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The development of a proposed summer training institute for teaching improvement specialists.

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THE DEVELOPMENT OF A PROPOSED
SUMMER TRAINING INSTITUTE
FOR TEACHING IMPROVEMENT SPECIALISTS

A Dissertation Presented

By

Michael L. Jackson

Submitted to the Graduate School of the
University of Massachusetts in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 1976

Major Subject: Education

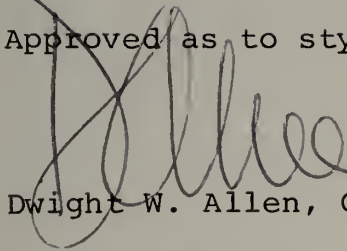
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Approved as to style and content by:




Dwight W. Allen, Chairman of Committee



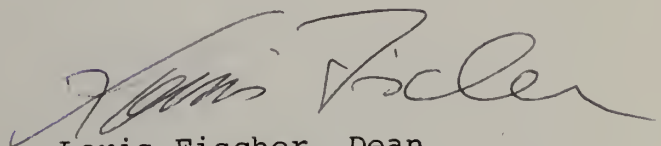
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May 1976

Dedicated to my beloved mother, father and sister
whose understanding, confidence and prodding sustained
me throughout this study.

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I would like to acknowledge the inspiration and support that I have received from the staff of the Clinic To Improve University Teaching, specifically its Director, Dr. Michael A. Melnik and its Principal Investigator, Dr. Dwight W. Allen. I thank them for the opportunity to do a great deal of independent work and for the means to sustain my doctoral studies.

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ABSTRACT

The Development of a Proposed Summer Training Institute For Teaching Improvement Specialists

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Directed by Dr. Dwight W. Allen

Educational researchers, students, college and university faculty and administrative officers have expressed concern about the quality of teaching at their institutions. Scholars who have studied teaching in higher education have well documented the dissatisfaction with instruction in many of America's colleges and universities. They have chronicled how individuals and groups have responded after realizing and expressing their displeasure with teaching in their particular schools. They have cited how funds and man-hours have been invested in aiding instructors in higher education to cope with changing trends in student attitudes, and institutional expectations and requirements as they relate to teaching. This dissertation represents another expression of an unwillingness to accept the notion that the quality of instruction in higher education is so poor that it cannot be improved. Its focus is the development of a Summer Training Institute for Teaching Improvement Specialists that could be adopted

by the Clinic to Improve University Teaching (Clinic) at the University of Massachusetts at Amherst. Its purpose is to provide strategies that can be utilized to help train individuals to use an instructional improvement process which is designed to help faculty members improve their teaching.

Included in this document is a review of the program from which the instructional improvement process was adapted. There is a review of the initial Summer Training Institute (STI) which was conducted by the Clinic. This Institute served as a foundation for the development of new recommendations which can be used during the maintenance of an ongoing summer training program for teaching improvement specialists. The strengths and weaknesses of the initial Summer Training Institute's goals, planning and organization, curriculum, and evaluation procedures are critiqued. This critique is used to determine which training strategies have proven efficacious and should be incorporated in future programs. It is also utilized to discern which strategies did not produce desired results and should either be modified or eliminated.

This document is intended to provide a framework for the activity of teaching improvement specialist trainers who are preparing training programs. It is not assumed that the information contained within these pages is exhaustive,

but it is asserted that topics and strategies that are crucial to the development of a well-rounded training program are reviewed. Goals for the training staff, trainees, and administrative staff are enumerated. Plans and organizational activities which are necessary to create a sustained positive learning experience are explored. Alternatives to the initial Summer Training Institute's curriculum are also suggested. Evaluation strategies which can be used to determine the strengths and weaknesses in each of the above areas are also offered. Suggestions for the staffing of such a program are also incorporated in this paper. Implications for the further utilization of the proposed model Summer Training Institute are included in the dissertation to give the reader an indication of other ways that this information can be used.

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CHAPTER I

Introduction

Over the past few years institutions of higher education have been challenged by faculty and students to demonstrate their commitment to quality teaching by providing money, facilities, and the backing of key administrators to support programs designed to develop more effective college and university teachers. Such prominent researchers as Centra (1972 A and B), Eble (1971, 1972), Heiss (1970), Trent and Cohen (1973), and Popham (1974), have commented on the status and professional development of college and university teachers. They have asserted that colleges, universities and institutions which support higher education must make good their promises to elevate the status of teaching. They urge that resources, as well as incentives be provided to promote teaching improvement efforts and demonstrated excellence in the classroom.

In response to a general need to improve the quality of teaching at their respective campuses, nearly one hundred (100) institutions of higher education have developed in-service teaching improvement programs (Gaff and Rose, 1974). The key to the success of these programs, as with any venture which revolves around human resources, is the ability of their

staffs to effectively help faculty members and students realize the goals of instructional activities. All of the programs require trained staff members to meet the challenge of improving instruction in organizations which traditionally have not been influenced to accept the underlying reasons for their efforts.

Most institutions provide a variety of potentially useful teaching improvement services, but relatively few services are provided at any one institution. Yet, it is realized that the improvement of teaching in higher education can only be effective if special efforts are made to meet the needs of the different backgrounds of faculty members who are currently teaching in universities and colleges. Teaching improvement programs must be flexible, versatile, and should employ an assortment of strategies to cope with the teaching needs of teachers. As Gaff and Rose (1973) point out,

Recognizing the diversity among faculty, students, and administrators an eclectic and varied teaching improvement program will reach a larger number of faculty than a single purpose one (p. 14).

If in-service teaching improvement programs are to meet the challenge of improving teaching they must find efficient ways to provide trained staff to other institutions who might integrate their approaches into their programs. One program, the Clinic to Improve University Teaching (Clinic) at the University of Massachusetts (Amherst) has made serious attempts

to disseminate its teaching improvement model, which it believes is generalizable to other colleges and universities. It has accomplished this by training staff members of other colleges and universities to use its methods and supportive materials.

The attempts have evolved into the development and initiation of the Summer Training Institute for Teaching Improvement Specialists. As a microteaching instructor, the writer observed the daily learning sessions, and headed the evaluative component of the first Institute. In this study, the strengths and weaknesses of this Summer Training Institute will be critically evaluated. Its training techniques will be scrutinized, and recommendations and proposed alternatives will be introduced for the development of a new model for a Summer Training Institute that could be utilized to more efficiently train professors and graduate students to use the Clinic's teaching improvement strategies to help instructors at their respective campuses.

Definitions

The determinants of a teaching improvement program consist of the systematic efforts that institutions of higher education have initiated to provide consultants and resources to help faculty members improve their teaching and enhance their professional growth. Gaff and Rose (1974)

characterize the efforts of these programs as generally evolving into three categories: organizational development, instructional development, and faculty development. They also feel that despite the various titles or approaches teaching improvement organizations use, they are all interested in the improvement of teaching and learning on their campuses. This section will delineate the variety of services that are offered to faculty by these types of programs. Background information on the particular instructional improvement program with which this study is concerned will also be reviewed.

Organizational Development

In many improvement centers a great deal of effort is devoted to improving the educational environment in which faculty and students work. Their basic assumption is that effective teaching and learning depend upon the creation of a healthy, supportive atmosphere. Most staff members working for organizational development programs are trained in organizational theory and group dynamics. Thus, a great deal of their resources are marshalled to reform and improve those organizational structures which tend to neutralize supportive environments. Those centers which use this approach advocate that existing ineffective organizational and administrative patterns, policies, and practices must be altered if faculty are to cope with the changes in higher

education, and to improve teaching and learning. Examples of centers which focus on this type of approach are the Institute for Research and Training in Higher Education at the University of Cincinnati and the Division of Instructional Systems Development at Northeastern University.

Instructional Development

Centers which utilize an instructional development approach primarily concentrate on helping faculty members focus on the results of their teaching efforts. Erickson (1974) describes the emphasis of this systems approach as being designed to

. . . help faculty members define measurable learning objectives for students, select and design appropriate materials and instructional strategies so that students will achieve those objectives, assess student learning and revise instructional procedures as needed (p. 5).

This approach is one which individuals teaching in rigorous, task-oriented disciplines, like Chemistry and Physics, have found particularly suitable for improving their instructional capabilities. The Center for Educational Development at the University of Minnesota and the Educational Development Program of Michigan State are examples of instructional improvement programs.

Faculty Development

The majority of the instructional and learning improvement centers in existence today have evolved into Faculty

Development programs. Unlike Organizational Development programs which focus on the improvement of the organizational structures and policies within which teaching and learning take place, Faculty Development programs strive to enhance the productiveness and efficiency of those primarily responsible for the instruction and learning which take place within these organizational structures. The scope of activities in Faculty Development programs is often much broader than Organizational and Instructional Development programs, but includes some of the features of both programs. Faculty Development programs seek to assist faculty members in:

- (1) exploring different teaching styles;
- (2) examining the changing needs of their students;
- (3) exploring their attitudes toward teaching, research and service, given the evolution of institutional requirements in all of these areas;
- (4) obtaining systematic feedback about their classroom performances; and
- (5) training instructors interested in expanding their flexibility in the classroom.

Gaff and Rose (1974) indicate that such a program provides faculty members with an additional outlook on the practices and issues in higher education with a view of what is occurring in other disciplines as well as in the outside community. Most of this work is performed through the mediums of conferences, seminars, symposia, workshops, lectures, together with consultants, films, newsletters and other written materials.

All are used in the attempt to make faculty more aware and prepared to take advantage of the rewarding possibilities that teaching offers their profession. Examples of Faculty Development programs include the Center for Professional Development for the California State Universities and Colleges, the Bureau of Study Counsel at Harvard, and the Center for Instructional Resources and Improvement at the University of Massachusetts, Amherst. Another, also located at the University of Massachusetts at Amherst, is the Clinic to Improve University Teaching.

Clinic to Improve University Teaching

The idea for the Clinic to Improve University Teaching (Clinic) was developed by Michael Melnik in 1972. The Clinic began operations with the support of a W.K. Kellogg Foundation grant. It represents a program which uses a variety of strategies directed towards improving instruction. The Clinic's primary goal is to help those faculty members concerned with improving the quality of their teaching. Erickson (1973) describes the efforts of the Clinic as .

. . . based on a teaching improvement process which involves the identification of specific instructional strengths and weaknesses through the collection, analysis, and interpretation of data from a variety of sources; deciding with the instructor which teaching strengths to generalize or which weaknesses to work on; the utilization of any of a variety of teaching improvement strategies developed by the Clinic and other instructional experts; and a careful assessment of the effectiveness of the teaching improvement process. The

entire process is undertaken by faculty members with the on-going assistance and support of graduate students who have been carefully trained by the Clinic as teaching improvement specialists (p. 1).

The Clinic's teaching improvement process is one that can be used as a single model by colleges and universities which are initiating instructional improvement centers, or as another service offered to faculty members by established programs.

Teaching Improvement Specialist

The teaching improvement specialist represents the focal point of the Clinic's teaching improvement process. The teaching improvement specialist is the individual who coordinates the gathering of individual teaching data. The specialist then analyzes the data, designs, implements, and monitors appropriate teaching improvement strategies as the faculty member progresses toward improvement of instruction.

Teaching improvement specialists are usually graduate students who have developed teaching experience and a high degree of interpersonal skills. Extensive training is received in the usage of data collection instruments for the teaching improvement process, as well as in the employment of the other supportive educational materials developed to aid the faculty member in becoming more flexible and competent in the classroom.

The teaching improvement specialist's primary activity, while helping faculty members improve their teaching, is designing and implementing, with the faculty member, teaching improvement strategies. These strategies are designed to aid the faculty members improve their ability to use specific teaching skills in the classroom. Several examples of skills that a faculty member might decide to improve are: (1) ability to logically organize classroom presentations; (2) ability to ask clear and concise questions; (3) ability to engage students in a productive discussion on a given topic; and (4) ability to effectively summarize material. Teaching improvement strategies are then tailored to help the faculty members realize improvement in their ability to utilize these skills.

Significance

Some teaching improvement programs attempt to combine the benefits of the approaches of Organizational Development, Instructional Development, and Faculty Development programs to help a teacher improve instructional skills. Others employ a single approach to assist faculty members. All programs, however, agree that if they are to be truly effective, special efforts must be expended to employ an assortment of strategies which meet the needs of the teaching communities in institutions of higher education. No matter which approach a particular program utilizes in the improvement of instruction,

it must try to attain a high level of efficiency and cost effectiveness to be utilitarian and viable for the institution it is serving.

The approach used by the Clinic is one, which if applied conscientiously, can be very effective in accomplishing these goals at a relatively low cost. Many institutions of higher education are cognizant of this and have requested that the Clinic train representatives from their respective institutions to be teaching improvement specialists so that the range of in-service development options offered to their faculty might be expanded. As Gaff and Rose (1974) point out,

. . . the most important resources of teaching improvement centers, and programs are human rather than material or financial (p. 14).

They also state,

No program is any better than the people who staff it; everything depends on the skill and competencies of the staff members (p. 14).

The Clinic shares the views of Gaff and Rose, and its response to the demand for training its own and other universities' members as effective consultants for improving the quality of instruction has been diverse. The Clinic has used various approaches including apprenticeships and formal courses. These training strategies have attempted to provide trainees with instructional experiences that would prepare them to use the Clinic's teaching improvement

process, procedures, instruments, and with practicum experiences in which they worked directly with faculty members. The findings of these experiences have led the Clinic to conclude that it has not achieved the desired level of success. It has concluded that if it is to be able to systematically offer its training services to other colleges and universities, it must first improve its own ability to efficiently and effectively train people. These considerations have provided the rationale for the initiation of the Summer Training Institute for Teaching Improvement Specialists.

The activities of the Clinic's first Summer Training Institute will be reviewed and critiqued in this study so that a determination can be made on which features need to be strengthened or eliminated. This will be based on the 1974 pilot program of the Institute. Any redesigning of the Summer Institute will lend itself to the development of a successful on-going year-round program.

Although the 1974 Summer Training Institute was generally successful, the staff nevertheless concurred that training teaching improvement specialists for other institutions of higher education would require a program that was more effectively implemented and accessible to a broader range of schools.

It must also be considered that eclectic teaching improvement programs are the most desirable. Yet, if a program

wants to provide a particular service, it is not feasible for it to recreate services that already exist. Because it is crucial that programs take advantage of those improvement models that have been proven successful, there is a need for strategies and models for training people in the implementation of any given improvement strategy. The summer months would provide the perfect forum if this type of dissemination effort cannot be accomplished in a workshop format during the academic year. This period of time is sufficient for programs to train people to utilize and integrate particular processes into their own programs. Many programs have been funded to develop models similar to the Clinic's and they too must train their staffs so that they can have eclectic programs. Although somewhat impractical, this can be done by sending staff to other programs to be trained during the academic year. This is something the Clinic has attempted by providing seminars, courses, and workshops for visitors. The Summer Training Institute however, offers the most flexibility and optimal atmosphere for training people to use the Clinic's teaching improvement process.

Scope and Limitations

Teaching improvement specialists can be trained in a variety of ways, but this treatise will focus only on the development of a summer training program. This will be presented by a review and critique of goals, curriculum,

administration, and evaluation of the 1974 Summer Training Institute for Teaching Improvement Specialists. Consultation with participants and Clinic staff members, and the utilization of 1974 Summer Training Institute formative and summative evaluation data (although not totally complete or inclusive of the feedback of all the people from whom we would have liked to get information) will be considered in the development of a revised model for this summer program.

Summary

The intention of this Chapter was to describe the need for the development of a proposed model for a Summer Training Institute for Teaching Improvement Specialists. The significant background information which justifies the value and need for this project was presented. It included information on how the Institute was developed, and which factors were considered in its development. This Chapter also focused on how the creation of such a project would be of service to institutions of higher education who are seeking strategies which can be used to enhance the professional growth and teaching competencies of their faculties.

C H A P T E R I I

Overview of 1974 Summer Training Institute

The 1974 pilot Summer Training Institute for Teaching Improvement Specialists (STI) was designed to train faculty members and graduate students from the New England Land Grant Universities in the Clinic's teaching improvement process. It was also intended to give the Clinic's teaching improvement specialist training staff an opportunity to further develop and strengthen its ability to train teaching improvement specialists. This Chapter will review the major components of this pilot STI, and will consider its goals, expectations, planning, organization, curriculum, and methods used to judge the effectiveness of the training program.

