for the observation was determined, supervisors were encouraged to discuss possible data collection devices and, in collaboration with the teacher, determine specific instruments to be used during the classroom observation. Thereby, teachers were provided with a relatively clear expectation as to the nature and quantity of descriptive information they would receive after the observation.

During the post-observation conference, supervisors were encouraged to present these data to the teachers and to elicit subjective interpretations of the educational import of the collected information from the teacher. Supervisors were also encouraged to draw clarification, expansion, and justification of the initial interpretation from the teacher through questions. This focused questioning procedure is consistent with the Sprinthall and Thies-Sprinthall (1981) suggestion that guided reflection is a promising avenue for promoting cognitive development in adults. Supervisors were also encouraged to collaborate with the teacher in generating alternative explanations for observed events, as well as possible modifications of teaching strategies or tactics and their likely impact on students. Supervisors were encouraged not to dominate the analysis process by unilaterally advancing their own interpretation of the data or by suggesting their own perceptions of "needed changes."

The Data Collection Phase

Following the final supervisory cycle, the practicum instructor personally interviewed each of the participating teachers to determine their perceptions and evaluations of the intervention. These interviews followed a preestablished sequence of questions, and were recorded on audio tape. Instructions to the teachers included mention that the purpose of the interview was to determine the utility of the teachers' participation in the project, and in no way would influence the grade received by the practicum supervisors. Following opening instructions, the interview consisted of a brief section of forced-choice items followed by several open-ended questions.

Interview Findings

When asked if the teachers would characterize the intervention as: a) not helpful, b) a little helpful, c) helpful, or d) very helpful; three of the four respondents answered "very helpful." The fourth respondent answered, "helpful," and indicated it would have been very helpful had it extended over a longer duration, including more cycles.

Concerning the time consumed by the program, respondents were offered the following four choices: a) participation took far too much time; b) it was a bit too time consuming for the benefit; c) it was time consuming but worth it; and d) it was not time consuming at all. All four respondents replied, "it was time consuming but

worth it."

Another forced-choice question read: "If a friend told you he was considering participating in the same project next year, how would you advise him?" Response options were: a) do it, without reservation; b) do it, with only minor reservation; c) maybe do it, but with serious reservation; or d) don't do it. Three of the four respondents selected the "do it, without reservation" option. The final respondent answered "do it, with only minor reservation," and mentioned scheduling as the specific reservation.

The first open-ended item read: "Assuming that a fellow teacher asked you candidly for your evaluation of this experience, how would you respond?" This question drew the following responses.

Al: Well, I'd respond very favorably. I was turned off to traditional type observations, but that was one reason I wanted to test being in this (project). I find it very helpful...that you are your own judge primarily. I was able to look at what I was doing and make observations from the data, and able to correct problems that I wasn't aware of. It made me more conscious of what I was doing, how I was doing it, and how the kids were reacting to it. I would recommend it strongly for anyone else.

Bill: I learned a lot from it--in fact, probably a lot of things that I had assumed were true and found not to be true in a particular circumstance. One particular instance was...you kind of assume people up front (in the classroom) are the people that are paying the best attention. That was proved not to be the case. It was the middle group rather than the front (students who were paying attention). It seemed under observation then, that I was overlooking people because they were actually too close to me. So we did some seat moving to rectify that problem. It's just working with what you have and changing it to suit the situation.

Gil: I enjoyed it. I think so many types of observation become subjective in public education...and so I enjoyed it from that standpoint,...to find out there are some very good objective ways of evaluating not only for someone else evaluating me, but for me evaluating me.

Ned: I would respond that it helped me, especially in the area I was looking for help which was classroom management...and handling of my students...(My supervisor) made me aware of things that I wasn't aware of and was really looking for. I told her in the beginning that's what my main interest was.

The following responses were given to the question, "What benefit, if any, do you think your students have gotten from your participation in this project?"

Al: Some of the students--I realize I probably wasn't gearing instruction to them. Also, in the lab I was ignoring several students. I just inadvertently picked that up and am more conscious now of these students--walking to their tables so that they have the

opportunity to ask questions...I am more conscious even after participating in the program. I do self-evaluation. It (the intervention) made me conscious of that--so I think students are benefiting.

Bill: We had a direct benefit. In one particular case, we dealt with my poorest academic class, and as a direct result...we were able to group people together as far as seating, so that each person had someone to lean on for group work instead of relying solely on me. Therefore I was able to work with several people individually instead of having to work with 25 people individually. It had a great carry-over effect. Now, every time we do something I don't explain--for the purpose of not explaining it, but to see how much they can get on their own--they feel free to talk to their neighbor about the situation instead of raising their hands right away and asking me. So, I think it has built a little self reliance on the part of the better students. It has also given the poorer students an idea that they can ask one of their peers rather than asking an authority figure for the information.

Gil: There were some things that we looked at that have helped me reevaluate some of the things I was doing in the classroom, and hopefully that reevaluation will help me to improve. Anything that I improve upon as far as my teaching techniques or my approach to the classroom is concerned is going to definitely reflect upon (my students). Hopefully, I'm doing a better job for them...I've tried to be more positive...these kids are in a very crucial point in their life. There are so many things going on outside of them as well as inside of them with their maturation, and the last thing they need is somebody being negative. I'm working right now on trying to be more subtly positive...I have one young lady in particular that I'm trying to work with. I have now got her asking questions--not out loud in class but I've got her during homework periods--asking questions, and I think I've done that by approaching things positively...I think that's something that has been helpful for me. I've seen some results work already.