Goals and Expectations

The Clinic developed a set of goals for the 1974 STI. It was established that the Clinic training staff would:

- (1) acquaint participants from each of the Yankee Conference Universities with the Clinic to Improve University Teaching's instructional improvement process;
- (2) train participants as teaching improvement specialists so that they could use the

Clinic's teaching improvement process in working with faculty at their respective universities; and (3) provide a unique opportunity for personnel from different institutions to consider general issues related to university teaching, to explore alternative teaching strategies, and share ideas about additional teaching improvement services. These explicitly stated goals formed the basis from which all training experiences were designed. Two other, more general, goals existed for the program. It was also hoped that as a result of these training experiences the participants would advocate development of similar Clinic programs on their home campuses. It was hoped that if the Clinic demonstrated effective training of Yankee Conference University participants, it would be selected to develop and coordinate the Yankee Conference consortium efforts to improve instruction on each of the campuses.

The STI training staff also established the goal of experimenting during the formulation and implementation of training techniques. This experimenting included trying different strategies and techniques for teaching trainees to use certain segments of the Clinic process, and then evaluating their effectiveness. This was done so that there could be a more complete review of potentially useful teaching improvement specialist training strategies.

The training staff concentrated on collecting evaluative information on their performance in the following areas: (1) planning and organization; (2) development and imple-

mentation of the training curriculum; and (3) effectiveness of the evaluation techniques which were used to provide formative and summative feedback on the training experiences. These areas were all discussed at length and decided upon by the training staff.

Planning and Organization

Preparation for the 1974 pilot Summer Training Institute began in the early winter of 1973. Developmental discussions were held between representatives of the Clinic and the Yankee Conference Universities. Their focus was to explore the design and possible implementation of an STI which could be used to create a systematic exchange of information among the schools with regard to teaching improvement and faculty development. The program director appointed a teaching improvement specialist training committee which consisted of six staff graduate student teaching improvement specialists. The training committee, which functioned for three months, was assigned the task of developing the structure and curriculum for the STI. The Clinic's senior administrative staff feeling that the STI needed a more codified structure, appointed the program's Education Psychologist as Director of the STI and a senior teaching improvement specialist as Associate Director. A formal training staff was also appointed at this time. It was comprised of some members of the original teaching improvement specialist training committee and other staff members whose previous job tasks were completed.

Decision Making Process

The initial planning for the STI involved decisions concerning: (1) when the STI would be held; (2) where the training sessions would be conducted; (3) how diverse the training curriculum would be; (4) who would conduct the training sessions; (5) who would be recruited to participate in the training experiences; and (6) how the effectiveness of the STI would be judged. Each committee member volunteered to work on a specific area and to compile a draft of recommendations for the implementation of the given task for distribution to the rest of the training committee. The committee would then review these programmatic suggestions, agree on the means to proceed with their development and finalize their integration into the overall structure of the STI for each particular area.

During these initial planning sessions there were some areas that were more difficult to organize. The scheduling for the STI training experiences was cumbersome because the committee had to plan events in accord with the summer sessions of the participating universities. This was a major concern because it had been decided that the primary practicum experiences, which involved the trainees working with faculty members, were to take place at the home campuses of the trainees. The staff was burdened with planning for days when trainees would travel to their respective campuses to complete assignments and then return to the University of

Massachusetts for more instruction. The scheduling of individual assignments for training instructors was facilitated by the STI Associate Director. Decisions for the timing of learning sessions were contingent upon the overall instructional sequence of the Summer Training Institute. The training staff had to consider that the ability and rate at which trainees would assimilate information would be different. They had to build in flexibility to allow for this. Therefore, a daily review of the trainees' progress was considered imperative to allow for possible changes in the rate at which new material and activities were introduced.

The recruitment of participants for the STI was initiated by representatives of the Yankee Conference Joint Operations Committee for the development of regional teaching improvement programs. They selected representatives from their schools. Although this was an appropriate environment from which to initiate the recruitment of trainees, the Clinic could not screen those people who were being recruited. In addition, it had no input in determining whether or not those selected were potentially capable of assuming the role of a teaching improvement specialist. This meant that the training staff had to plan activities without prior knowledge of the educational background and entry level skills of the trainees. Because they were unable to determine these skills they could not explore the possible academic strengths of those they would be training. This situation was exacerbated by the fact that some of the universities could not identify their

representatives until a week before the STI was scheduled to begin.

During the initial planning sessions, the training staff agonized over the design and projected implementation of the curriculum for the STI. In essence, the discussions were concerned with the quantity of new material and practicum experiences the trainees would be able to assimilate in a six-week period. The training staff had to decide on how broad the training should be. They considered whether or not the curriculum should be concerned with merely procedures and materials needed to use the Clinic's instructional improvement process or whether it should incorporate other topics like: (1) educational psychology and the university classroom; (2) the differences between secondary and post-secondary teaching; (3) the sociology of university teaching; (4) classroom interaction analysis systems; and (5) the history of faculty development in American universities. The committee discussed the possible inclusion of these topics and many more. They decided that the topics which were to be integrated into the curriculum would be primarily concerned with providing the trainees with the basic level skills the Clinic felt were requisite for one preparing to assume the role of teaching improvement specialist.

After much of the preparatory work had been completed by the teaching improvement specialist training committee, the

STI Director and Associate Director assumed the responsibility of assembling the final schedule and format for the STI.

They made certain that: (1) the participant universities and their representatives knew what the STI was designed to accomplish; (2) arrangements for participant living accommodations had been secured; (3) an account was established with the University of Massachusetts' Division of Continuing Education for the acceptance of participant fees; (4) instructional assignments were made; (5) instructional materials and schedules were prepared; (6) plans were made for the wrap-up retreat; and (7) all other administrative details were handled to ensure a smooth-running effective training program.

Curriculum

The curriculum of the STI was designed to prepare the trainees to assume the role of teaching improvement specialist and to use the Clinic's instructional improvement process at their respective campuses. The training staff and the STI administrators developed the curriculum. They did not consider that the STI would be able to explore the entire field of teaching improvement and faculty development. It was nevertheless hoped that the initial six-week exposure to the Clinic, its teaching improvement model, materials, and staff would give the trainees the confidence to continue to develop their instructional improvement skills and knowledge

of the field of faculty development. There was also the hope that there would be follow-up workshops to give more in-depth attention to specific topics.

The schedule charts on the following pages outline the topics and instructional sequence for the Summer Training Institute. A more complete look at the training curriculum can be found in Appendix B. These are included so that one can visually conceive the tight scheduling of the instruction and the amount of material that was covered in the six-week period. They review where instruction was to take place and which major topics would be covered on a given day. One should note the interdependence of the instructional topics. The trainees understood each section prior to moving on to another section. The entire sequence of instruction was organized to ensure the least amount of confusion and anxiety on the part of the trainees. It should also be reiterated that some of the training and practicum experiences were to take place at the home campuses of the trainees.

TABLE I
Summer Training Program for Teaching Improvement Specialists

WEEK III	WEEK II	WEEK I
		<p>MONDAY</p> <p>7/8 (UMass) <u>Introduction to the Clinic to Improve University Teaching</u></p> <p>TUESDAY</p> <p>7/9 (UMass) <u>Microtraining: the INTERVIEW, Part I.</u></p> <p>WEDNESDAY</p> <p>7/10 (UMass) <u>Microtraining: the INTERVIEW, Part II.</u></p> <p>THURSDAY</p> <p>7/11 (UMass) <u>Individual practice sessions: the INITIAL INTERVIEW</u></p> <p>FRIDAY</p> <p>7/12 (UMass) <u>Microtraining: the pre-observation and the CLASSROOM OBSERVATION</u></p>
	<p>7/15</p> <p>CLASSROOM OBSERVATION PRACTICE: trainees observe at least one class on campus</p> <p>Microtraining: <u>Administering the TABS</u></p> <p>Return to sites.</p>	<p>7/16</p> <p>Discussion of week's activities and plan for site work.</p> <p>7/17 (On-site) INITIAL INTERVIEW</p> <p>7/18</p> <p>CLASSROOM OBSERVATION</p> <p>7/19</p> <p>VIDEOTAPE AND TABS</p> <p>Workshops: Identifying the teaching skills in action</p>
<p>7/22 (UMass) <u>Introduction to DATA ANALYSIS</u></p> <p>Individual work on <u>DATA ANALYSIS</u></p>	<p>7/23 (UMass) <u>Workshop session: DATA ANALYSIS</u></p> <p>7/24 (UMass) <u>Microteaching Training</u></p> <p>7/25 (UMass) <u>Microtraining: Establishing set for LOCALIZATION</u></p> <p>7/26 (UMass) <u>Microtraining: Reaching Closure during LOCALIZATION</u></p>	<p>Introduction to the INITIAL INTERVIEW, Part I.</p> <p>Discussion of the INITIAL INTERVIEW</p> <p>Workshops: <u>VIDEOTAPE</u></p> <p>Workshops: <u>Identifying the teaching skills in action</u></p>
<p>Introduction to <u>IMPROVEMENT STRATEGIES</u></p> <p>Workshops: <u>IMPROVEMENT STRATEGIES</u></p> <p>Microtraining: <u>Conducting a LOCALIZATION</u></p> <p>Discussion of week's activities and plan site activities.</p>		

Summer Training Program for Teaching Improvement Specialists

WEEK VI

8/12 (On-site) 8/13 (On-site) 8/14 (On-site) 8/15 (On-site) 8/16 (On-site)

(10) Clinic Teaching Improvement Specialists schedule workshops to introduce final data collection procedures.

WEEK V

(7) Trainees meet clients daily to generate, implement, and evaluate improvement strategies.

(8) Trainees attend each client's class meeting daily to monitor improvement progress.

(9) Trainees keep a daily log (written or taped) recording their activities with each client.

WEEK IV

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7/29 (On-site)	7/30 (On-site)	7/31 (On-site)	8/1 (On-site)	8/2 (On-site)

The following meetings and activities are recommended:

- (1) Clinic Teaching Improvement Specialists meet with trainees at their sites to establish regular meeting times and to map out work schedules and procedures.
- (2) Clinic Teaching Improvement Specialists meet with each trainee BEFORE Localization sessions to review trainee's plans for these sessions.
- (3) Trainees complete Localizations on Monday, 7/29, if possible. (Localization sessions should be videotaped or audiotaped.)
- (4) Clinic Teaching Improvement Specialists meet with each trainee to review tapes of Localization sessions.

8/5 (On-site) 8/6 (On-site) 8/7 (On-site) 8/8 (On-site) 8/9 (On-site)

(5) Trainees meet daily to share concerns, work out solutions to problems, and generate ever-more creative improvement strategies.

(6) Clinic Teaching Improvement Specialists meet regularly with individual trainees to review activities and monitor progress.

Development of Procedures and Materials Used
to Judge Effectiveness of Training

The Clinic and its training staff were very concerned with making certain that the STI training program reflected the Clinic philosophy, i.e., the use of formative and summative evaluative data to gauge the utility of instructional strategies and material. Therefore, an evaluation component was established to ensure that instruments and procedures were designed to keep the staff informed of the trainees' reactions to the training experiences, and to determine STI strengths and weaknesses. The writer was charged with this assignment, and the following format was used to prepare procedures, instruments, and a timetable for collecting data.

A memorandum was developed by the writer which outlined the type of evaluative data considered useful to the Clinic, its training staff, and the trainees. It was distributed for comment and reactions to all Clinic staff and administrative officers, to the University of Massachusetts and the School of Education Psychometrician and Evaluator, Dr. Ronald Hambleton. After receiving feedback and other ideas from each staff member, a working committee was formed under the direction of the Clinic's principal investigator with Dr. Hambleton and Dr. Daniel Sheehan, the Clinic's chief evaluator-statistician. These two evaluation experts were used to: (1) help develop questionnaires; (2) develop the sequence and format for administering these instruments; (3) develop reporting procedures; and (4) develop

methods for incorporating staff and personal observations. Questions and questionnaire formats were drafted and submitted to the training staff for their approval. Once approved, the entire training staff met to discuss the procedures for administering them to the trainees, and to discuss a means of determining their own reactions to instructional sequences. Refer to Appendix A for copies of the evaluation instruments. As a part of the evaluation process, the training staff decided to have a de-briefing session at the completion of each day. These discussion sessions which were led by the STI Director were used to:

- (1) make observations on how well a particular segment was received by the trainees;
- (2) discuss problems;
- (3) double-check plans for the next day's activities; and
- (4) hear results of trainees' reactions to instruction and the STI.

Formative discussion was based upon informal comments of trainees, observations of trainers, and evaluation summaries gleaned from questionnaires administered to trainees.

Summary

This Chapter was intended to provide an overview of how the 1974 pilot Summer Training Institute was designed. It reviewed the major components of the program and the development of materials and procedures used to judge the effectiveness of instructional strategies.

The next Chapter will present a critique of the 1974 STI.

C H A P T E R I I I

A Critique of the 1974 Pilot Summer Training Institute for Teaching Improvement Specialists

Education is always concerned with determining whether specific endeavors which require many man-hours and dollars are worthwhile. Concern is always expressed about the efficiency of strategies and procedures and needs for determining strengths and weaknesses. These types of considerations set the tone for this critique of the 1974 pilot STI. This critique of the STI will be based on the following types of information: (1) reactions of trainees to instruction, Clinic preparation and implementation; (2) reactions of Clinic trainers to their ability to carry out their specific duties; and (3) personal observations during STI. This information was gathered by means of multifaceted, evaluative questionnaires; structured interviews with trainees; and observation of all trainer preparation and instructional sessions. No attempt will be made to argue that the data gathered should be considered statistically significant. The population to which the questionnaires was administered did not exceed thirteen, and in some cases there were no responses to questionnaires or participation in interviews by all of the trainees. Nevertheless, a review of the

collected data is considered important and useful because it helps to document what was accomplished by the Clinic and its STI training staff. It also notes the strong segments of the STI as well as those in need of improvement.

Evaluative or quasi-evaluative procedures were designed and implemented during the STI to accomplish two major tasks: (1) to keep the trainers aware of the trainees' reactions to the instructional experiences; and (2) to help the Clinic and its training staff determine useful instructional and organizational strategies, and those which should be improved or deleted from any future STI's.

Trainees' Reactions

As was stated in the previous Chapter, the trainees' attitudes and reactions to the training experiences were sought in the following major areas: (1) Clinic planning and organization of the STI; (2) instruction of Clinic teaching improvement specialists; and (3) ability to judge the effectiveness of training program. To this end, the administration of questionnaires and the conducting of interviews were sequenced to occur at the end of each major segment of training. A pre-Institute expectations interview was conducted at the end of the first week of training, and instruments were administered at the end of the second, fourth, and sixth weeks. The results of these questionnaires can be found

in Appendix C. Although this Chapter will not delineate the results to each questionnaire, the overall critique of the STI will encompass them in summary form.

Goals and Expectations

The three major goals that were established for the training of the participants were well articulated and consistent with the overall goals of the Clinic (i.e., the dissemination of its teaching improvement process to other institutions of higher education). But, the additional expectation that these training experiences would be crucial to the Clinic's desire to assume a dominant leadership role in helping the campuses develop their teaching improvement services tended to put extra pressure on the Clinic's training staff and caused some undue anxiety. This meant that they were not only responsible for training individuals, which was something they could directly cope with, but they were also "indirectly" responsible for influencing and shaping the development of broader, long-range teaching improvement activities among the respective universities. Although this might have been an appropriate goal for the Clinic, the STI training staff was not equipped to systematically work towards accomplishing the latter objective, nor were they provided an opportunity for such preparation. This expectation was also inappropriate because certain trainees

were not sure why their universities had asked them to participate in the STI. This is reflected in several of their responses on the first questionnaire and signifies that some were never apprised of the overall implications of their STI interactions. However, despite the confusion and tentativeness generated by this factor, the training staff did succeed at its primary goal of preparing itself to cooperatively train teaching improvement specialists. This goal was plausible and appropriate, and it should be noted that this was the first time several Clinic teaching improvement specialists had had the opportunity to work together on such an effort. The primary goal, though never articulated in writing, was openly discussed and verbally agreed upon by the trainers. The reactions of the trainees, as indicated during informal feedback sessions, were replete with responses and comments indicating that almost all of them felt the trainers worked well together. They indicated that this team approach helped to put them at ease and afforded them the opportunity of different, though not necessarily conflicting, viewpoints on approaches to implementation of instructional improvement strategies. The only negative reactions dealt with the clarification of the relationship between the teaching improvement specialist trainers and the Clinic's Senior Staff, i.e., the Director, Associate Director, Evaluator and Sociologist. Because the Senior Staff's relationship to the work

of the teaching improvement specialists was not adequately explained, their sporadic appearances at training sessions became somewhat confusing. As soon as the trainers were made aware of this lack of communication, they discussed the trainer-staff relationship, thus, ameliorating much of the trainees' confusion and/or anxiety.

An expectation which was never realized was the development of follow-up activities for the trainees. These were hopefully to take place during the 1974-1975 academic year, and were to provide the trainees with more in-depth exposure to topics concerned with educational and instructional theory and the development of long-range teaching improvement strategies. There were several explanations for there being no follow-up. The Clinic was heavily involved in the planning and staffing of its Fall International Conference on the Improvement of University Teaching, and all staff were committed to this activity. Also, the participant universities did not commit themselves to a follow-up effort. This was because they had not yet decided whether these trainees would actually work with faculty members on instructional improvement. Post-STI activities were limited to consulting with those working trainees on an "as needs" basis during the Fall and Spring of the 1974-1975 academic year.

Organization and Planning

The Clinic's Planning and Organization of this pilot STI were fairly successful. The staff provided itself with ample

time to decide on its training, format, individual and group assignments, and evaluative feedback procedures. The area which was noticeably given inadequate consideration was the determination of and/or compensation for the academic background of the trainees. As was previously mentioned, this was aggravated by the fact that the participant universities were very late in making their selections for the program, even though they were asked to do so well in advance. Yet, the training staff could have compensated for this by preparing a detailed informational questionnaire which the trainees could have completed upon arrival at the Institute. The training staff discussed this possibility at several meetings but decided against such implementation. The consensus was that if this were done the trainees might assume that the trainers would adjust the curriculum to meet the needs of particular trainees, or that the trainees would want to interject their own information and expertise into the training program. Both assumptions were partially correct, but the over-riding consideration was the trainees' eventual impression that the trainers did not respect any worthwhile contributions they might have added to the training experience.

Some of the trainees felt that they were not given adequate respect in light of their level of educational attainment (i.e., Ph.D degree and experience in their particular

field). This specific issue was openly discussed after it was determined that this was an area of concern, and following discussions, the anxiety seemed to subside. The trainers as well as the trainees realized the difficulties involved in determining the optimal way to proceed, but all agreed it would have been helpful to share backgrounds and possibly consider how one's expertise could be applied to the STI. The training staff attempted to give the trainees an opportunity to contribute to the overall education of the STI staff and participants and other visitors from the Yankee Conference Universities by asking them to offer summation presentations at a final retreat which was designed to review the Summer Training Institute, and to review the relative effectiveness and implementation of various segments of the Clinic's approach to teaching improvement.

Another difficult area to control was the recruitment of faculty members who would permit the trainees usage of their classes to practice their newly acquired teaching improvement skills. It had been decided that the practicum experiences of the trainees were to take place at their home campuses. This meant the trainees and their supervisors were responsible for recruiting faculty members who would work with the trainees and allow their classes to be used for collection of data and the implementation of

improvement strategies. This resulted, in some cases, in the recruitment of teachers who were not entirely committed to helping the trainees develop as teaching improvement specialists. Some faculty members would not seriously commit themselves to trying improvement strategies or evaluating the trainees' ability to explain and use the Clinic's instructional improvement process. This was somewhat frustrating for the trainees and made it difficult to determine, except through direct observation and discussion with their practicum trainer, whether or not they were competently performing as teaching improvement specialists. The training staff discussed the use of the home campuses of the trainees and decided that despite all of the participant universities being in close proximity to the University of Massachusetts, it would have been more beneficial to have the trainees work with faculty members on this campus. This would make it much easier to recruit and gauge their commitment to the objectives of the experience, and to secure their evaluations of how competently the trainees performed as teaching improvement specialists.

The development of specific assignments for trainers was also adeptly handled. In the evaluative responses from the trainees, there was no evidence which suggested that they felt that a trainer responsible for a particular area was ill-suited for it. On the contrary, their responses were

overwhelmingly positive to questions dealing with trainer-preparedness and ability to explain the significance and applicability of particular facets of the Clinic's instructional improvement process. This was influenced by the fact that those trainers who were not directly responsible for a particular section of instruction acted in a supportive role, constantly reinforcing and expanding the explanations of a particular trainer. This "secondary support system" helped both to clarify issues and observations and to further demonstrate that all involved were working toward a common goal of facilitating trainee understanding and application of concepts being learned.

The training staff also concerned itself with providing the STI participants with informal as well as formal training experiences. They provided social hours at which the participants and the trainers could get better acquainted with each other and learn more about the individual schools and programs the trainees were enrolled in. This was a good approach and helped to create a camaraderie which helped to create a relaxed atmosphere during the STI. The only place where this tended to be a problem was at the summation retreat. At this retreat, the STI training staff and participants participated in final learning sessions and engaged in recreational activity. However, it was somewhat trying to do both in a short period of time. The schedule was set up so that both activities lasted the entire weekend and this tended to distract participants. It would have been more useful to

complete the learning sessions and then let everyone relax and enjoy themselves.

An area for which the Clinic and the STI training staff did not adequately provide for was the certification of those trainees who were considered competent and able to use the Clinic's instructional improvement process. There was also little planning and organization given to the certification of those people who wanted, and were considered competent, to train teaching improvement specialists. If certification procedures had been initiated and implemented, it would have effectively reinforced trainees who had completed assignments and been involved in a unique process. It would have also given them something tangible that could be displayed as proof of their demonstrated ability to assume and carry out the role of teaching improvement specialist. The use of this certification process could also be used to help motivate participants to complete all segments of the training program. This would give them added impetus to ensure that they attended all training and evaluation sessions. It would also give them another incentive for taking risks with faculty members while implementing improvement strategies during the practicum experiences. The initiation of this certification of teaching improvement specialists would help to add more stability and institutionalization of the STI. It would provide another formalizing factor, and help demonstrate to future and past participants that the Clinic to Improve University Teaching and its designees are select

people who have the experience and proven ability to train teaching improvement specialists.

Curriculum

The trainees reacted positively to the curriculum which was designed and implemented by the training staff. In a review of their responses on the evaluative questionnaires, during oral feedback sessions, and during the interviews, (see Appendix A), one only finds comments suggesting that specific trainees, because of their educational experience, would have preferred to be exposed to more educational theory than was planned. This was because education was not necessarily the field of all of the trainees. Others felt the amount of educational theory that was introduced, was adequate given their education backgrounds. Even though the curriculum was logical and tightly organized, it left sufficient room for individual and small group learning experiences. It was flexible enough to allow participants who grasped ideas quickly to elect not to participate in certain experiences or select alternative ways of accomplishing tasks.

As one reviews trainee responses to their ability to understand and implement major segments of the Clinic's instructional improvement process (initial interview, classroom observation, administration of TABS, use of videotape equipment, localization, and final data collection), it is

seem that in almost all cases they are confident of their abilities. The trainees were asked to review these areas on each questionnaire and the response trend was always positive.

Suggestions for change in the curriculum will be offered in the next Chapter, despite the fact that the curriculum implemented in the STI was a very strong one.

Judging Effectiveness of Evaluation Procedures

The evaluation instruments and procedures that were designed for the STI provided the information that the trainers considered necessary. They were very useful in providing the formative, periodic feedback that the trainers needed to keep themselves aware of the trainees' anxieties about learning new material, and to keep them informed about how well instruction was perceived and assimilated. Although the perceptions of the trainees is not a conclusive way to prove their competence, the questions that they answered gave the trainers direct feedback about how the trainees felt. The trainers were informed at weekly review sessions about trainee reactions and this helped them to discuss successes and possible changes that needed immediate implementation. The sessions were very crucial to the success of the STI and it provided a forum in which the trainers could discuss strategies and prepare themselves for future activities.

The summative information that the trainers desired was also provided by the questionnaires and trainer discussion sessions. The only area in which gathering summative information became a problem concerned data on the trainee's practicum experiences. This was supposed to be accomplished through the use of standard teaching improvement specialist evaluation questionnaires. Some of the professors that the trainees worked with failed to respond to the questionnaires despite repeated reminders. In this case, the observations of the Clinic trainer that accompanied the trainees to their home campuses was used to augment this incomplete data source. Drs. Hambleton and Sheehan, the two School of Education evaluators who participated in the design of the evaluative components, also felt that the instruments and procedures accomplished their task very well.

Summary

In this Chapter, the major components of the 1974 STI were critiqued by using the data from evaluative questionnaires, feedback sessions, structured interviews, and personal observations. This was conducted with the belief that the Summer Training Institute was a success, but with the knowledge that there was room for improvements.

The 1974 Summer Training Institute was well planned and organized. The day-to-day instruction which took place at the University of Massachusetts was well executed and favorably

received by the trainees. The practicum experiences of the trainees could have been more thoroughly planned, even though the trainees indicated, during structured feedback sessions, that they learned a great deal. The evaluation of the training experiences could have focused more on the outcomes of the instruction and less on the process of instruction. Despite this, the evaluation procedures used adequately served the purposes of the STI staff and participants very well.

In Chapter IV, ideas will be presented for a new proposed model for a Summer Training Institute for Teaching Improvement Specialists.

C H A P T E R I V

Model Summer Training Institute For Teaching Improvement Specialist

In this Chapter ideas will be presented for a Model Summer Training Institute that could be adopted by the Clinic to Improve University Teaching. Included in the proposed model will be: (1) a listing of goals; (2) plans and organizational activities that should be initiated; (3) a proposed training curriculum; and (4) strategies and procedures that can be utilized to determine the effectiveness of the training program.

The suggestions that are offered, were developed after synthesizing the evaluative information, alternative training approaches and ideas received from trainees, trainers, and other Clinic personnel.

Goals

The goals for the proposed model STI are intended to provide a framework for the activity that participants and trainees will engage in. Their purpose is to give all involved a clear indication of what is supposed to be achieved during the training experience. For the purpose of clarity, goals for the model STI will be listed in three sections:

- (1) training staff goals;
- (2) trainee goals;
- and (3)

administrative goals. The goals listed for the training staff are specific to the training of teaching improvement specialists. Those cited for trainees are concerned with goals they should strive to accomplish. The administrative goals are suggested as ones which the Clinic's Senior Staff should accomplish to help facilitate a comprehensive, efficiently organized Summer Training Institute.

Training Staff Goals

The Clinic should establish the following goals for its training staff:

- 1) Introduce trainees to the Clinic to Improve University Teaching's instructional improvement process.
- 2) Train the participants as teaching improvement specialists so that they can use the Clinic's teaching improvement process in helping faculty members, at their respective campuses, improve their teaching.
- 3) Effectively utilize the team approach in the preparation and implementation of the training program.
- 4) Continue to experiment with the utilization of different strategies in training teaching improvement specialists.
- 5) Evaluate the usefulness of these strategies and eliminate those which are not successful, and strengthen those which are.
- 6) Certify, with certificate and permanent record, those new teaching improvement specialists who have participated in more intensive training and are capable of not only helping faculty improve their teaching, but of training other faculty members and graduate students as teaching improvement specialists.

- 7) Certify, with certificate and permanent record, those new teaching improvement specialists who have demonstrated that they are competent and capable of helping faculty members improve their teaching.
- 8) Provide participants with opportunities to consider alternative teaching strategies, issues related to University teaching, and to share ideas about additional teaching improvement services.
- 9) Evaluate the effectiveness of their training strategies.
- 10) Evaluate the strengths and weaknesses of the teaching improvement specialist skills of the STI participants.

Trainee Goals

The Clinic should establish the following goals for STI participants:

- 1) Become familiar with the history, philosophy and precepts of the Clinic to Improve University Teaching.
- 2) Learn how to use the Clinic's teaching improvement process and the role of teaching improvement specialist as a strategy to help faculty members, on their own campuses, improve their teaching.
- 3) Gain certification as a teaching improvement specialist.
- 4) Gain certification as a teaching improvement specialist trainer (if desired).
- 5) Periodically self-evaluate their teaching improvement specialist competencies and assess which skills need to be improved.
- 6) Explore alternative teaching strategies, issues related to University teaching and other teaching improvement strategies and services.

It is hoped that the above goals will provide both trainer and trainees with the tasks that should be minimally achieved during a six-week STI. They should provide all parties with a focus for their efforts and should be useful in eliminating confusion about what the Summer Training Institute is intended to accomplish. It is felt that these goals, as well as those mentioned in the following section will provide a more comprehensive list of objectives which must be accomplished to have a successful training program.

Administrative Goals

In addition to the above goals, the Clinic's senior administrative staff should strive to accomplish the following:

- 1) Select competent teaching improvement specialist trainees and support staff.
- 2) Achieve wide-spread distribution of STI advertisements.
- 3) Communicate with potential participants and acquire biographical and institutional information, if necessary. (Some participants might enroll as independents and not participate as representatives of a particular school.) In this case, information should be gathered on how they intend to use their teaching improvement specialist skills.
- 4) Provide support staff to consult with newly certified teaching improvement specialists and trainees after they return to their home campuses.
- 5) Establish efficient accounting procedures for the Summer Training Institute.

- 6) Develop certification criteria procedures and certificates for new teaching improvement specialists.

Plans and Organizational Activity

The area of planning and organization represents the key to the success of any program. It is in this stage of activity that the tone of the Summer Training Institute will be established. It is at this juncture where either a positive thrust of activity is established or when the momentum that is achieved lacks the proper force to sustain both the staff and participants through a progressive six-week program. The Clinic staff should be very aware of this and the goals that have been established for the STI will help initiate the development of energetic rewarding activity.

The Clinic's senior administrators must identify STI staff early and they must be certain that organizational meetings are regularly held. These meetings should be minimally concerned with: (1) recruitment procedures; (2) curriculum finalization; (3) instructional assignment; (4) evaluation and certification procedures; and (5) development of necessary instructional material.

The support staff that is selected to implement STI activities should not only be concerned with the immediate tasks of operating the STI. It must consider how it will be able to consult with newly certified teaching improvement specialists and trainers after they return to their

home campuses. This signifies that there must be thoughtful consideration given to the development of post-STI follow-up activities. Examples of possible activities include:

- 1) Development of a teaching improvement specialist newsletter which would explore new trends in teaching improvement activities, profiles of teaching improvement specialists around the country, features on the development of faculty development, new programs, about upcoming conferences, and seminars, and workshops, by-lines about the latest teaching improvement hardware, and reviews of current significant literature about faculty development;
- 2) Development and staging of teaching improvement specialist skills enrichment workshops. (These could also include sessions designed to introduce the Clinic and its teaching improvement process to potential STI participants, and could be done on a regional basis.);
- 3) Preparation and distribution of subject specific video cassettes and tapes designed to explore new strategies that can be used to help faculty improve their teaching and to help the teaching improvement specialists increase their knowledge of the field;
- 4) Distribution or notification of useful recently published literature concerned with teaching improvement and faculty development, (can be done in newsletter form) and;
- 5) Meeting and consulting with teaching improvement specialists at conferences.

The STI support staff should also be certain that arrangements are made for the use of the "Teaching Analysis by Students" (TABS) questionnaire at the campuses of these institutions which want to have this feature as a part of

their teaching improvement program. This is something which should be explored during initial contacts with a potential recruit and the institution he or she will be representing. In some instances, making the TABS available to an institution will require personal visits to an institution to consult with their computer scientists on the installation or adaptation of the Clinic's computer program.

The Clinic administrators and STI support staff must be certain that they apprise each other of any organizational or planning developments as they occur. This would help to ensure that all are aware of how the planning for the STI is progressing and that all are cognizant of what is going to transpire during the Summer Training Institute. This will help to decrease anxiety over possible last minute changes. This is also a good strategy for helping all staff, regardless of position, feel their contribution to and knowledge of the STI is extremely important to the success of the program.

In the area of STI staff selection, the Clinic's senior administrators must appoint one person to direct the program. This person should have the title, Director of the Summer Training Institute, and should have at least one assistant to help with correspondence, preparation of materials, scheduling of learning sessions, etc. They should also have two teaching improvement specialists trainers for every ten STI

participants. This should give the institute a manageable and effective trainer-trainee ratio that does not become confusing or cumbersome. The Director of the STI and the staff trainers should be selected from the group of Clinic staff members who are totally familiar with the Clinic's history, instructional improvement process, and administrative processes.