Ned: Oh, I'm sure it did,...I think I'm more aware now of the entire group and of the kind of answers I'm getting from them. And, my responses, too. I was interested in how I was responding especially to answers that were a bit below what I really wanted. And I think through my realization now of that area--why, I have a lot better discussion with my group...at least I'm responding to more of the students.

Another question which produced interesting responses was, "Would you describe what (name of supervisor) did as supervision? Did you think of him (or her) as a supervisor?"

Al: No, I didn't. It was more of a peer relationship. He was helping me and I felt, in turn, I was helping him with the program...I didn't feel it was dictatorial that I do a lot of supervision. He came in as a helper rather than a traditional supervisor.

Bill: No, I didn't think so... My only experience I had had was where an administrator was watching me all period long. He wasn't watching me... So, I don't think this could take the place of regular supervision, but it certainly is a helpful tool to use to improve skills. I think to improve your relationship between you and your classes, as well.

Gil: Not normally what I think of as a supervisor now. I would say, well, super usually connotes the idea of somebody being over or above you. I thought (name of supervisor) was more of a peer. That's good... I don't like being dictated to... and for somebody to say, "You aren't handling this or that," or some other aspect of my approach correctly, I would probably become very defensive... I think it automatically sets up some defenses. And I found none of those in this program.

Ned: Not really... She didn't come off pushy. I just didn't get that feeling with her. I wouldn't feel any different than if anyone else would come over to sit down at the back of my class... I knew she was there and I knew when the class was over, I'd have a nice discussion with her.

Some other interesting comments:

Al: I didn't look at this as a supervisor coming in and observing and making suggestions. I looked at it from the standpoint that I could improve myself. It gave me an avenue that probably will keep me from boredom. After you've taught the same class--some classes I've taught now for eight or nine years--you're in a rut. What can I do to change? I was looking at it strictly from a material standpoint. Now I can observe one and critically analyze what I'm doing and change techniques, that type of thing... I've changed teaching techniques because of it.

Bill: I'm very careful about the time period we spend on one particular activity. I wasn't very careful before this until (name of supervisor) charted how many kids we were losing along the way, by looking every five minutes and checking off who we were losing and when. So, I've shortened my time... and I also lean heavily now toward the group work in the first year level.

(Regarding the preobservation conference) It's necessary. You can't get an observer to come in cold and expect him to pick up what you want him to pick up without prior knowledge.

If you would go into that class now and observe it--and you would have observed it before this program had started--you'd see a completely different group of kids. It's amazing.

Gil: (Participating in this project) reminded me of a lot of good things that I remembered going through in education classes--a lot of the positive aspects toward education... It rejuvenated some enthusiasm towards very positive aspects of education that sometimes, with all the paperwork, grading papers, and dealing with misbehavior,--day in, day out--in the class, you have a tendency to push aside.

(The supervisor) basically allowed me to draw the conclusions, which I think is very, very good... She allowed me to make up my own mind whether or not I was doing what I wanted to be or thought I was... We took a look at the data and she would point out some things--like with the Flanders--some trends that seemed to be normal for what Flanders, I guess, writes about. But as far as any judgments, they were left to me...

I thought it was very, very helpful and again, the motivational things make me aware that there is more than just showing up for class and grading papers (to teaching). Some things that I really do believe in, I have a tendency to forget about because I get bogged down... I think it's been very helpful motivating me to think more about education.

Ned: If people come in to deal with you as a teacher, you can have a concrete bridge between what you are trying to do... and what's being done. Then, you're going to accept it because you know you are going to get something out of it. Too many times in twenty years I've sat down and spent a whole afternoon knowing that I wasn't ever going to get to use any of that material--either because they wouldn't buy it for me or (because it) didn't apply to the kids for the situation we are in. This definitely was not that kind of experience.

The Wrap-up

At the conclusion of the intervention another voluntary faculty meeting was called to discuss the project. Each of the four teachers who participated in the project volunteered to speak at this meeting. Their comments were uniformly positive about their experiences and generated lively discussion of the procedures and perceived benefits of the intervention. They had become vocal proponents of this approach to job-embedded staff development.

Discussion

Several factors preclude drawing generalization from this modest study. The small number of participants, the localized delivery, and the discretionary latitude given the supervisors all suggest the transferability of our findings is indeed limited. Therefore, the conclusions discussed below should be regarded as tentative, at best.

The readiness phase, limited as it was, seems to have contributed greatly to the success of the intervention. Reducing unknowns in terms of expectations and procedures allowed voluntary participation that was truly given with "informed consent." Teachers also appreciated the early focus on espoused platform. It made sense to them that classroom observers should understand teachers' values, strategies and intents prior to observing.

The deliberate attempt to emphasize the teachers' contributions to the development of supervisory skills also paid dividends. Teachers viewed their "practicum supervisors" as colleagues who worked with them for mutual benefit. This reciprocity of service seemed to accelerate the development of collegial, non-threatening relationships. As noted earlier, one teacher attributed his own lack of defensiveness to this collegial relationship. Overcoming such defen-

siveness may be a significant step in facilitating change.

Preobservation conferences were also highly valued by the teachers-called "mandatory" by one, and "necessary" by another. By collecting data which the teachers had identified as personally relevant, and by calling on the teachers to interpret this descriptive information, the importance of teacher-accountability was underscored. This point was clearly recognized by the teachers who stressed their own involvement in decision-making and change to their colleagues. This sense of personal causation has often been associated with motivation and change in professional literature. Apparently, this approach to job-embedded staff development rekindles a sense of personal drive for professional development. "Rejuvenating" in the words of one teacher.

To be sure, this job-embedded approach can only serve as one component of a broader staff development program. Elsewhere (Alfonso & Goldsberry, 1982), I have described a similar program involving the use of peers rather than university-based "supervisors." Both approaches seem promising. Until staff development programs incorporate some form of in-class support for teachers, their potential to improve student learning will be severely limited. The modest value of explorations such as these is to support the notion that such classroom-based interventions are indeed welcomed and deemed valuable by teachers.

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Use of the Principles of School Effectiveness Produces Great Achievement Gains in San Diego Minority - Isolated City Schools

By Thomas S. Nagel

The San Diego Unified School District has operated under a court ordered desegregation plan since 1977. The plan has called for voluntary

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participation by the community, although the threat of the possibility of forced busing has been present. Twenty-three schools were identified by the Court as being isolated, each school having 80% or more minority enrollment. There are eighteen elementary schools, three junior high schools, and two senior high schools which are subject to the court order.

In 1980, Judge Louis M. Welsh, who was then presiding over the San Diego desegregation case, set goals for raising achievement in all the minority-isolated schools. At that time, those schools were among the lowest in achievement in the district. He reasoned that a good education was the secret to a better economic future for these children when they matured; and that in the final analysis this, in combination with other programs, would produce an integrated community.

In his court order he required that at least fifty percent of the children at these schools at each grade level should achieve at or above the national norm on the Comprehensive Tests of Basic Skills (CTBS) in reading, language, and mathe-

matics. The order went on to set a timeline for doing this which ended with the 1984-85 school year. If these court goals could be attained, it would mean that children in the minority-isolated schools would be achieving at the same level or better than the average child throughout the rest of the United States.

At the time the order was issued, there was considerable outcry that attaining the goals of the court order was simply not possible; however, the school district set to work and developed the Achievement Goals Program (AGP) which was based on most of the principles identified in the research literature on school effectiveness. The program, since its inception, has been considered rather controversial by many observers; however, as this article will show, great gains have been attained in all areas of the basic skills.

AGP has demonstrated the greatest achievement gains in mathematics.* The following table illustrates the average gains made by children at the court identified minority-isolated schools:

Table I
Gains In CTBS Mathematics Achievement

Grade Level	Percent of Children at or Above the National Norm in 1980-81	Change in Percent of Children at or Above the National Norm Since 1980	Percent of Children at or Above the National Norm in 1984-85
K	46.7	+32.3	79.0*
1	63.9	-0.4	63.5*
2	48.4	+16.8	65.2*
3	38.4	+26.2	64.4*
4	28.2	+34.1	62.3*
5	33.2	+27.1	60.3*
6	31.3	+40.3	71.6*
7	43.9	+26.7	70.6*
8	39.8	+32.7	72.5*
9	28.3	+46.0	74.3*
10	33.4	+38.2	71.6*
11	31.2	+30.9	62.1*
12	39.9	+9.5	49.4

*Court Goal Attained

These gains represent a truly remarkable improvement. Relatively large percentages of children who were once below the national norm in achievement are now at or above that norm. In only five years the court goals have been attained

in grades kindergarten through eleven, and grade twelve is very close.

The AGP language program has also produced amazing results! These results are shown in Table II.

Table II
Gains In CTBS Language Achievement

Grade Level	Percent of Children at or Above the National Norm in 1980-81	Change in Percent of Children at or Above the National Norm Since 1980	Percent of Children at or Above the National Norm in 1984-85
K	No test	No test	No test
1	42.0	+23.2	65.2*
2	38.1	+28.8	66.9*
3	35.8	+32.4	68.2*
4	35.7	+29.4	65.1*
5	31.2	+31.2	62.4*
6	38.9	+24.8	63.7*
7	39.4	+28.6	68.0*
8	36.0	+33.1	69.1*
9	30.3	+38.8	69.1*
10	33.0	+29.9	62.9*
11	35.7	+12.4	48.1
12	34.5	+15.6	50.1*

*Court Goal Attained

As this table illustrates, the court's goals for achievement have been attained in all grades except for grade eleven, and that grade is within only 1.2% of being attained. Overall, it is obvious that there has been tremendous progress in language achievement in a comparatively short

period of time.

In reading achievement there has also been good progress, although not as spectacular as the other two areas already reported. The following results were found when CTBS reading achievement test scores were analyzed:

Table III
Gains In CTBS Reading Achievement

Grade Level	Percent of Children at or Above the National Norm in 1980-81	Change in Percent of Children at or Above the National Norm Since 1980	Percent of Children at or Above the National Norm in 1984-85
K	50.2	+25.7	75.9*
1	50.5	+14.4	64.9*
2	33.5	+28.8	62.3*
3	33.7	+25.3	59.0*
4	23.0	+24.1	47.1
5	23.9	+23.3	47.2
6	27.4	+18.4	45.8
7	27.5	+25.5	53.0*
8	27.9	+23.1	51.0*
9	19.3	+22.1	41.4
10	29.7	+19.6	49.3
11	35.7	+3.5	39.2
12	33.0	-3.2	29.8

*Court Goal Attained

Six grade levels have attained the court goals for achievement in reading as follows: kindergarten through third grade, and seventh and eighth grades. Grades four, five, six, and ten have made excellent progress; and appears to be within good striking range of attaining the court goals. Grade nine has made a lot of progress (a gain of 22.1%), but still has a way to go. Grades eleven and twelve have been most resistant to change, but perhaps this will change as students who are better prepared at lower grades progress

to that level.