Concern must also be given to the selection of STI participants. This must be done even though advertising pamphlets will be distributed to major universities, small colleges, Clinic contacts, and educational support agencies and foundations. Once the STI staff is contacted by potential STI participants, it must try to ascertain why the person and/or institution wants to take advantage of the STI activities. Screening can be accomplished through a pre-institute questionnaire and by requiring a personal statement from the potential participant. This data should review: (1) the individual's educational background; (2) interest in the area of teaching improvement; (3) previous experience in teaching improvement or a related field; (4) how the person feels he or she will benefit from becoming a teaching improvement specialist; and (5) which skills or competencies one can contribute to the role of teaching improvement specialist. The major point is to have established screening procedures that can help to prevent enrolling participants who are not really motivated to participate in all of

of the STI activities, or are being forced to attend the Institute as a part of a work assignment. This will also give the training staff an opportunity to gain knowledge about the related interests and teaching improvement specialist entry-level skills and competencies of potential trainees. This would allow for the possible inclusion of the expertise of the participants in the training exercises. It would also help to determine which specific aspects of the Clinic's process need more emphasis than others during the training sessions.

The Clinic and its training staff must carefully consider the implications of certifying teaching improvement specialists and trainers. The entire process must be taken seriously, and earnestly, and the recipient of the certification must be assured that he or she has achieved something worthwhile. Recipients must believe that the attainment of the specialist and/or trainer certificate distinguishes them professionally and educationally. The initiation of such a program represents a major step in institutionalizing the role of teaching improvement specialist. This could also help to give people impetus to seek teaching improvement specialist training.

Proposed Training Curriculum

The proposed training program for teaching improvement specialists was developed after considering the following

sources of information: (1) training strategies of the 1974 STI; (2) the evaluative feedback of trainers, participants, and administrators of the 1974 STI; (3) training strategies used in subsequent teaching improvement specialist training courses; and (4) the writer's own thoughts. It is intended to provide a structured outline for teaching improvement specialist trainers. Yet, it does provide them with the flexibility to add or delete what they determine is appropriate or inappropriate, given the entry level skills and abilities of the STI trainees. The proposed curriculum, although not exhaustive, provides the major areas that an aspiring teaching improvement specialist must assimilate in order to be competent and successful. The teaching improvement specialist trainer need only incorporate these basic ideas with his own knowledge to provide trainees with a foundation of skills and competencies that can be readily applied in practical teaching improvement specialist encounters.

The curriculum or training format is divided into two major sections. The first section encompasses a review of the development of the Clinic to Improve University Teaching. It also includes a mini-series of lectures and discussions on faculty development. To help facilitate the trainees ability to grasp how the teaching improvement specialist works with faculty members, it is suggested that a strategy which has been explored by the Clinic be made a permanent part of the training program. One trainer should teach these mini-lecture/

discussion classes while another acts as teaching improvement specialist. They should demonstrate the teaching improvement process before the trainees for the first ten days of the Institute, so that they may observe the entire process during this period of time. This will provide them an opportunity to observe each step as it unfolds, and to discuss with the teaching improvement specialist decisions, strategies, and interactions with the trainer. Thus, once the formal training begins, they will have conceptualized what has to be accomplished if they are to be successful teaching improvement specialists.

The second section of the training curriculum is concerned with affording the trainees the opportunity to practice utilizing the mechanics of the Clinic's teaching improvement process. It will combine in-class instruction, discussion, practice, and will include a practicum experience in which trainees actually work with faculty members on the improvement of their instruction.

The training curriculum which is proposed and listed in Appendix F is designed to give the Clinic trainers guidelines for planning instruction. It encompasses strategies which, if applied, can hopefully give the trainees a full exposure to the Clinic process and how it can be used to help faculty improve their teaching. The first section of the curriculum was developed to compel the training staff to give the trainee clear examples of how the Clinic process is implemented with

a faculty member. As one reviews the activities of each day of instructional activity he can readily see how this is accomplished.

Specific instructions are incorporated to remind teaching improvement specialist trainers of details that should be minimally discussed and acted upon. The readings that accompany this section have been selected because they will lead to the discussion of areas of which teaching improvement specialists should have a firm understanding if they are to be confident about their ability to analyze instruction and develop strategies to improve it. The implementation of this curriculum will necessitate that the Clinic trainers be very task oriented and concentrate on ensuring that the trainees understand each segment of instruction before moving onto another. This will help to prevent confusion and facilitate the trainees' ability to discern the interrelationships among the topics explored during the training sessions.

The second section of the training curriculum is designed to provide trainees with the opportunity to actually apply most of the introductory concepts learned in Section One. The trainees are involved in learning experiences which will help them gain confidence, and test their ability to be flexible and adaptive in difficult situations. Role-playing, small group and individualized skill-building and practicing sessions are introduced to create more interaction and exchange of ideas in the training class. This section is

designed to provide trainers with the opportunity to: (1) become more involved with the trainees; (2) observe their teaching improvement specialist strengths and weaknesses; and (3) develop further strategies to help trainees improve skills areas which need to be strengthened.

Curriculum Summary

As was previously stated this curriculum is only an outline that encompasses the major areas that should minimally be covered during the STI. The proposal only allows for twenty-five days so that there is time for possible holidays, sickness, and professional commitments that participants might have. These days can also be used for discussion and planning of follow-up activities. Section One's reading list for the first ten days can be found in Appendix D.

Evaluation Strategies

In judging the effectiveness of the training program, I suggest that the Clinic process evaluation questionnaires be utilized. This will help to provide direct feedback on how well the trainees were able to explain ideas to their clients and to work with them during the various stages of the Clinic process. These should also be used during the Fall when the trainees are working at their respective campuses.

The trainers should also utilize the feedback that they receive from the trainees during discussions about how they perceive their ability to competently handle each segment of the Clinic process.

Trainee journals can also be utilized as a source of feedback on trainee reaction to trainer effectiveness. Trainees should be asked to keep a record of those segments of instruction they felt were confusing and list reasons why. A listing of areas that were particularly strong should also be kept.

Short feedback sessions should also be incorporated in the planning of the STI. These sessions should be designed so that trainees can give their comments about the training experience without having them criticized or evaluated.

Questionnaires similar to those used during the 1974 Summer Training Institute can also be used to get specific information of trainee reaction to training experiences and to determine the extent to which the overall goals of the training program were accomplished.

Summary

This Chapter encompasses proposals that can be incorporated in the development of a Summer Training Institute for Teaching Improvement Specialist. The major components of the proposal include: (1) a listing of goals; (2) organizational and planning suggestions; (3) a proposal for

a curriculum; and (4) strategies for judging the effectiveness of the training program.

C H A P T E R V

Conclusions and Recommendations

The purpose of this dissertation is to propose a Model Summer Training Institute for Teaching Improvement Specialists that could be adopted by the Clinic to Improve University Teaching. This model was developed after reviewing and critiquing the following major areas of the initial Summer Training Institute, conducted by the Clinic: (1) the planning and organization of the Institute; (2) the training curriculum; and (3) the strategies used to judge the effectiveness of the training experiences. Also considered in the organization of this study were the feedback and recommendations of the Clinic staff members involved in the recruitment and training of teaching improvement specialists.

1974 Summer Training Institute

The 1974 Summer Training Institute for Teaching Improvement Specialists represented the first major effort of the Clinic to Improve University Teaching to disseminate its instructional improvement process to other institutions of higher education. The successful implementation of this Institute indicated that it is possible to train, during a

six-week period, faculty and graduate students, with little knowledge or background in instructional improvement or faculty development, to use the Clinic's teaching improvement process to help instructor's improve their teaching. It was found that participants liked the idea of a summer training format and were appreciative of the opportunity to develop the competencies of a teaching improvement specialist. Some evidence was gathered that indicated they learned the basic skills that a teaching improvement specialist must have to be effective and developed a fundamental knowledge of how to apply them. It was never assumed that these trainees could be trained to use the Clinic's instructional improvement process in as sophisticated a manner as a teaching improvement specialist who has had a year or two of experience in helping faculty members improve their teaching. Yet, it was presumed that the trainees would be provided with the skills needed to begin working with faculty members and acquire more practical and in-depth teaching improvement experience.

Although the Clinic's training staff felt that they could have improved upon their performance during the Summer Training Institute, it should be remembered that this was their initial endeavor at utilizing the team approach to train a group of teaching improvement specialists. Therefore, the training staff expected errors and possibly inadequate anticipation of trainee behavior and responses to training strategies. The feedback mechanisms which were

implemented during the Institute provided the staff with the information required to assess the viability of training strategies. This gave them the ability to assess the success of these strategies and the flexibility to make adjustments and compensate for those that did not accomplish their intended purpose. The ability of the staff to make these adjustments was the key to the success of the program. The staff realized that their task was a complicated one and that the success of the Institute depended on cooperation, patience, and innovative thinking. The time and effort they expended to make certain that the concerns of trainees were addressed expeditiously and directly exemplified this. At no time did the staff perceive a problem or potential problem and not try to solve it before it escalated.

The participating universities were very concerned that the Institute be successful, but seemed to not have as much commitment to taking advantage of their newly trained personnel as one might expect. Some employed their new teaching improvement specialists as consultants for faculty, and others never did assign their teaching improvement specialists to help instructors improve their teaching. This did not necessarily indicate that these universities were not truly interested in utilizing the Clinic's instructional improvement process. It reflects the fact that the training some participants received was incorporated within their regular University assignments so that even though instructor's were not directly engaged in the Clinic process per se, they were assisted through exposure to persons combining their teach-

ing improvement specialist training with their own expertise and experience.

The Summer Training Institute was part of a successful attempt to develop consortium activities among the New England Land Grant Universities. The activities of the Institute provided enough substantive encouragement for a sub-committee of these universities' Joint Operations Committee to develop a proposal, which has been approved by the University Presidents, to secure external funding for the further development, sharing, and institutionalization of faculty development activities on the various campuses.

The 1974 Summer Training Institute provided an opportunity for the Clinic to Improve University Teaching to gain invaluable experience in training groups of teaching improvement specialists. The successful training approaches that were discerned during the Institute were invaluable in the development of the proposed Model Summer Training Institute. Chapter IV represents the culmination of reviewing and critiquing the major areas of this Institute. It presents alternative training strategies which are essentially based upon those used in the initial summer training program. Yet, it includes different training strategies that are designed to make the Institute more comprehensive.

The inclusion of a ten-day mini-course in Section One of the proposed training curriculum is designed to give the trainees more in-depth exposure to issues in faculty devel-

opment and to the actual implementation of the Clinic's teaching improvement process. This new feature is in direct contrast to the initial Institutes' handling of this area. During this program, these issues were only briefly addressed. It was incorporated in this document because both staff and trainees indicated a more thorough treatment of these areas is desirable. It was also included in the proposed program because other attempts at the utilization of this strategy during teaching improvement specialist training classes conducted by Clinic personnel have been favorably received.

The techniques used to assess the effectiveness of the training staff and the strengths and weaknesses of the 1974 Summer Training Institute were able to provide information that could be used to develop conclusions about the six-week program. But, the implementation of these techniques tended to cause undue anxiety among trainers and trainees. The strategies used would have been more tolerable for a larger group of participants. Future evaluative strategies must be less obtrusive and more emphasis should be placed on methods that can be used to collect evaluative feedback from smaller groups. Possible methods that can be utilized are: (1) journal reports; (2) short, small group interviews; (3) short questionnaires; (4) short trainee feedback sessions; and (5) direct observation of trainee's use of skills.

Proposed Recommendations for an On-Going Summer Training Institute

The recommendations that have been proposed for an on-going Summer Training Institute have been developed to give teaching improvement specialist trainers a framework that can help guide them during the development of future training programs. The suggestions should be carefully considered before being incorporated in future programs. Trainers must be certain that they are thoroughly familiar with training strategies before implementing them. They are warned not to think that all they have to do is assimilate these ideas into their training strategies, to have a successful training program. They must be certain that their overall approach to training teaching improvement specialists reflects new developments in instructional improvement and that the ideas used are incorporated into their own teaching styles. Trainees must not be allowed to sense that there is no freshness or spontaneity in the learning sessions.

Curriculum

The proposed training curriculum is one that could be used by two trainers who had the responsibility of training a maximum of ten teaching improvement specialists. This would provide an acceptable trainer-trainee ratio. During the first Institute the trainer-trainee ratio was almost one-

to-one. Under normal circumstances this would have been intolerable, but since this was also a training experience for the staff, the Clinic accepted it. Too many trainers create confusion and becomes too cumbersome to coordinate efficiently. Each additional group of five trainees would require another trainer to assure individualized attention and comprehensive training. The utilization of this proposed training model in the development of future Summer Training Institutes would give the staff the flexibility to devote more time to the selection of trainees and the development of follow-up activities to the summer training experiences. The staff would be able to spend more time developing follow-up workshops and consultancies with trainees. They would also be able to design more ways to utilize the talents of the trainees in the overall development of the training curriculum and experiences.

The curriculum that is proposed can also incorporate the brainstorming sessions used in the initial Institute. The scheduling formats used during the 1974 Institute could also be easily utilized in future training programs. There is also flexibility to use group feedback sessions to review trainee reactions to training techniques and strategies, to share observations and suggestions that would be helpful to the group, and to discuss new ideas.

The design for an on-going Summer Training Institute curriculum does not allow for trainees to be able to travel

to their home campuses and work with faculty members during the six-week program. Even though this seems like a feasible way to provide trainees with their practicum experiences, especially for those whose schools are in close proximity to the University, it creates some unnecessary problems. Too much time was wasted on traveling back to home campuses to collect data. Some trainees had to work with uncooperative faculty members who were not really interested in their skill development. The trainers who accompanied trainees to their home campuses for the practicum training, were inefficiently deployed. Their time could have been more wisely used in working with the trainees at the University of Massachusetts. The trainers could then concentrate on directly recruiting cooperative faculty and be able to more readily obtain evaluations of the trainees work.

Staffing

The on-going Summer Training Institute for Teaching Improvement Specialists should be conducted by at least two experienced teaching improvement specialists for every ten trainees. It should have a Director, who could be either a Clinic Senior Staff member, or Senior teaching improvement specialist with direct training experience. Institute personnel should have the support of a part-time secretary to help organize materials, schedules, and data processing.

Selection of personnel for the Institute should be conducted by the Clinic's Senior Staff and particular attention

should be paid to employing staff members who have had experience in training teaching improvement specialists and helping faculty improve their teaching.

The Director and the teaching improvement specialist trainers must all be involved in planning and mapping out of training strategies. Assignments should be closely defined, and decisions about changes in the training format should be decided by the entire training staff. All follow-up activities should be coordinated by the Director of the Summer Training Institute with the help and support of the remaining Clinic staff members. These activities should be succinctly enumerated and planned well in advance of their actual implementation.

Planning and Organization

The Summer Training Institute that is conducted by the Clinic should be flexible enough to allow for not only the training of teaching improvement specialists, but also trainers of teaching improvement specialists. The Director of the Summer Training Institute and the staff should be able to schedule extra learning sessions during the latter part of the program that will help prepare those interested in becoming trainers. The sessions should minimally concentrate on: (1) reviewing the on-going training program; (2) reviewing past training and evaluation strategies; (3) de-

veloping new training materials; and (4) discussing and planning possible training formats that could be instituted at the trainee's school. The training staff will have to gauge how well prepared they feel the trainees are at the end of the six-week program. It would probably be a good idea to schedule an extra week of activities for aspiring trainers so that long-range training planning can take place. Clinic staff would then have an opportunity to establish mechanisms for having new trainers submit their training curriculum to the Summer Training Institute staff for review and feedback. This should be done at least once before they begin training teaching improvement specialists for the first time. The Clinic STI staff must approve the curriculum before any certification can be awarded for new teaching improvement specialists.

The on-going Summer Training Institute should also be able to include the use of educational consultants who have expertise in areas like organizational development, curriculum planning, and evaluation of teaching. These people could be used to add more variety and depth to the presentations of the trainers.

The Summer Training Institute staff should be certain that they recruit faculty members to work with trainees during their practicum experiences. They should try to only hire those people who they believe will commit themselves to

really giving the trainees an opportunity to practice what they have and are learning of the Clinic's instructional improvement process. Training staff should interview those people and review the purpose of the practicum experience with them so that there is no question about the possible time and emotional investment they will be asked to make in return for the modest stipend they will receive. The staff should also review with the faculty members the history, goals, and objectives of the Clinic so that they can get a true picture of what is to be accomplished by asking for their assistance.