In reviewing these results attained in the minority-isolated schools, there is clear evidence that achievement has greatly improved. Analysis of California Assessment Program scores provide an almost identical profile to that just presented for CTBS. These results were not easily arrived at, and took the combined energy of hundreds of dedicated, highly professional teachers and administrators working together as a team to successfully implement the lessons learned from

research on school effectiveness. In 1980 there was not one who was willing to predict such results could be achieved; and the fact that they were achieved testifies to the professionalism of all those involved.

While space in this article does not permit a full description of the AGP model which was employed, it can be said to have systematically incorporated each of the following school effectiveness factors identified by the California State Department of Education:

1. Academic focus
2. Rigorous content
3. Coordinated curriculum
4. Maximum use of time
5. Regular homework
6. Teacher-directed instruction
7. A variety of teaching strategies
8. Regular assessment
9. Instructional leadership
10. High standards and expectations

Other factors such as a safe and orderly environment, opportunities for student responsibility and involvement, widespread recognition, sense of community, and home-school cooperation and support were not ignored, but were dealt with in a less systematic fashion on an individual school by school basis.

It is believed that this work serves to validate that "critical mass" of factors from the school effectiveness literature which AGP implemented. This finding is especially important because it shows that such factors can be systematically written into curricula and materials used in schools. It is believed that this knowledge should allow curriculum specialists, and the writers and publishers of textbooks to furnish a much better product to teachers in the future. With the public demand for "excellence in education," there is perhaps no greater support service which can be provided to classroom teachers than to give them the finest materials to work with which can be found.

Such materials could be wasted, however, unless teachers possess the skills needed to successfully employ them. It is essential that training in the knowledge and skills associated with these school effectiveness factors be included in both preservice and inservice programs for student teachers, teachers, and administrators. Additionally, it is crucial that "on the job" assistance be provided in the early years of program implementation.

This is a dynamic time for the community of educators, and it is exciting to note that research is providing some practical, common sense answers to our need for improving student achievement and teacher performance. School effectiveness factors appear to be one of the most promising tools which we can add to our arsenal.

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Making a Difference

By Beverly Boomsma

As a youngster I was curious about my teacher's activities on that blissful day...TEACHER'S INSTITUTE. For me it ranked right

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up there with Christmas and birthdays. I recall wondering what in the world my teacher did on that celebrated occasion.

Each year, whether in kindergarten or senior high school, our teacher would announce, "Class I must remind you,"... (as if we would forget)... "no school tomorrow. All the teachers will be going to the annual county-wide institute meeting."

Then, at least one student posed the inevitable question, "What do you do at teachers' institute anyway?" And in rooms throughout the building came the same answer... "Well, Johnny, I'm not sure what the program is this year. We usually have a fine speaker. You see, we want to learn better ways to teach you--so we go to school, too."

Sometimes the discussion continued with a friend after school. "I sure hope she learns some ways to make school less boring!" or "Maybe she'll get so smart we'll notice a difference on Monday morning, but I doubt it." "Oh well, at least we have tomorrow off--what are you going to do?"

As much as I enjoyed being a student--(I was the skinny girl who always fished extra ditto sheets out of the wastebasket to do for fun) the day was terrific!! I had so many choices. I completely reorganized my bedroom, spent the afternoon with Nancy Drew in the public library or tagged along as my older brothers planned and produced a shadow show, a backyard circus, or invented a super new game. And so it went in my early school days. I never learned what happened when teachers "went to school." Although unaware of any differences in the teacher on Monday morning, I was happy! Institute was great!

When I became a teacher, myself, the mystery surrounding Teachers' Institute ended. If not entirely happy, I was at least hopeful...perhaps the next one will be better. Institute day usually included a keynote speech (sometimes humorous, sometimes informative, sometimes both or neither) long lines for cold rolls and hot coffee, a couple of mini-sessions on everything from puppetry to parking lot policies, a luscious lunch at a choice restaurant (non-cafeteria style, of course, what teacher would choose to eat in a

No matter how carefully planned, the traditional one-shot, four-hour institute just didn't make much difference in me and the way I interacted with my class.

cafeteria on her day off?) and finally a trip to the nearest shopping mall. On Monday morning there was a difference...in the teachers' lounge. The discussion there was lively as we shared the speakers' best anecdotes, news from teacher/friends we ran into, lunch menus, and the best bargain prices on our purchases. Unfortunately, however, my students didn't seem to notice a difference in the classroom, in ME...my teaching, my actions or reactions. No matter how carefully planned, the traditional one-shot, four-hour institute just didn't make much difference in me and the way I interacted with my class. A student once told me that the only thing she noticed different was that many of the faculty members wore new clothes on the morning following the in-service session. Perhaps one of the reasons we

went shopping was to gain something noticeably different to take home.

As a young teacher I accepted the staff development dilemma as a part of the professional package of teaching. I continued to hope that somewhere, someday, someone would design a program for in-service training of teachers that would include interacting with colleagues, role-playing, practicing communication skills, sharing of experiences, expectations and expertise--all directed toward making a difference in ME on Monday morning.

After several years of teaching and raising a family, I returned to college for three reasons: 1) I still enjoyed being a student (although I no longer fish dittos from wastebaskets), 2) additional college credits provide additional income, and 3) I was still searching for some courses that would make a greater impact on me and my classroom.

The work of William Glasser, author of "Schools Without Failure," and "Reality Therapy," interested me greatly. I studied at the Institute for Reality Therapy in Los Angeles. I found much of Dr. Glasser's theory has practical application in helping students accept the concept that behavior is a choice--their choice. This training, as well as other graduate courses in communication, was interesting, but seemed to remain disconnected, scattered bits of knowledge.

In 1984, after completing a masters degree, I was selected as a recipient of the Illinois Governor's Master Teacher Award. The award stipend allowed me to continue in the search for something different for teachers. A brochure from the Illinois Education Association (IEA) caught my eye. It described and recommended courses designed by Performance Learning Systems and offered for graduate credit through Northern Illinois University (NIU). I dialed the toll-free number and within ten days I was attending a PRIDE course. During the first session I sensed a real difference between this and other courses I had taken. The research-based activities were designed to encourage communication, participation and interaction of professionals. The multi-media materials were of high quality and were skillfully presented. The concepts of the course were modelled by a highly competent instructor.

After twenty years of teaching...here it was...an in-service training program design that provided a professional presentation and practice of the skills that would make a difference! By the end of the first day I knew I would complete this course and any others by the same designer.

After completing PRIDE, TEACH, and TEACHING THROUGH CHANNELS, I began to appreciate the real value of these courses. Instead of listening to lectures and completing another term paper, these courses consisted of forty-five hours of intense and interesting training, listening and laughing, viewing and reviewing, discussing and deciding, prioritizing and planning for many Monday mornings! The experience was a fresh and exciting one. I was impressed as participants learned with and from each other in an atmosphere of trust and open honesty. We were sharing materials and techniques, sharing and solving problems, encouraging each other, treating each other as professionals, finding out how exciting learning can be, and setting new goals for ourselves as a result. This was the kind of excitement I wanted to create in my own classroom.

These courses made a difference...a

difference in me. I was helped to understand my own preferred learning style, and to rotate activities in my lessons to include the learning styles of my students. The program resulted in an increased sensitivity to non-verbal communication in the classroom and provided ways to respond that preserve the human dignity of both students and teacher. The verbal skill activities taught me to communicate more effectively as I strive to motivate. The professional interaction of the courses began to spill over into my school situation.

Performance Learning Systems courses have assembled the "bits and pieces" of my prior training, reading and experience into a package with a handle. The experience has aided me in synthesizing the best of Carl Rogers, Madeline Hunter, William Glasser and Beverly Boomsma. Although my hope was for a discernible difference in the classroom, I have also enjoyed a significant change in interactions with peers, administrators and parents.

Many attempts have been made to define and describe a "good teacher." One with which I concur...

Good teachers do four things well:
They instill a love of learning,
They make the difficult easy,
They help us believe in ourselves-
that the impossible is possible,
that we can help change our world,
And they give us an awareness of the need to honor each other.

Positive change in the competence, confidence and concern of a teacher affects the learning process as no other factor can, creating a difference that, for me, continues both professionally and personally.

Based on these criteria, PRIDE, TEACH, and TEACHING THROUGH CHANNELS are, as in-service programs, "good teachers."

Positive change in the competence, confidence and concern of a teacher affects the learning process as no other factor can, creating a difference that, for me, continues both professionally and personally. More important than having been chosen as a Master Teacher, or having been featured in a LEARNING MAGAZINE column, entitled, "Teachers Who Make a Difference"...my goal is becoming a learning leader. Continuing to learn about learning, about people, about myself, and about life...that makes a DIFFERENCE in me and in my classroom...every Monday morning.

When viewing myself as THE TEACHER
Both student and I stand still.
Just me, some facts and a reluctant child
Together against his will.

Assuming the role of co-learner -
I receive what the child can give.
We grow and teach each other
As we both learn, love and live.
B. Boomsma

A Definite Difference

Dr. Jack G. Magruder, Superintendent, St. Anne Elementary School, has observed a difference. Teachers who have completed Performance Learning Systems (PLS) courses:

- demonstrate heightened levels of enthusiasm and energy,
- welcome the challenge of responsibility,
- communicate more effectively, verbally and non-verbally,
- encourage creativity in learning activities,
- become more positive and professional, and
- enjoy an improved self-concept.

With the encouragement of Dr. Magruder, the school board recently voted to provide the PRIDE course for all faculty and administrators at St. Anne Elementary School.



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A Bright Star on the Horizon : An Innovative Pre-Service Teacher Education Program

By Marcia Mann, Joyce Burick Swartzman, and Constance V. Hines

Editors Note:

The SunCoast Area Teacher Training Honors Program for pre-service students at the University of South Florida College of Education was one of the National award winners in the first annual "Showcase for Excellence" awards of the American Association of State Colleges and Universities.

Introduction

Since Terrell Bell's landmark *A Nation at Risk* report (1983), it has become increasingly popular to bandy around the word 'excellence' as if using the word will ensure its existence. It is also fashionable today to include the word 'excellence' in the titles or context of education conferences, commissions, articles, journals and awards. Perhaps the first step to being considered meritorious is laying claim to the term 'excellence.' Perhaps the attainment of excellence can start with an idea or belief. In order for the idea to live, however, it must become more than titles or printed words--it must become a way of life.