The design of certification procedures should include: (1) a review of the strengths and weaknesses in the trainees teaching improvement specialist competencies; (2) recommendations about areas that should be strengthened; and (3) a unanimous recommendation developed by all trainers and the Director of the Summer Training Institute that will be submitted to the Clinic's Director for final approval. These minimal procedures should provide basic guidelines for how this area could be handled. This will help provide the necessary parameters for what this process should minimally include.

Implications for Further Utilization of the Proposed Model Summer Training Institute

The proposed Model Summer Training Institute activities represent ideas that could be expanded into an extensive

semester-long or year-long training program. The proposals could be used to develop workshop presentations on faculty development and teaching improvement. The model could serve as a foundation for the development of a teaching improvement specialist training manual that might be published by the Clinic. Teaching improvement specialist trainers could use the manual at regional and national higher education teaching improvement seminars and conferences. It would be very helpful in introducing interested people to the Clinic's instructional improvement process and in recruiting potential trainees.

Any usage of the proposed activities must be preceded by an examination of their appropriateness for a given situation. The Clinic must never allow it to be used in a haphazard manner. It must be certain that those given permission to use these suggestions are competently trained to have the ability to use them in a professional and innovative manner. There must be assurances that those who are certified as teaching improvement specialists can be effective and really provide a service to faculty. The Clinic should develop periodic evaluative mechanisms that would help to measure the relative success of those that have been trained as teaching improvement specialists. This would give the Clinic the opportunity to provide them with feedback on skill areas that they might want strengthened. This would

also provide another way to maintain long-range relationships with trainees.

Limitations

The development of the proposed training program would have been easier to facilitate if all trainees had completed the diagnostic questionnaires and interviews. It would have also been very beneficial if those professors who worked with trainees during their practicum experiences had completed the Clinic process questionnaires that they were requested to fill out so that more precise information could be obtained on the trainees' ability to use the Clinic's process and apply the concepts learned during the program. Although some of this information was incomplete, general conclusions could still be drawn and recommendations and needed changes and improvements developed.

Summary

The conclusions and recommendations provided in this Chapter are intended to give focus to the more important aspects of training teaching improvement specialists during a Summer Training Institute. They do not preclude conclusions and recommendations briefly discussed in Chapters three and four. It is hoped that the suggestions offered will provide a foundation and a starting point for those interested in continuing and expanding the training of teaching improvement specialists. It is also hoped that when

these suggestions are applied, they are never considered in isolation, but are reviewed while keeping in mind changing trends in teaching improvement in higher education. It is also important to remember that the other working materials that have been developed by the Clinic should also be reviewed when planning any new training experiences so that efforts are not needlessly duplicated.

APPENDIX A
FORMS UTILIZED IN DATA COLLECTION

Clinic to Improve University Teaching
Summer Institute '74

Questionnaire No. 1

As a part of our effort to collect evaluative data on the progress of the Summer Institute, and on various aspects of our work within the Institute, the Clinic to Improve University Teaching has designed this questionnaire.

This is one of three questionnaires that will be administered to you this summer. It is expected that the questionnaire data will indicate strengths of the Summer Institute along with areas and approaches that need improvement. Your responses to the questions will serve as the basis for changes that will be considered for future teaching improvement programs organized by the Clinic.

We should add that for many questions there are no right or wrong answers. The best answer is the one that honestly reflects your true feelings.

It is not necessary for you to indicate your name anywhere on the questionnaire.

Section A

In this section we would like to learn your views concerning the Clinic's efforts to help you prepare for your participation in the Summer Institute.

1. Were you notified of your participation in the Summer Institute in enough time to adequately organize your summer plans? (Circle one)
 - a. Yes
 - b. No

2. What additional information on the Clinic staff, Institute goals, Institute procedures, accommodations and transportation could have been provided to help you prepare for your participation in the Summer Institute. (Please write your suggestions under each of the five areas.)
 - a. Clinic staff

 - b. Institute goals

 - c. Institute procedures

 - d. Accommodations

 - e. Transportation

3. What information besides that indicated above might have been passed along to you to help you prepare yourself for your involvement in the Summer Institute?

Section B

In this section we are interested in learning of your assessment of the Clinic's trainers.

Indicated below are 17 topics that were introduced during recent learning sessions. For each area, we would like you to indicate the clarity of the instruction by marking one of five choices: "Poor", "Fair", "Good", "Excellent", "Not Covered". Indicate your choice for each topic by placing a check () under the appropriate choice and the topic.

	Poor	Fair	Good	Excellent	Not Covered
4. The importance of the initial interview	_____	_____	_____	_____	_____
5. Possible difficulties arising during the interview	_____	_____	_____	_____	_____
6. The data collection during the interview	_____	_____	_____	_____	_____
7. The nature of using direct and indirect verbal cues during the interview	_____	_____	_____	_____	_____
8. The importance of non-verbal behavior	_____	_____	_____	_____	_____
9. How to tell whether the faculty member is comfortable, relaxed, uptight, etc,	_____	_____	_____	_____	_____
10. How to explain the use of student questionnaires	_____	_____	_____	_____	_____
11. How to explain the use of videotape	_____	_____	_____	_____	_____
12. How to explain the use of classroom observation techniques	_____	_____	_____	_____	_____

	Poor	Fair	Good	Excellent	Not Covered
13. How to explain the use of audiotapes	_____	_____	_____	_____	_____
14. How to explain the usage of the teacher self-assessment instrument	_____	_____	_____	_____	_____
15. How to explain the use of the computer printouts	_____	_____	_____	_____	_____
16. How to systematically gather preliminary information on faculty member's course and teaching	_____	_____	_____	_____	_____
17. How to clarify with the faculty member the amount of time that would be spent working on teaching improvement	_____	_____	_____	_____	_____
18. How to help faculty member clarify his/her personal objectives with regard to working with the Clinic	_____	_____	_____	_____	_____
19. How to help faculty member clarify course objectives	_____	_____	_____	_____	_____
20. How to wrap up initial interview and set the stage for further interactions between T.I.S. and faculty member	_____	_____	_____	_____	_____

Section C

In this section, we would like you to answer some general questions about the Summer Institute. (Please circle the appropriate response below each question.)

21. How prepared do the trainers seem to be? (Circle one)
- a. Well-prepared
 - b. Moderately well-prepared
 - c. Slightly prepared
 - d. Not prepared
 - e. No opinion
22. How organized were the presentations of the trainers? (Circle one)
- a. Well-organized
 - b. Moderately well-organized
 - c. Slightly organized
 - d. Disorganized
 - e. No opinion
23. How do you feel about the length of learning sessions? (Circle one)
- a. Too short
 - b. Too long
 - c. Just about right
 - d. No opinion
24. How would you judge the time made available to you for individual work with the trainers? (Circle one)
- a. Too little time
 - b. Just about the right amount of time
 - c. Too much time
 - d. No opinion

Now that you are about to return to your campuses and begin implementing the Clinic process how do you feel about your ability to conduct the following stages of the Clinic process? (Please write your answers in the space provided below each area.)

25. The initial interview

26. The classroom observation
27. Administering the TABS
28. Videotaping your client's class
29. Finally, at this point what do you think of the Clinic's teaching improvement process?

Clinic to Improve University Teaching
Summer Institute '74

Questionnaire No. 2

This is the second of the three questionnaires that the Clinic to Improve University Teaching has designed for the purpose of collecting data on its efforts to train Teaching Improvement Specialists. As with the first questionnaire, it is expected that the data will be used to indicate strengths of the Summer Institute along with areas and approaches that need improvement. Your responses to the questions will serve as a basis for changes that will be made in future teaching improvement programs organized by the Clinic.

We should add that for many questions there are no right or wrong answers. The best answer is the one that honestly reflects your true feelings.

It is not necessary for you to indicate your name anywhere on the questionnaire.

Section A

In this first section of the questionnaire we would like to obtain your assessment of how well our trainers have been handling various aspects of the training. In particular, we are interested in learning about how successful they have been in presenting the significance of certain topics and in explaining the use of the data collection instruments and techniques.

1. How successful do you think the Summer Institute trainers have been at presenting the significance of the 11 areas listed below? (Please place a check (✓) under the column that corresponds to your feelings.)

	extremely success- ful	success- ful	somewhat success- ful	unsuc- cessful	un- sure
a. the initial interview	_____	_____	_____	_____	_____
b. the TABS (Teaching Analysis By Students)	_____	_____	_____	_____	_____
c. pre-class observation sessions	_____	_____	_____	_____	_____
d. in-class observation techniques and procedures	_____	_____	_____	_____	_____
e. faculty prediction of student responses	_____	_____	_____	_____	_____
f. faculty self-assessment	_____	_____	_____	_____	_____
g. videotaping classroom teaching	_____	_____	_____	_____	_____

	extremely success- ful	success- ful	somewhat success- ful	unsuc- cessful	un- sure
h. specific TABS items	_____	_____	_____	_____	_____
i. Norelco and Craig cassette recorders	_____	_____	_____	_____	_____
j. student inter- views	_____	_____	_____	_____	_____
k. student skill ques- tionnaire	_____	_____	_____	_____	_____

2. How successful do you think the Institute trainers have been in explaining how to use the data collecting instruments listed below? (Please check (/) under the column that corresponds to your feelings.)

	extremely success- ful	success- ful	somewhat success- ful	unsuc- cessful	un- sure
a. the initial interview	_____	_____	_____	_____	_____
b. the TABS (Teaching Analysis By Students)	_____	_____	_____	_____	_____
c. pre-class observation sessions	_____	_____	_____	_____	_____
d. in-class observation techniques and pro- cedures	_____	_____	_____	_____	_____
e. faculty self- assessment	_____	_____	_____	_____	_____
f. videotapes of classroom teaching	_____	_____	_____	_____	_____

	extremely success- ful	success- ful	somewhat success- ful	unsuc- cessful	un- sure
g. specific TABS items	_____	_____	_____	_____	_____
h. Norelco and Craig cassette recorders	_____	_____	_____	_____	_____
i. student inter- views	_____	_____	_____	_____	_____
j. Student skills ques- tionnaire	_____	_____	_____	_____	_____
k. faculty pre- diction of student res- ponses	_____	_____	_____	_____	_____

Section B

In this section we are interested in learning of your assessment of the Clinic's trainers.

Indicated below are 13 topics that were introduced during recent learning sessions. For each area, we would like you to indicate the clarity of instruction by marking one of five choices: "Poor", "Fair", "Good", "Excellent", "Not Covered". Indicate your choice for each topic by placing a check (✓) under the appropriate choice and topic.

	Poor	Fair	Good	Excellent	Not Covered
3. The trainer's explanation of how to identify an instructor's teaching strength	_____	_____	_____	_____	_____
4. The trainer's explanation of how to identify teaching skills which an instructor might want to improve	_____	_____	_____	_____	_____
5. The trainer's explanation of how to help an instructor specify improvement objectives	_____	_____	_____	_____	_____
6. The trainer's explanation of how to adapt your style to meet a faculty member's needs for direction and guidance	_____	_____	_____	_____	_____
7. The trainer's explanation of how to guide discussions so that the feedback and analysis are productive and edifying	_____	_____	_____	_____	_____

	Poor	Fair	Good	Excellent	Not Covered
8. The trainer's explanation of how to reach closure during the localization	_____	_____	_____	_____	_____
9. The trainer's explanation of how to develop and implement improvement strategies	_____	_____	_____	_____	_____
10. The trainer's explanation of how to help instructors select improvement strategies which would be most beneficial for an instructor to use	_____	_____	_____	_____	_____
11. The trainer's explanation of how to help instructors evaluate the results of their improvement strategies they've implemented?	_____	_____	_____	_____	_____
12. The trainer's explanation of how to maintain an instructor's involvement in developing improvement strategies	_____	_____	_____	_____	_____

Clinic to Improve University Teaching
Summer Institute '74

Questionnaire No. 3

As a part of our effort to collect evaluative data on the progress of the Summer Institute, and on various aspects of our work within the Institute, the Clinic to Improve University Teaching has designed this questionnaire.

This is the third questionnaire that will be administered to you this summer. It is expected that the questionnaire data will indicate strengths of the Summer Institute along with areas and approaches that need improvement. Your responses to the questions will serve as the basis for changes that will be considered for future teaching improvement programs organized by the Clinic.

We should add that for many questions there are no right or wrong answers. The best answer is the one that honestly reflects your true feelings.

It is not necessary for you to indicate your name anywhere on the questionnaire.

Section A

In this section of the questionnaire we are interested in learning of your assessment of the strategies the Clinic has used to train Teaching Improvement Specialists.

1. How successful would you rate the training strategy which involved a combination of instruction via a workshop experience and an on-site practicum experience?
 - a. extremely successful
 - b. successful
 - c. somewhat successful
 - d. unsuccessful
 - e. unsure

Please explain your answer below and make any suggestions you feel are appropriate.

2. Did the practicum experience following the workshop instruction increase your understanding of the Clinic model of teaching improvement?
 - a. yes, definitely
 - b. yes, somewhat
 - c. no, it was already clear from the workshop instruction
 - d. no, it simply confused things for me
 - e. unsure
3. How would you evaluate the helpfulness of the strategy of having a University of Massachusetts trainer accompany you to your campus during the localization and improvement strategy phases of the Clinic process?
 - a. very helpful
 - b. helpful
 - c. somewhat helpful
 - d. not helpful
 - e. unsure

4. In general, do you feel it is necessary for a University of Massachusetts trainer to be with you on campus during the localization and improvement strategy phases of the Clinic process?
- very necessary
 - necessary
 - somewhat necessary
 - unnecessary
 - unsure

Please explain your answer below and make any suggestions you feel are appropriate.

5. How would you judge the effectiveness of the micro-teaching training you received?
- very effective
 - effective
 - somewhat effective
 - not effective
 - unsure
6. What was your feeling about the amount of time spent on micro-teaching training in the summer workshop?
- too little time
 - too much time
 - about the correct amount of time
 - unsure
7. How would you judge the effectiveness of trainers at helping you develop and implement improvement strategies to use with your client?
- very effective
 - effective
 - somewhat effective
 - unsure

8. What was your feeling about the amount of time spent with the trainers on helping you develop and implement improvement strategies to use with your client?
 - a. too little time
 - b. too much time
 - c. about the correct amount of time
 - d. unsure

9. How would you judge the trainer's effectiveness at helping you conduct the final data collection?
 - a. very effective
 - b. effective
 - c. somewhat effective
 - d. not effective
 - e. unsure

10. How would you judge the trainer's effectiveness at helping you analyze your client's final data?
 - a. very effective
 - b. effective
 - c. somewhat effective
 - d. not effective
 - e. unsure

11. How would you judge the trainer's effectiveness at helping conduct your final interview?
 - a. very effective
 - b. effective
 - c. somewhat effective
 - d. not effective
 - e. unsure

12. Overall, would you have wanted the University of Massachusetts trainer to do anything differently during your work with him/her at your campus?

Section B

13. Now that you've been through this six week training program, how do you feel about your ability to conduct the following stages of the Clinic process? (Please write your answers in the space provided below each area.)

The initial interview:

The classroom observation:

Administering the TABS:

Videotaping your client's class:

Developing a localization of a professor's teaching strengths and weaknesses:

Conducting a localization session:

Designing improvement strategies:

Conducting final data collection:

Analyzing final data:

Conducting final interview:

14. Finally, what three things did you like most about the Summer Institute, and what three things did you like the least? (Please explain your answer below and make any suggestions you feel are appropriate.)

APPENDIX B
RESULTS OF DATA COLLECTION

Introduction

The results that are reported in the following questionnaires can be discerned by simply reading the responses indicated in the underlined spaces next to the pertinent questions. The numbered responses signify the total number of trainees who answered in a particular manner. The trainee reactions to the questions which required written responses are listed directly below each question. As was previously mentioned, not all trainees responded to each item.

Clinic to Improve University Teaching
Summer Institute '74

Questionnaire No. 1

As a part of our effort to collect evaluative data on the progress of the Summer Institute, and on various aspects of our work within the Institute, the Clinic to Improve University Teaching has designed this questionnaire.

This is one of three questionnaires that will be administered to you this summer. It is expected that the questionnaire data will indicate strengths of the Summer Institute along with areas and approaches that need improvement. Your responses to the questions will serve as the basis for changes that will be considered for future teaching improvement programs organized by the Clinic.

We should add that for many questions there are no right or wrong answers. The best answer is the one that honestly reflects your true feelings.

It is not necessary for you to indicate your name anywhere on the questionnaire.

Section A

In this section, we would like to learn your views concerning the Clinic's efforts to help you prepare for your participation in the Summer Institute.