At the University of South Florida (USF) College of Education, the SunCoast Area Teacher Training Program (SCATT) has evolved from an idea or vision into a living, vibrant honors program. Before the National Commission on Excellence in Education was established, the preservice education students at USF also laid claim to the term

'excellence.' The students included it in their motto and later in their logo "Mission In Excellence." The mission was considered a charge for continuous effort to grow professionally and personally. As the SCATT program evolved, the concept of 'mission in excellence' became increasingly more meaningful with each subsequent class, and grew into a way of life that seeks to be a positive force in education.

The Origin of SCATT

The SCATT program originated in a decade when schools have come under heavy scrutiny both from legislators, concerned with tight budgets and accountability, and from parents demanding quality instruction. This critical probe into educational standards has led to sharp criticism of those responsible for the training of teachers, notably Colleges of Education. Responding to the criticism as a challenge, the administration and faculty of the USF College of Education took positive action by demonstrating that excellence did in fact exist within the College and the profession. It simply needed to be recognized and encouraged.



Marcia Mann is Assistant Dean for Clinical Education and Special Projects, College of Education, University of South Florida. She also serves as the Director of SunCoast Area Teacher Training Honors Program which she has moved from a concept paper, to a funded legislative item, to a program which has received national, state and local recognition in five years.

Joyce Burick Swartzman is Assistant Director, SunCoast Area Teacher Training Honors Program and an Assistant Professor of Education in the College of Education, University of South Florida. Dr. Swartzman has coordinated the activities of the SunCoast Area Teacher Training Honors Program (SCATT) since 1981-82.

Constance V. Hines is Assistant Director for Research, SunCoast Area Teacher Training Honors Program and an Assistant Professor in the Department of Educational Measurement and Research, College of Education, University of South Florida. Dr. Hines is responsible for SCATT research activities and field testing of professional education courses.

Thus SCATT was created in 1981 as a collaborative effort with the USF College of Education and the counties within its service area. The program has received increasing recognition as one of the innovative teacher education programs in the country (Focus, 1982).

SCATT Program Goals

To gain support and to establish a reason to exist, lofty goals were set for the SCATT program:

1. To attract and keep bright, talented students in the teaching profession and to facilitate their development into committed, highly competent teachers.
 - 1.1 To design programs that will encourage students to participate in experiences and activities, helpful to their education and future teaching practices, which extend above and beyond the traditional academic programs.
 - 1.2 To provide students with challenging professional activities and experiences that will aid and encourage them to become highly competent teachers.
 - 1.3 To train able classroom teachers to improve and refine communication and effective teaching skills to enhance their ability to supervise program interns.
 - 1.4 To help prospective employers identify preservice teachers who have demonstrated academic achievement, ability, leadership and commitment to the profession.
2. To foster and maintain a positive attitude toward teaching and the teaching profession among program participants.
 - 2.1 To provide preservice teachers the opportunity to interact with other bright, enthusiastic, committed students and professionals in order to enhance their professional self-concept and help them develop and/or maintain a positive attitude toward teaching and the teaching profession.
 - 2.2 To provide a support network for preservice teachers that continually reaffirms their commitment and dedication to the teaching profession.
3. To foster commitment and appreciation of academic excellence in education.
4. To improve the public's image of educators and education.

Being part of the teaching profession is an opportunity to influence the future.

In order to be realistic about setting the above goals of the program, it was important NOT to deny that it is tough to be a teacher today! Fairly or not, teachers are being blamed by many for the educational shortcomings of students. In addition they are plagued with low salaries, widespread worries about classroom discipline, and tales of teacher 'burnout' and low morale. Even with the long list of negative reasons for not becoming a teacher, there is a positive side--a

very positive side. "Teaching is still one of the most exciting, satisfying, rewarding and important professions for bright caring, enthusiastic men and women" (USF Magazine, September, 1983). Being part of the teaching profession is an opportunity to influence the future.

The positive aspects of teaching are emphasized in the SCATT goals and resulting program. Both the content of the program, which incorporates a variety of current issues and trends in education and the process which includes the means for implementation of the program, emphasize group morale and a positive self-image for evaluating teachers and the teaching profession (Mann, Swartzman, Hines & Homan, 1984).

SCATT program goals are not limited to the acquisition of grades and test scores but include high expectations for pre-service students to make a commitment to go above and beyond the traditional academic program. Thus, the SCATT program is not offered in lieu of the regular teacher preparation program in the College of Education, but as a complement to it. To retain SCATT status, students are expected to participate in a specified percentage of SCATT activities and to maintain a specified grade point average. No college credit is received for SCATT activities. Recognition is given through a letter of recommendation at graduation which identifies 'SCATTERS' as having gone the 'extra-mile,' and recognizes them for maintaining high academic standards for their commitment to teaching and the profession. The SCATT model was structured to provide an environment in which high academic and professional expectations are established for program participants, where participants can experience a sense of the professional community and feel good about their decision to become a part of the profession. Within such an environment prospective teachers have the opportunity to interact with other bright and dedicated peers and are provided experiences that would encourage them to feel good about themselves, their decision to become teachers, and their future profession. Within this environment the self-fulfilling prophecy is most likely to be operative.

Rosenthal and Jacobson's study (1986) and Brophy and Good's review of studies on teacher expectations (1972) suggest that teacher expectations can become self-fulfilling. Thus, it seems reasonable to believe that if teacher educators declare the desire to attract talented students to the teaching profession, provide opportunities for these students to participate in special professional-type programming, and stress the positive aspects of teachers and the teaching profession, then talented teacher candidates are likely to live the self-fulfilling prophecy. The teacher educators' positive expectations will most likely affect students' attitudes, self-concepts and performance and help them develop strong beliefs about the profession and their role in it. One student's comment summarizes SCATT's efforts, "SCATT expects more than just enough. SCATT demands your best."

SCATT Program Content

There are five major components within the SCATT program: 1) Student Programs; 2) Clinical Teacher Training Program; 3) Student Steering Committee; 4) Faculty Steering Committee; 5) Job Opportunity.

The heart of the program is found in the content of the first two components for pre-

service students and supervising teachers. It is recognized that without relevant content to challenge students and increase their knowledge about the profession, there is a risk that SCATT's positive effective goals might be perceived as a 'Hot Air' approach to training.

Thus, the remainder of this article will describe the content of the primary SCATT component--The Student programs--and will explain its relation to the SCATT Clinical Teacher Training components. The Student programs consist of two cycles. Cycle I takes place from entrance into the program during the junior year until the semester of full-time internship (student teaching). Since SCATT members represent all College of Education majors and are required to participate in a wide variety of activities above and beyond their course work, programming content focuses on generic topics that would be of interest to a professional educator regardless of major. Activities include seminars, workshops, and mini-conferences on topics such as Meeting Resistance in the Classroom, Stress Management, Computers in Education, Education and the Legislature, and Meeting the Needs of the Learning Disabled from a medical perspective. Students also participate in field experiences designed to expose them to unique classrooms and varied cultural and educational settings. These educational settings reflect all ages and types of programs within the university service area.

All activities in Cycle I are designed to expand the student's pedagogical experiences and to give them a 'psychic lift' about their professional choice.

Cycle II takes place during the final semester of a student's senior year. During full-time internship, Cycle II provides two benefits for SCATT interns:

1. the opportunity to participate in two weeks of intensive on-campus training seminars, and
2. the opportunity to be placed with highly qualified SCATT trained Clinical Teachers for full-time internship supervision.

The seminars are held at the beginning of the internship period and at the end.

The program for the first week of seminars is designed to teach participants effective communication skills and to provide them an opportunity to review, refine and reevaluate the knowledge they have gained thus far through practicums, observations, pre-internships and course work. The specific content includes: 1) verbal and non-verbal communication skills, and 2) effective teaching skills, the supportive research and corresponding observation instruments.

In order to teach communication skills in a systematic manner, materials developed by Performance Learning systems were chosen because the skills stressed in TEACH (1974) and PRIDE (1980) correspond to skills identified in the effective teaching research. Where the research stresses what the teacher should do in the classroom in order to be effective, the PLS courses offer training in the techniques that enable this to happen. The participants gain experience and knowledge in communication skills by completing individualized learning activities, by observing demonstrations or modeling of skill utilization, by working in small groups to practice skills and by receiving feedback on progress in the acquisition of skills. Role plays and scenarios are used throughout the seminar to allow for a variety of practice and simulated opportunities.

In addition, participants receive training in the research-based domains explicated in the Florida Performance Measurement System (FPMS, 1983). Depending on students' experiential entry level, they become familiar (or more familiar) with the research base for each domain, observe demonstrations of the application of the skills within each domain and become familiar with the corresponding instruments for each domain. The culmination of the training provides for practice of the skills learned through simulated opportunities to apply these skills in teaching and in communicating effectively with supervising teachers, supervising professors, students, and administrators who are potential employers.

On completion of the first week of seminars, SCATT interns report to their classroom to serve their internship under the supervision of SCATT-trained teachers and university instructors from their respective majors.

During this seminar, SCATT interns meet and interact with the role groups that affect their hiring and that manage and influence the school systems.

For the last week of internship, SCATT students return to campus for the second week of SCATT intern seminars. At this time the focus changes from the refinement of skills for survival in the classroom to providing interns with a knowledge of the system that awaits them when they obtain a job. During this seminar, SCATT interns meet and interact with the role groups that affect their hiring and that manage and influence the school systems. They also reexamine the skills of effective communication and teaching studies in the beginning of the internship to determine 1) how they can improve upon them and apply them in seeking a teaching position, and 2) how they can more effectively apply them in the classroom as teachers.

As mentioned earlier, during the full-time internship, SCATT students also have the opportunity to be placed with SCATT-trained supervising teachers. These teachers are specially selected and trained in the SCATT Clinical Teacher Training Program (Component 2) to supervise SCATT students during their internship experience. The clinical teacher training focuses on 1) development and refinement of skills necessary to observe and confer with interns regarding the mastery and demonstration of basic teaching competencies, 2) the roles and responsibilities of the clinical teacher, 3) the nature and purposes of clinical supervision. This component is critical to the overall preparation of the SCATT student for it ensures that during the internship committed, quality professionals will be working with SCATT students to produce the best possible teachers.

When SCATT trained students and teachers come together they work to create an excitement that will permeate the classroom. This energy is enhanced because they both have been exposed to similar training. Two-thirds of the clinical teacher training course includes the same in-depth study of effective communication and teaching skills studied by the interns. In the case of the supervising teacher, the goal is to become an

effective role model for the interns. Therefore, both the supervising teacher and the intern share a common experience and a common language. This common bond can be invaluable in a situation like internship where two people are placed together by anonymous match-makers and are expected to live "happily ever after" for the remainder of the internship. If both parties are armed with effective communication skills, the critical period of internship, with the natural 'ups and downs' of the learning and growing process, can become a more enjoyable and successful experience for all involved.