1. Were you notified of your participation in the Summer Institute in enough time to adequately organize your summer plans? (Circle one)
 - a. Yes 8
 - b. No 3
2. What additional information on the Clinic staff, Institute goals, Institute procedures, accommodations and transportation could have been provided to help you prepare for your participation in the Summer Institute? (Please write your suggestions under each of the five areas.)
 - a. Clinic staff:
 1. Who are the people?
 2. What are their backgrounds?
 3. Who are they?
 - b. Institute goals:

Okay
 - c. Institute procedures:
 1. Okay
 2. What do you expect TIS's to accomplish as a result of their participation?
 3. More precise schedules.
 4. More precise information from home schools.
 5. Would like overall weekly calendar of activities
 6. Thinks staff treats us a little childishly.
 7. Schedules at beginning of week.
 - d. Accommodations:

Okay
 - e. Transportation:
 1. Best routes to drive from sites.
 2. What public transportation is available for people without automobiles. (E.g. how do you get from Amherst to X, using buses, etc?)
 3. Well done.

3. What information besides that indicated above might have been passed along to you to help you prepare yourself for your involvement in the Summer Institute?
 1. More first day orientation activities that would acquaint a TIS's campus and town.
 2. A better definition by our university of how they intend us to use the skills we have learned.
 3. More information about what would be needed on-site number of clients, time needed to.
 4. Perhaps a brief description including a case history or two of the Clinic's activities during the past year.
 5. Was not really told by my university what my role was to be this summer. I was told to observe micro-teaching.

Section B

In this section we are interested in learning of your assessment of the Clinic's trainers.

Indicated below are seventeen (17) topics that were introduced during recent learning sessions. For each area, we would like you to indicate the clarity of the instruction by marking one of five choices: "Poor", "Fair", "Good", "Excellent", "Not Covered". Indicate your choice for each topic by placing a check (✓) under the appropriate choice and the topic.

	Poor	Fair	Good	Excellent	Not Covered
4. The importance of the initial interview	_____	_____	<u>6</u>	<u>6</u>	_____
5. Possible difficulties arising during the interview	_____	<u>2</u>	<u>5</u>	<u>5</u>	_____
6. The data collection during the interview	<u>1</u>	<u>1</u>	<u>6</u>	<u>4</u>	_____
7. The nature of using direct and indirect verbal cues during the interview	<u>1</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>2</u>
8. The importance of non-verbal behavior	<u>1</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>2</u>
9. How to tell whether the faculty member is comfortable, relaxed, uptight, etc.	<u>2</u>	<u>6</u>	<u>2</u>	_____	<u>1</u>
10. How to explain the use of student questionnaires	_____	<u>3</u>	<u>3</u>	<u>6</u>	_____

	Poor	Fair	Good	Excellent	Not Covered
11. How to explain the use of videotape	<u> </u>	<u> </u>	<u> 5 </u>	<u> 7 </u>	<u> </u>
12. How to explain the use of classroom observation techniques	<u> 1 </u>	<u> 1 </u>	<u> 7 </u>	<u> 2 </u>	<u> 1 </u>
13. How to explain the use of audiotapes	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	<u> </u>	<u> 4 </u>
14. How to explain the usage of the teacher self-assessment instrument	<u> </u>	<u> 4 </u>	<u> 5 </u>	<u> 2 </u>	<u> 1 </u>
15. How to explain the use of the computer printouts	<u> 2 </u>	<u> 1 </u>	<u> 1 </u>	<u> </u>	<u> 6 </u>
16. How to systematically gather preliminary information on faculty member's course and teaching	<u> </u>	<u> 1 </u>	<u> 4 </u>	<u> 6 </u>	<u> 1 </u>
17. How to clarify with the faculty member the amount of time that would be spent working on teaching improvement	<u> </u>	<u> 2 </u>	<u> 8 </u>	<u> 2 </u>	<u> </u>
18. How to help faculty member clarify his or her personal objectives with regard to working with the Clinic	<u> 1 </u>	<u> 4 </u>	<u> 7 </u>	<u> </u>	<u> </u>

	Poor	Fair	Good	Excellent	Not Covered
19. How to help faculty member clarify course objectives	<u>2</u>	<u>4</u>	<u>4</u>	<u> </u>	<u>2</u>
20. How to wrap up initial interview and set the stage for further interactions between T.I.S. and faculty member	<u>1</u>	<u>2</u>	<u>3</u>	<u>6</u>	<u> </u>

Section C

In this section, we would like you to answer some general questions about the Summer Institute. (Please circle the appropriate response below each question.)

21. How prepared do the trainers seem to be?
- a. Well prepared 7 b. Moderately well 3
- c. Slightly prepared 2 d. Not prepared
- e. No opinion
22. How organized were the presentations of the trainers?
- a. Well organized 3 b. Moderately 6
- c. Slightly organized 1 d. Disorganized 1
- e. No opinion 1
23. How do you feel about the length of learning sessions?
- a. Too short 1 b. Too long 2
- c. Just about right 8 d. No opinion 1
(Depends on quality)
24. How would you judge the time made available to you for individual work with the trainers?
- a. Too little time 2 b. Just about right 7
- c. Too much time d. No opinion 2
- Less sarcasm by trainers - more listening, attentive staff.

Now that you are about to return to your campuses and begin implementing the Clinic process how do you feel about your ability to conduct the following stages of the Clinic process? (Please write your answers in the space provided below each area.)

25. The initial interview:

1. Confident - Good role playing helped a lot
2. Okay - Fairly well prepared
3. Confident - Fine
4. Confident - Competent confident
5. Somewhat apprehensive
6. I think I am as prepared as I can be at this stage - for all areas listed below.

26. The classroom observation:

1. Not as well prepared as I should be - Not very well prepared - Could have spent more time on this activity, although the time used on this was well spent.
2. Okay
3. Unsure, it is unclear how this can be done in an objective and non-evaluative manner.
4. Confident
5. Okay, but more on how to be less intrusive - Still a bit hazy - but with practice, I will improve.

27. Administering the TABS:

1. Confident - well prepared, no problems
2. Okay
3. Confident
4. Confident
5. Okay

28. Videotaping your client's class:

1. Confident, okay
2. Okay, well prepared - no problems
3. Confident

4. Confident
 5. Okay, but a bit worried about getting equipment at my school.
29. Finally, at this point what do you think of the Clinic's teaching improvement process?
1. Less on rapport and more on-hand information on Clinic Process.
 2.
 - a. Should have been more effort made to find out what exposure people have had to our methods, etc.
 - b. Seminar room is poor.
 - c. Staff sometimes overreacts to discussion of ideas and perceives this as criticism rather than exploration.
 - d. What is the role of Senior Staff?
 3. Viable
 4. How can a person objectify the situation he is called on to assess?
 5. How can the process change anything but the efficiency of teaching?
 6. Crash course - that moves too quickly for those with no education background.
 7. Rather indoctrinated.
 8. Good, I have learned a lot in a short period of time, both about the process and its applications and about concerns which carry over into my field of interest.
 9. It is interesting.
 10. Don't feel competent about ability to judge process, but feel able to give feedback on training process.
 11. Great as one strategy for improving instructional skills. Could open door for an infinite number of changes, strategies, not only personal, but institutional.
 12. I reserve judgement.

Clinic to Improve University Teaching
Summer Institute 1974

Questionnaire No. 2

This is the second of the three questionnaires that the Clinic to Improve University Teaching has designed for the purpose of collecting data on its efforts to train Teaching Improvement Specialists. As with the first questionnaire, it is expected that the data will be used to indicate strengths of the Summer Institute along with areas and approaches that need improvement. Your responses to the questions will serve as a basis for changes that will be made in future teaching improvement programs organized by the Clinic.

We should add that for many questions there are no right or wrong answers. The best answer is the one that honestly reflects your true feelings.

It is not necessary for you to indicate your name anywhere on the questionnaire.

Section A

In this first section of the questionnaire we would like to obtain your assessment of how well our trainers have been handling various aspects of the training. In particular, we are interested in learning about how successful they have been in presenting the significance of certain topics and in explaining the use of the data collection instruments and techniques.

1. How successful do you think the Summer Institute trainers have been at presenting the significance of the 11 areas listed below? (Please place a check (✓) under the column that corresponds to your feelings.)

	extremely success- ful	success- ful	somewhat success- ful	unsuc- cessful	un- sure
a. initial interview	<u>6</u>	<u>6</u>	<u> </u>	<u> </u>	<u> </u>
b. TABS (Teach- ing Analysis By Students)	<u>4</u>	<u>6</u>	<u>1</u>	<u>1</u>	<u> </u>
c. pre-class observation sessions	<u>2</u>	<u>6</u>	<u>3</u>	<u> </u>	<u>1</u>
d. in-class ob- servation tech- niques and procedures	<u>1</u>	<u>5</u>	<u>6</u>	<u> </u>	<u> </u>
e. faculty pre- diction of student res- ponses	<u>2</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>1</u>
f. faculty self- assessment	<u>2</u>	<u>7</u>	<u>3</u>	<u> </u>	<u>1</u>
g. videotaping classroom teaching	<u>8</u>	<u>3</u>	<u>1</u>	<u> </u>	<u> </u>
h. specific TABS items	<u> </u>	<u>3</u>	<u>4</u>	<u>4</u>	<u> </u>

	extremely success- ful	success- ful	somewhat success- ful	unsuc- cessful	un- sure
i. Norelco and Craig cassette re- corders	<u> </u>	<u> </u>	<u> 2 </u>	<u> 3 </u>	<u> 7 </u>
j. student interviews	<u> </u>	<u> </u>	<u> 4 </u>	<u> 5 </u>	<u> 3 </u>
k. student skill questionnaire	<u> </u>	<u> </u>	<u> 2 </u>	<u> 5 </u>	<u> 5 </u>

2. How successful do you think the Institute trainers have been in explaining how to use the data collecting instruments listed below? (Please place a check (/) under the column that corresponds to your feelings.)

	extremely success- ful	success- ful	somewhat success- ful	unsuc- cessful	un- sure
a. initial interview	<u> 7 </u>	<u> 4 </u>	<u> </u>	<u> </u>	<u> </u>
b. TABS (Teach- ing Analysis By Students)	<u> 7 </u>	<u> 4 </u>	<u> 1 </u>	<u> </u>	<u> </u>
c. pre-class observation sessions	<u> 5 </u>	<u> 5 </u>	<u> 2 </u>	<u> </u>	<u> </u>
d. in-class ob- servation tech- niques and procedures	<u> 3 </u>	<u> 3 </u>	<u> 6 </u>	<u> </u>	<u> </u>
e. faculty self- assessment	<u> 6 </u>	<u> 2 </u>	<u> 2 </u>	<u> </u>	<u> 2 </u>
f. videotapes of classroom teaching	<u> 8 </u>	<u> 2 </u>	<u> 2 </u>	<u> </u>	<u> </u>
g. specific TABS items	<u> 1 </u>	<u> 3 </u>	<u> 5 </u>	<u> 2 </u>	<u> </u>
h. Norelco and Craig cassette recorders	<u> </u>	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	<u> 5 </u>

	extremely success- ful	success- ful	somewhat success- ful	unsuc- cessful	un- sure
i. student interviews	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>3</u>
j. Student skills ques- tionnaire	<u> </u>	<u>1</u>	<u> </u>	<u>4</u>	<u>6</u>
k. faculty pre- diction of student res- ponses	<u>4</u>	<u>4</u>	<u>3</u>	<u>1</u>	<u> </u>

Section B

In this section we are interested in learning of your assessment of the Clinic's trainers.

Indicated below are 13 topics that were introduced during recent learning sessions. For each area, we would like you to indicate the clarity of instruction by marking one of five choices: "Poor", "Fair", "Good", "Excellent", "Not Covered". Indicate your choice for each topic by placing a check () under the appropriate choice and topic.

	Poor	Fair	Good	Excellent	Not Covered
3. The trainer's explanation of how to identify an instructor's teaching strength.	<u> </u>	<u> 3 </u>	<u> 6 </u>	<u> 2 </u>	<u> </u>
4. The trainer's explanation of how to identify teaching skills which an instructor might want to improve	<u> </u>	<u> 1 </u>	<u> 6 </u>	<u> 3 </u>	<u> </u>
5. The trainer's explanation of how to help an instructor specify improvement objectives	<u> 1 </u>	<u> 2 </u>	<u> 7 </u>	<u> 1 </u>	<u> </u>
6. The trainer's explanation of how to adapt your style to meet a faculty member's needs for direction and guidance	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	<u> 5 </u>	<u> 1 </u>
7. The trainer's explanation of how to guide discussions so that the feedback and analysis are productive and edifying.	<u> 1 </u>	<u> 2 </u>	<u> 6 </u>	<u> 3 </u>	<u> </u>

	Poor	Fair	Good	Excellent	Not Covered
8. The trainers explanation of how to reach closure during the localization.	<u>1</u>	<u>6</u>	<u>2</u>	<u>1</u>	<u>1</u>
9. The trainer's explanation of how to develop and implement improvement strategies.	<u> </u>	<u>3</u>	<u>3</u>	<u>5</u>	<u> </u>
10. The trainer's explanation of how to help instructors select improvement strategies which would be most beneficial for an instructor to use.	<u> </u>	<u>3</u>	<u>6</u>	<u>2</u>	<u> </u>
11. The trainer's explanation of how to help instructors evaluate the results of their improvement strategies they have implemented.	<u>1</u>	<u>3</u>	<u>5</u>	<u>2</u>	<u> </u>
12. The trainer's explanation of how to maintain an instructor's involvement in developing improvement strategies.	<u>1</u>	<u>2</u>	<u>5</u>	<u> </u>	<u>3</u>

Section C

At this point we are halfway through the Summer Institute and we would like to get some additional information on the everyday functioning of the Institute.

13. Were the learning sessions varied enough to hold your interest and attention? (Circle One)
- a. Yes 11 b. No 1
14. Can you think of any different methods, materials or individuals that we might have used in the learning sessions? (Please explain)
- 1a. Some more straight exposition a la Kent Lewis' presentation.
- 1b. Use of A. T. I. S.'s (or any volunteer) as a sample client for trainees as a group.
- 1c. Early on; a sharing (among staff and apprentices in an open forum); ideas and theories of instruction, and practices thereof.
- 2a. Individualized group sessions - arranged according to either experience or interest.
- 2b. A resource bank in the Clinic.
3. Everything in this area was quite good.
4. More participation for trainees in planning sessions.
5. Pre-test and level of challenge indications.
6. More time should have been given to data analysis, i.e., more specific instruction.
7. More of grace pleasants (abc) need more training and experience.
8. More variety.
15. How do you feel about your ability to conduct the following stages of the Clinic's teaching improvement process? (Please write your answers in the space provided below each area.)

a. Organize a localization session

PLEASE SEE BELOW

b. Conduct a localization with a client

PLEASE SEE BELOW

c. Design and implement teaching improvement strategies

PLEASE SEE BELOW

15. A. Fairly confident. b. Fairly confident. c. Okay, but partially for reasons having little to do with direct Clinic training. One of the most productive features of C.I.U.T. for me has been to make me think about my own practice in perspective. Tremendous input there.

15. ... (abc), okay.

15. ... (ab), good, (c), fair

15. ... (abc), somewhat sure of myself.

15. ... (a), fair, (b), good, (c), fair

15. ... (ab), good, (c), good to excellent

15. ... (abc), fairly comfortable

15. ... (a), good, (b), excellent, (c), good to excellent

15. ... (abc), competent, but uninterested

Clinic to Improve University Teaching
Summer Institute 1974

Questionnaire No. 3

As part of our effort to collect evaluative data on the progress of the Summer Institute, and on various aspects of our work within the Institute, the Clinic to Improve University Teaching has designed this questionnaire.

This is the third questionnaire that will be administered to you this summer. It is expected that the questionnaire data will indicate strengths of the Summer Institute along with areas and approaches that need improvement. Your responses to the questions will serve as the basis for changes that will be considered for future teaching improvement programs organized by the Clinic.

We should add that for many questions there are no right or wrong answers. The best answer is the one that honestly reflects your true feelings.

It is not necessary for you to indicate your name anywhere on the questionnaire.

Section A

In this section of the questionnaire we are interested in learning of your assessment of the strategies the Clinic has used to train Teaching Improvement Specialists.

1. How successful would you rate the training strategy which involved a combination of instruction via a workshop experience, and an on-site practicum experience?

- | | |
|-------------------------|-------------|
| a. extremely successful | <u>2</u> |
| b. successful | <u>5</u> |
| c. somewhat successful | <u>2</u> |
| d. unsuccessful | <u> </u> |
| e. unsure | <u> </u> |

Problem being lack of motivated clients.

Please explain your answer below and make any suggestions you feel are appropriate.

- More alternatives available, assess of trainees before workshop, as much individual work, one-on-one so to adapt learning to individual style.
 - Quality and quantity too limited.
 - More successful during a regular semester.
 - Micro-teaching and supervision of micro-teaching at Amherst was especially helpful.
 - Two (2) are needed. Some more instruction could be included especially in underlying theory.
 - The Clients were asked to help "us" instead of focusing on the process' benefit to them, therefore, their motivation for improvement was slight.
2. Did the practicum experience following the workshop instruction increase your understanding of the Clinic model of teaching improvement?
- | | |
|---|-------------|
| a. yes, definitely | <u>5</u> |
| b. yes, somewhat | <u>3</u> |
| c. no, it was already clear from the workshop instruction | <u>1</u> |
| d. no, it simply confused things for me. | <u> </u> |
| e. unsure | <u> </u> |

3. How would you evaluate the helpfulness of the strategy of having a University of Massachusetts trainer accompany you to your campus during the localization and improvement strategy phases of the Clinic process?

a. very helpful	<u>3</u>
b. helpful	<u>1</u>
c. somewhat helpful	<u>1</u>
d. not helpful	<u>1</u>
e. unsure	
f. no answer	<u>3</u>

4. In general, do you feel it is necessary for a University of Massachusetts trainer to be with you on campus during the localization and improvement strategy phases of the Clinic process?

a. very necessary	<u>2</u>
b. necessary	<u>1</u>
c. somewhat necessary	<u>1</u>
d. unnecessary	<u>1</u>
e. unsure	<u>3</u>
f. no answer	<u> </u>

Please explain your answer below and make any suggestions you feel are appropriate.

1. Talk about improvement strategies on phone.
 2. This is a most difficult part of the process, I would want to consult someone (anyone!), at this point.
 3. I sense no particular need for a trainer, but I am not sure this would have been, had I had a more difficult client.
 4. It was reassuring to have Chris at UNY to answer questions which came up and to direct our micro-teaching efforts.
5. How would you judge the effectiveness of the micro-teaching training you received?

a. very effective	<u>4</u>
b. effective	<u>3</u>
c. somewhat effective	<u>2</u>
d. not effective	<u>1</u>
e. unsure	<u> </u>

6. What was your feeling about the amount of time spent on micro-teaching training in the summer workshop?
- | | |
|-------------------------------------|----------|
| a. too little time | <u>1</u> |
| b. too much time | <u>3</u> |
| c. about the correct amount of time | <u>6</u> |
| d. unsure | <u>1</u> |
7. How would you judge the effectiveness of trainers at helping you develop and implement improvement strategies to use with your client?
- | | |
|-----------------------|----------|
| a. very effective | <u>1</u> |
| b. effective | <u>4</u> |
| c. somewhat effective | <u>3</u> |
| d. unsure | <u>1</u> |
| e. no answer | <u>1</u> |
8. What was your feeling about the amount of time spent with the trainers on helping you develop and implement improvement strategies to use with your client?
- | | |
|-------------------------------------|-------------|
| a. too little time | <u>2</u> |
| b. too much time | <u> </u> |
| c. about the correct amount of time | <u>5</u> |
| d. unsure | <u>2</u> |
| e. no answer | <u>1</u> |
9. How would you judge the trainer's effectiveness at helping you conduct the final data collection? Did this take place?
- | | |
|-----------------------|-------------|
| a. very effective | <u>2</u> |
| b. effective | <u> </u> |
| c. somewhat effective | <u>1</u> |
| d. not effective | <u> </u> |
| e. unsure | <u>5*</u> |
| f. no answer | <u>2</u> |
10. How would you judge the trainer's effectiveness at helping you analyze your client's final data?
- | | |
|-----------------------|-------------|
| a. very effective | <u> </u> |
| b. effective | <u>3</u> |
| c. somewhat effective | <u> </u> |
| d. not effective | <u> </u> |
| e. unsure | <u>4</u> |
| f. no answer | <u>3</u> |

11. How would you judge the trainer's effectiveness at helping you conduct your final interview?

- | | |
|-----------------------|---------------|
| a. very effective | |
| b. effective | <u>3</u> |
| c. somewhat effective | <u> </u> |
| d. not effective | <u> </u> |
| e. unsure | <u>4</u> |
| f. no answer | <u>2</u> |

The final interview of my case was not a true one, but more a short wrap-up of what occurred through localization.

12. Overall, would you have wanted the University of Massachusetts trainer to do anything differently during your work with him or her at your campus?

- | | |
|--|---------------|
| a. more direct contact
with client and trainer | <u> </u> |
| b. no, extremely conscientious person | <u> </u> |
| c. no, I do not think so | <u> </u> |
| d. would have enjoyed more actual instruction on various theory concepts | <u> </u> |

Section B

13. Now that you have been through this six-week training program how do you feel about your ability to conduct the following stages of the Clinic process? (Please write your answers in the space provided below each area.)

- A. The initial interview:
 Liked the practice with
 a real live faculty member. 3
- a. Good 3
- b. Competent 1
- c. Confident 1
- B. The classroom observation:
 Confident, if own University
 decides to use it. 5
- a. Very good as far as
 it went.
- b. Need practice, in ob-
 servation.
- c. Not as confident as I
 would like.
- d. Needs more training in
 getting relevant data
 and omitting trivia
- e. excellent 1
- f. competent 1
- g. good 1
- C. Administering the TABS:
- a. fine 1
- b. good 3
- c. competent 1
- d. confident 1

D.	Videotaping your clients class:	<u>4</u>
	a. use of porta pak, good	<u>3</u>
E.	Developing a localization of a professor's teaching strengths and weaknesses:	<u>4</u>
	a. good	<u>2</u>
	b. weak - good	<u>1</u>
	c. competent, (hopefully), but need more experience, confident	<u>1</u>
F.	Conducting a localization session:	<u>4</u>
	a. as long as client is reasonably committed and willing to devote time - good.	<u>2</u>
	b. more practice	—
	c. weak	<u>1</u>
G.	Designing improvement strategies:	<u>2</u>
	a. O.K. need to develop more	<u>1</u>
	b. O.K. like to do more reading	—
	c. O.K. would like to know more resources.	—
	d. good, although seems to be result of on-the-spot inventiveness.	—
	e. confident	<u>1</u>
	f. good	<u>2</u>

H. Conducting final data collection:	<u>4</u>
a. good	<u>1</u>
b. four above	—
c. confident	<u>2</u>
d. unsure	<u>1</u>

Feel confident, but still have not had actual practice.
More practice into program.

I. Analyzing final data:	<u>3</u>
a. good - excellent	<u>1</u>
b. four above	—
c. confident	<u>1</u>
d. unsure	<u>1</u>
e. do not know	<u>1</u>

J. Conducting final interview:	
a. excellent	<u>1</u>
b. O.K.	<u>3</u>
c. four above	—
d. confident	—
e. not sure	<u>2</u>

Feel confident, but still have not had actual practice.
More practice into program.

14. Finally, what three things did you like most about the Summer Institute, and what three things did you like the least? (Please explain your answer below and make any suggestions you feel are appropriate.)

Liked

- Ora Zobar's lectures-discussions
- Micro-teaching session
- Attitude of the T.I.S.'s
- Video-equipment training
- Initial interview
- Brainstorm on Improvement strategies
- The people (trainers and trainees)
- Establishment of philosophical context
- Establishment of confidence in my ability to analyze and generate strategies
- Working with other New England Educators
- Enjoyed discovering what different colleges are doing across the board in relation to instruction service and research
- Graces' sessions
- Introduction to new ideas and concepts
- Training in improvement strategies
- Overall logical organization
- Staff-very helpful, understanding, considerate, Libby was fantastic in micro-teaching and really eased many of my anxieties.
- Process--I think the process is very good and with continued experimentations will be a good approach for UHN
- Rusty Skupper-the entire idea of trainer/trainee interaction.

Least Liked

- Amount of low-yield busy work
- Lack of appropriate analytic/explanatory emphasis
e.g.: consideration of theoretic justification for TABS questions
- A certain sense of disorientation attendant in the fact that many things we were asked to do had insufficient context at the time they were done (as opposed to "retrospectively")
- Classroom observation practicum
- Micro-teaching
- Time limit of summer session--too short
- Lack of "resource pool"
- Responding to written questionnaires (as opposed to personal interview)
- Smoke-filled room
- Final Retreat (2-hour meeting would have accomplished as much)
- Length of micro-teaching training

Least Liked (cont'd.)

- Number of people to write out and length
- Insignificant "rate" practices such as TABS administration
- Need more alternatives available--information sources
- Need more individual attention and feedback
- Too short--7 weeks would be more appropriate
- Too little time on theory although understandable due to timing
- Too little time on counseling theory--also understandable

APPENDIX C

WORKING MATERIALS DEVELOPED BY THE 1974 SUMMER TRAINING INSTITUTE TRAINING STAFF

Introduction

Included in this section are the major materials developed by the 1974 Summer Training Institute staff. They are included so the reader can determine the goals and types of training strategies used by the staff. They can also be used as other possible sources of information for future training staffs to refer to when designing workshops, seminars and courses.

Included in this appendix are:

1. A Summer Training Institute for Teaching Improvement Specialists.
2. Calendars of specific instruction assignments.
3. Schedule of events for wrap-up retreat.
4. Day-to-day listing of curriculum.
5. Data analysis materials.
6. Hints for establishing a helping relationship in the initial interview.
7. The teaching improvement specialist--an outline of competencies.
8. Final Data Collection and Final Interview.

A Summer Training Institute for
Teaching Improvement Specialists

The Summer Training Institute has been planned to introduce participants from each of the Yankee Conference Universities to the Clinic to Improve University Teaching's instructional improvement process. Another major goal is to train them as teaching improvement specialists so that they may use that process in working with faculty members at their universities. Furthermore, the Summer Training Institute will provide a unique opportunity for participants to come together to consider general issues related to university teaching, to explore alternative teaching strategies, and to share ideas about additional teaching improvement services.

Participants in the Summer Training Institute will be invited to attend an informal get-together Sunday afternoon, July 7th, to meet one another and the Clinic staff. The Summer Training Institute is scheduled to begin formally on Monday, July 8th, and will continue through Friday, August 16th.

Participants will spend part of that time at the UMass campus where a variety of presentations, discussions, workshops, and training sessions have been planned. Thus, participants should plan to be in Amherst on the following dates:

Sunday afternoon, July 7th--Tuesday afternoon, July 16th¹
Sunday evening, July 21st--Friday afternoon, July 26th
Wednesday evening, August 14th--Friday afternoon, August 16th

In addition, participants will have the opportunity to gain direct experience in using the Clinic's process by actually working with faculty members at their respective campuses. Before the Summer Training Institute begins, arrangements should have been made for each trainee to work with two faculty members who are teaching summer courses and who are willing to experiment with the Clinic's teaching improvement process. Summer Training Institute participants will be at their respective campuses to work with these faculty members on the following dates:

Wednesday, July 17th--Friday, July 19th
Monday, July 29th--Wednesday, August 14th

¹Participants from the University of Rhode Island should plan on being in Amherst from Sunday p.m., July 7, through Friday a.m., August 16. They will be working with faculty members on the UMass campus at those times when others are working with faculty members on their own campuses.

The following program schedule provides a general description of the goals and activities which we have planned for the Summer Institute.

Summer Institute Schedule:

Sunday Afternoon, July 7:

Participants are invited to an informal gathering to meet one another and the Clinic staff.

Monday, July 8--Tuesday, July 16:

Participants will be asked to attend a variety of presentations, discussions, and workshops in which general issues related to university teaching will be explored and the Clinic's teaching improvement process will be introduced. Several training sessions have been planned to introduce trainees to the Clinic's procedures for collecting data about teaching and to provide opportunities for trainees to practice these procedures.

Participants will return to their campuses Tuesday afternoon, July 16th.

Wednesday, July 17--Sunday, July 21:

Teaching Improvement Specialist trainees will be at their own campuses to initiate the Clinic's teaching improvement process with faculty members who have agreed to participate. Hopefully, trainees will complete the data collection stage of the process with each instructor, including conducting an initial interview, observing at least one class, videotaping a sample of the instructor's teaching, and asking students to complete the Clinic's student questionnaire.

Participants will return to UMASS Sunday evening, July 21st.

Monday, July 22-Friday, July 26:

Teaching Improvement Specialist trainees will be at UMASS to participate in a variety of sessions designed to teach them to analyze the data they have collected and to prepare them to initiate improvement strategies with the instructors with whom they are working.

Participants will return to their campuses after the session on Friday afternoon, July 26th.

Monday, July 29--Wednesday, August 14:

Teaching Improvement Specialist trainees will be at their own campuses to continue the teaching improvement process with instructors with whom they are working. One Teaching Improvement Specialist from the UMASS Clinic to Improve University Teaching will accompany trainees to each campus in order to provide continuous assistance during this part of the training program.

Training will help their instructors analyze their data to identify their teaching strengths and weaknesses and assist instructors in generating, using, and evaluating a variety of improvement strategies. At the end of this period, trainees will re-collect data about each instructor's teaching performance in order to help instructors re-assess their teaching performance and monitor their improvement progress.

Wednesday Evening, August 14--Friday, August 16:

All participants in the Summer Institute are invited to join the UMASS Clinic staff in a final retreat at a local inn to review the activities of the Summer Institute, to share experiences, and to begin planning teaching improvement activities for FALL Semester.

CALENDAR OF SPECIFIC INSTRUCTION ASSIGNMENTS FOR WEEK OF JULY 8

A.T.I.S. means apprentice T.I.S.
T.I.S.* means all T.I.S.'s to instruct
All A.M. sessions to have a 20 minute break

7/8 - M

9 A.M.

INTRODUCTORY REMARKS
Mike Melnik
INTRODUCTION OF
A.T.I.S.'s and STAFF
C.I.U.T. FILM
HISTORY OF SUPERVISION
Ora Zohar

7/9 - T

9 A.M.

THE COLLEGE SCENE
Ora, T.I.S.'s* to role
play hire and fire
decisions
THE IMPORTANCE OF THE
HELPING RELATIONSHIP IN
THE T.I.S.* ROLE

7/10 - W

9 A.M.

OUTCOMES OF THE INITIAL
INTERVIEW
Ora Zohar
INITIAL INTERVIEW DEMONSTRATION
Ora and A.T.I.S.
SMALL GROUP PRACTICE IN INITIAL
INTERVIEW
(Part 2)

1 P.M.

DEAN DWIGHT ALLEN
SPEAKS

TIME ALLOTTED FOR
A.T.I.S.'s TO OBTAIN
PARKING STICKERS

1 P.M.

FOUR SMALL GROUPS IN
HELPING RELATIONSHIP
TRAINING FOR THE INITIAL
INTERVIEW
(Part 1)

Grace
Tape and Critique
T.I.S.'s and A.T.I.S.'s

1 P.M.

A.T.I.S.'s INTERVIEWED BY T.I.S.'s*,
TAPE AND CRITIQUE
(initial interview report and
process report)

1 P.M.
CHRONIC PROBLEMS IN THE INITIAL
INTERVIEW (Part 3)

T.I.S.'s* rotate and role play
clients with A.T.I.S. from a
list of problems suggested by
T.I.S.'s

CALENDAR OF SPECIFIC INSTRUCTION ASSIGNMENTS FOR WEEK OF JULY 8 (CONT'D.)

1 P.M.

EXPLANATION OF THE
CLINIC INFORMATION
PACKET AND CONCEPT
OF MULTIPLE PERCEPTIONS
Don

1 P.M.

1 P.M.

WHY AND HOW TO ISOLATE TEACHING
SKILLS
Ora

TIME ALLOTTED FOR
A.T.I.S. TO PREPARE
LETTER OF INTRODUCTION
TELEPHONE CLIENTS, MAIL
PACKETS

7/11 - Th

9 A.M.

A CLOSER LOOK AT TABS
Ora

9 A.M.

THE PRE-OBSERVATION CONFERENCE
AND/OR QUESTIONNAIRE

MODEL TAPE AND DISCUSSION OF
TABS ITEMS
Ora

Role play - Don, Ora
LEVELS OF THOUGHT
Kent

TABS ADMINISTRATION
Don

ROLE PLAY OF SET FOR TABS
ADMINISTRATION
Ora, Don

7/12 - F

SUPERVISED VIEWING OF TAPES
Bette, Dan, Kent, Ora
T.I.S.'s* bring sandwich
1-1/2 hr. luncheon meeting

CALENDAR OF SPECIFIC INSTRUCTION ASSIGNMENTS FOR WEEK OF JULY 8 (CONT'D.)