Reactions to SCATT Training

On completion of the internship, SCATT students are asked to relate the value of the training they received in communication skills and effective teaching skills to their teaching experience during internship. Their comments have been categorized into four major areas relating to confidence, motivation, survival and acquisition of specific skills. Typical comments about the value of the training and its relationship to internship are presented below:

Confidence: "It helped me feel more confident. Gave me skills to work on from the beginning and improve on throughout internship."

"I went in with more confidence and more skills with which to draw upon."

"It gave me a confidence that my verbal skills were going to help me through tough situations and they did."

"It provided me with the confidence I needed. I had the enthusiasm to begin with, but the skills helped me feel more positive about myself."

Motivation: "It set the tone of my internship." "It motivated me and made me really feel competent and confident."

"It geared me up for interning. I felt very excited about starting my internship. The skills did help me in dealing with students and parents."

Survival: "I think it made the difference between a mediocre internship and a fantastic one."

"It gave me a lot of extra confidence I needed to survive."

Specific: "I found the verbal skills very valuable, helped me to take a look

at myself and hear what I was saying. I found there were areas I needed to work on and hopefully I improved over the semester!

"I used my verbal skills and rule explanation/clarification/practice throughout internship."

"I have used verbal skills a lot. Very appropriate to have them at the beginning of the semester."

Evaluations of the seminars are also obtained from students prior to the start of the internship. Comments from 110 SCATT interns who have just completed their first week of SCATT seminars prior to the beginning of their full-time internship are summarized in the response of the student who wrote:

After these seminars I will approach my

internship with a better understanding of my responsibilities and a positive attitude toward my profession. I feel as though I've had an injection of knowledge and a challenge to be the best.

An Idea Grows

It seemed like an impossible dream to expect busy college students to attend and participate in academic activities (seminars, workshops, field trips) that go above and beyond what is required in their regular program without receiving college credit. But a positive 'ripple' effect exists, resulting in a tremendous growth of this unique program. Thus far, the SCATT program has grown from 48 graduates in the first SCATT graduate group (1981-82) to 150 students who will graduate in the 1985-86 academic year. SCATT students make up 25-30% of the students in College of Education. In addition, over 600 clinical teachers have been trained in the SCATT program since the summer of 1981.

In conclusion, over the past four years the fundamental concept "Mission in Excellence" has become synonymous with the purpose of the SCATT program and the ideals of its students. The SCATT model represents a commitment by our college of education to take a positive approach to the future by providing a mechanism to bring highly qualified, talented and committed students and teachers together as evidence that excellence can and does indeed exist in the teaching profession!

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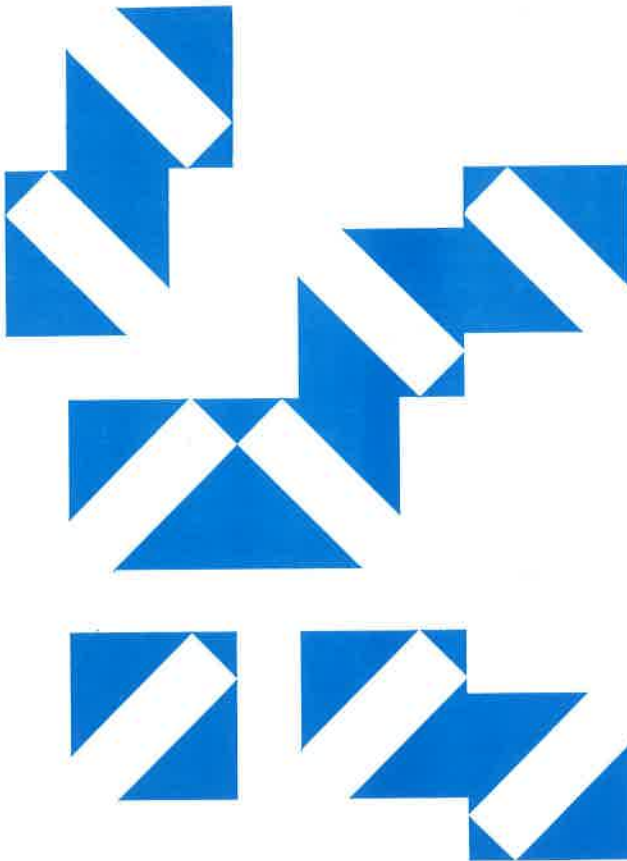
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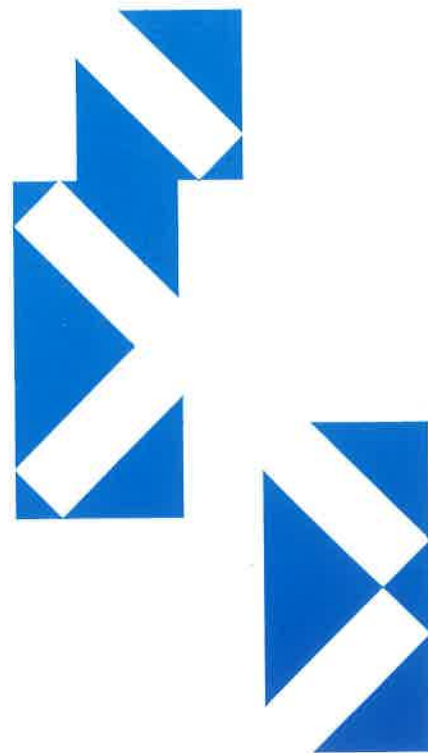
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