7/11 - TH

7/12 - F

9 A.M.

9 A.M.

A.T.I.S.'s COMPLETION
OF TABS

COMPARISON OF TABS

1 P.M.

1 P.M.

VTR TRAINING
Don

CLASSROOM OBSERVATION TECHNIQUES
Ora

VTR PRACTICE
Don, A.T.I.S.'s, T.I.S.'s

SUPERVISED VIEWING OF TAPES
Ora, Dan, Kent, Bette

WRAP-UP
Libby

CALENDAR OF SPECIFIC INSTRUCTION ASSIGNMENTS FOR WEEK OF 7/15

7/15 - M

7/16 - T

7/17 - W

9 A.M.

9 A.M.

9 A.M.

PREPARATION OF A.T.I.S.
FOR CLASSROOM OBSERVATION
Ora

INITIAL INTERVIEW WITH
MEMBERS OF UMASS FACULTY
(Part 4)
A.T.I.S.'s

EVALUATION OF PROGRAM TO
DATE
Mike J., Libby & T.I.S.'s

CLASSROOM OBSERVATION
IN SMALL GROUPS

CASE STUDY
Bette

WRITE-UPS OF INDIVIDUAL
REPORTS ON CLASSROOM
OBSERVATION
A.T.I.S.'s

1 P.M.

1 P.M.

VIEWING OF CLASSROOM
TAPE

FURTHER VTR PRACTICE
Don, T.I.S.'s*

CRITIQUE OF TAPE

Ora, A.T.I.S.'s
T.I.S.'s

OR

C.I.U.T. SYMPOSIUM AUDIO TAPES

OR

FURTHER TAPE CRITIQUE PRACTICE
Kent, T.I.S.'s*

PREPARATION FOR GOING ON SITE
A.T.I.S.'s and T.I.S.'s*

EVALUATION INTERVIEWS
Mike J.

SUMMER TRAINING INSTITUTE FOR TEACHING IMPROVEMENT SPECIALISTS

Schedule for Week II: 7/15 - 7/19

7/15 - Monday	7/16 - Tuesday	7/17-7/19-Wednesday-Friday
<p>8:30 a.m.</p> <p>Preparing for classroom observation - Ora</p> <p>A classroom observation</p> <p>Summarizing data collected through classroom observation</p> <p>Viewing videotape of classroom observed in the morning</p> <p>Analysis and critique of aforementioned videotape</p>	<p>9:00 A.M.</p> <p>The initial interview: role-playing</p> <p>Operationalizing fuzzy concepts - Ginja</p> <p>11:45 - 1:15 P.M.</p> <p>Lunch with the S.S. (super stars or senior staff?) at the Campus Center, Room 1101</p>	<p>During these three days, you need to complete the initial data collection stage of the clinic's teaching improvement process. This includes:</p> <ol style="list-style-type: none"> 1. The initial interview 2. A classroom observation 3. Collecting a videotaped sample of your client's classroom instruction. (This should be preceded by a pre-observation conference.) 4. The faculty self-assessment on TABS 5. The faculty prediction of student responses on TABS 6. Administration of TABS to the class
<p>1:00 P.M.</p> <p>An overview of teaching improvement strategies - Dan</p> <p>Some alternatives: review and practice of data collection procedures:</p> <ol style="list-style-type: none"> 1. Introducing yourself to your client's class 2. Videotaping 3. Administering the TABS 4. The pre-observation conference 	<p>1:15 P.M.</p> <p>Site preparation</p> <p>Standing ovation for Summer Training Institute staff</p>	

SUMMER TRAINING INSTITUTE FOR TEACHING IMPROVEMENT SPECIALISTS (CONT'D)

<p>Monday-7/22/74</p> <p>11:30 A.M. Introduction to data analysis (2) - Bette</p>		<p>Tuesday-7/23/74</p> <p>1:00 P.M. Methodology of improvement strategies (1) - Dan</p>	<p>Wednesday-7/24/74</p> <p>1:30 P.M. Dealing with negative data - Grace</p>	<p>Thursday-7/25/74</p> <p>Friday-7/26/74</p>
<p>1:00 P.M. A.T.I.S. individually analyse Wagshal data with site T.I.S.'s</p> <p>2:00 P.M. Feedback on packets - Chris</p>	<p>1:00 P.M. A.T.I.S. individual practice with own site data (4 groups of 3)</p>	<p>1:30 P.M. Introduction to Micro-Teaching - Ora & film</p> <p>Demonstration of different roles in Micro-Teaching (A.T.I.S.)</p>	<p>M I C R O - T E A C H I N G</p> <p>A . T . I . S . ' s & T . I . S . ' s</p>	<p>1:00 P.M. Improvement Strategies (3) - Dan</p> <p>2:00 P.M. Wrap-Up - Libby</p> <p>2:45 P.M. Evaluation of program - Mike J.</p>

The Summer Training Institute Wrap-up
 Northfield Inn, Northfield, Mass.
 6 pm, 8/14/74 - 1:30 pm, 8/16/74

Wednesday Evening

- 6 - 7:00 Cocktail and social hour - Woodshed
(downstairs)
- 7 - 8:30 Dinner - dining room
- 8:40 Dean Dwight W. Allen; Welcome and opening
remarks - Campus Room (downstairs)

Thursday

- 8 - 9:00 Breakfast - dining room
- 9 - 12:00 A demonstration of the Clinic's teaching
improvement process; moderated by Luann
Wilkerson - Campus Room
- 12 - 1:15 Lunch - dining room
- 1:15 - 2:15 Demonstration and discussion of Clinic
process, continued - Campus Room
- 2:15 - 3:00 I. Review of summer training program,
with Summer Training Institute staff
and participants - Club Room (downstairs)
- II. Discussion of 1974-75 faculty develop-
ment options, with campus representa-
tives and Clinic senior staff - Campus
Room
- 3 - 4:30 Diagnosing teaching strengths and problems:
Simulation I - Campus Room
- 7 - 8:30 Dinner - dining room

Friday

- 8 - 9:00 Breakfast - dining room
- 9 - 11:00 I. Evaluation of Summer Training Institute,
and Simulation II, with Institute staff and
participants - Club Room

II. Clinic film and continued discussions of teaching improvement options, with campus representatives and Clinic senior staff - Campus Room

- 11 - 11:45 Wrap-up and closing comments by Michael Melnik, Director of the Clinic to Improve University Teaching - Campus Room
- 12 - 1:30 Lunch - dining room

Monday, 7/8

- 9:00 - 10:30 "Introduction to the Clinic to Improve University Teaching"
Welcoming remarks, introductions, Mark Sedan's film, etc.
- 10:30 - 12:00 "The Teaching Improvement Specialist--A New Professional"
An introduction to this role; prepared and presented by Ora Zohar.
- 1:00 - 1:30 Overview of the training program.
- 1:30 - 3:00 Introduction to the INITIAL INTERVIEW, Part I.
Preparation for Tuesday's training sessions which will focus upon describing the Clinic's process and responding to questions about that process.
Participants will be given a list of questions which they might expect in the Initial Interview, some selected readings which may help them prepare responses to those questions, and a bibliography of additional resources which they might consult.

Tuesday, 7/9

9:00 - 9:30

General Meeting: outline of day's activities and organization of groups for training sessions.

Trainees will meet in groups composed of three trainees and one Clinic Teaching Improvement Specialist to practice their Initial Interview skills using a microteaching format.

9:30 - 10:15

Microtraining Session 1: Initial Interview, Part I. During the first training session, one trainee will have the opportunity to practice explaining the Clinic's process and receiving feedback on that practice in:

- 1) an initial 10-minute practice session (videotaped);
- 2) a 10-minute critique session in which other trainees help diagnose strengths and weaknesses and develop improvement strategies;
- 3) a second 10-minute practice session (videotaped);
- 4) a second 10-minute critique session.

A Clinic Teaching Improvement Specialist will role-play clients in these practice sessions and will rotate among groups.

10:30 - 11:15

Microtraining Session 2: Initial Interview, Part I. During this session, a second trainee will have the chance to practice interviewing and to receive feedback on that practice, according to the procedures outlined above.

11:30 - 12:15

Microtraining Session 3: Initial Interview, Part I. A third trainee practices interviewing and receives feedback according to the procedures outlined above.

1:30 - 2:30

Group meeting to review morning's practice sessions. Clinic Teaching Improvement Specialists will select videotaped segments from morning's sessions to stimulate discussion, generate questions, illustrate particularly effective performance, etc.

Tuesday, 7/9 (Cont'd.)

2:45 - 4:00

Introduction to the Initial Interview: Part II.
Preparation for Wednesday's practice sessions
which will focus upon interviewing instructors
for information about their particular teaching
situations. Participants will be introduced
to the record-keeping forms for the
Initial Interview and to strategies for
helping instructors clarify objectives.

Wednesday, 7/10

9:00 - 9:30 General Meeting: outline of day's activities and organization of groups for training sessions.

Trainees will meet in groups composed of three trainees and one Clinic Teaching Improvement Specialist to practice interviewing instructors for course information.

9:30 - 10:30 Microtraining Session 1: Initial Interview, Part II. During the first training session, one trainee will have the opportunity to practice interviewing skills and to receive feedback in:

- 1) an initial 20-minute practice session (videotaped);
- 2) a 10-minute critique session in which other trainees help diagnose interviewer's strengths and weaknesses and generate improvement strategies;
- 3) a second 20-minute practice session (videotaped);
- 4) a second 10-minute critique session.

Clinic Teaching Improvement Specialists will role-play clients in these practice sessions and will rotate among groups.

10:45 - 11:45 Microtraining Session 2: Initial Interview, Part II. During this session, a second trainee will have the chance to practice interviewing and to receive feedback on that practice, according to the procedures outlined above.

1:00 - 1:45 Microtraining Session 3: Initial Interview, Part II. A third trainee practices interviewing and receives feedback according to the procedures outlined above.

2:00 - 4:00 Group meeting to review training sessions. Clinic Teaching Improvement Specialists will select videotaped segments from training sessions to stimulate discussion, generate questions, illustrate particularly effective performances, etc.

Thursday, 7/11

9:00 - 9:30 General Meeting.

9:30 - 5:30 Initial Interview Practice.

Each trainee will be scheduled to conduct a complete Initial Interview (no longer than one hour), followed by a feedback session (no longer than 1/2 hour).

Clinic Teaching Improvement Specialists and other volunteers will role-play clients for these interviews.

Each trainee will also be asked to observe at least one other interview and to participate in the critique session.

Videotape Training and Practice

Each trainee will attend one of three sessions demonstrating how to set up, operate, and break down the videotaping equipment.

Trainees will practice these skills until they can demonstrate successful performance in setting up, operating, and breaking down the equipment.

Friday, 7/12

9:00 - 10:00

Introduction to the CLASSROOM OBSERVATION.
Presentation of purpose, objectives, and guidelines for conducting a pre-observation conference.

Discussion of guidelines and alternative procedures for observing and recording teaching/learning behaviors during observation.

Organization of groups for microtraining sessions. Each group will be composed of three trainees and one Clinic Teaching Improvement Specialist. The Clinic Teaching Improvement Specialist will role-play an instructor during the pre-observation conference and will teach a 5-minute lesson during the observation practice.

10:00 - 10:30

Microtraining Session 1: Conducting the CLASSROOM OBSERVATION. Microtraining Session will be conducted according to the following procedure:

- 1) One trainee will conduct a pre-observation conference (videotaped);
- 2) All trainees will practice observing and recording teaching behaviors while the Clinic Teaching Improvement Specialist teaches a five-minute lesson;
- 3) Trainees will critique the pre-observation conference, share results of their observations, and discuss the merits and limitations of various observation techniques. (10 minutes.)

10:30 - 11:00

Microtraining Session 2: Conducting the CLASSROOM OBSERVATION. The procedures outlined above are repeated, but a second trainee conducts the pre-observation conference. The Teaching Improvement Specialist teaching the lesson rotates to another group.

11:00 - 11:30

Microtraining Session 3: Conducting the CLASSROOM OBSERVATION. The procedures outlined above are repeated, but a third trainee conducts the pre-observation conference and the Teaching Improvement Specialist again rotates to another group.

Monday, 7/15

- 8:00 - 10:30 Classroom Observations.
Each trainee will observe one class being held on campus.
- 10:30 - 12:00 Small Group discussions of the morning's observation experiences.
- 1:00 - 2:00 Introduction to Administering the TABS.
- 2:00 - 4:00 Microteaching Sessions: Administering the TABS
- 1) Teach Session: Each trainee will administer the TABS to a group of real students. Teach sessions will be videotaped and students will actually complete the information required on answer sheets and respond to the TABS items 1- .
 - 2) Critique Session.
Trainee and Clinic supervisor will review answer sheets for accuracy, examine videotape to identify strengths and weakness in trainees performance, and generate improvement strategies.
 - 3) Reteach Session.
Each trainee will administer the TABS to a new group of real students. Reteach sessions will be videotaped and students will actually complete the information required on answer sheets and respond to TABS items 1- .

Wednesday, 7/17 - Friday, 7/19

Trainees are on-site and will accomplish the following:

1. Conduct an Initial Interview with each of their clients.
 - a) Videotape or audio-tape each Initial Interview;
 - b) Complete the reports on the Initial Interview;
 - c) Meet with at least one other trainee to review the tape of the Initial Interview, discuss the information obtained, and receive feedback and suggestions;
 - d) Prepare a written or taped evaluation of the Initial Interview. These self-evaluations and the tapes of the interviews will be reviewed with a Clinic Teaching Improvement Specialist when trainees return to UMASS.
2. Conduct a CLASSROOM OBSERVATION for each of their clients.
 - a) Record the information obtained in a pre-observation conference or on a pre-observation questionnaire;
 - b) Record the information obtained during the Classroom Observation.
3. Obtain a VIDEOTAPE of each of their clients' teaching.
 - a) Record the information obtained in a pre-videotaping conference or on a pre-videotaping questionnaire.
4. Administer the TABS to students in each of their client's classes.

Monday, 7/22

- 9:00 - 9:30 General Meeting.
- 9:30 - 10:30 Presentation: "Introduction to DATA ANALYSIS"
Clarification of objectives for Data Analysis,
Instruction in "reading" the computer print-out
of TABS items.
Distribution of training packets for Data
Analysis.
- 10:30 - 12:00 "Site Group" Discussions
Trainees from each site meet with the Clinic
Teaching Improvement Specialist assigned to
their site to review on-site activities,
discuss problems or concerns, etc.
- 1:00 - 4:00 Individuals Complete DATA ANALYSIS.
Using the Data Analysis training packets as
guides, trainees will prepare for LOCALIZATION.
Clinic Teaching Improvement Specialists will
be available to assist, guide, and monitor
each trainee's efforts.

Tuesday, 7/23

9:00 - 9:30 General Meeting.

9:30 - 12:00 "Site Group" Workshop Sessions: DATA ANALYSIS
Trainees from each site will meet with the Clinic Teaching Improvement Specialist assigned to that site. Each trainee will review the data for one of his/her clients, present his/her analysis of that data, and receive feedback and suggestions from other group members.

1:00 - 3:00 Small Group Workshop Sessions: DATA ANALYSIS
Each trainee will meet in a workshop group which includes at least one trainee from another site and a Clinic Teaching Improvement Specialist assigned to a different site. Each trainee will review the data for his/her second client, present his/her analysis of that data, and receive feedback and suggestions from other group members.

3:00 - 4:00 Presentation: "Introduction to Improvement Strategies"
Description of various kinds of Improvement Strategies--Teaching Tips, Training Strategies, Compensatory Strategies, and Monitoring Strategies. Each trainee will be asked to generate at least 2 teaching tips, 2 training strategies, 2 compensatory strategies, and 2 monitoring strategies for each of the teaching weaknesses they have identified in their data analyses.

Wednesday, 7/24

9:00 - 9:30 General Meeting.

9:30 - 12:00 Microteaching Training.

1:00 - 2:00 Group Discussion of morning's microteaching training.

2:00 - 4:00 Workshop Sessions: IMPROVEMENT STRATEGIES
Each trainee will present his/her list of improvement strategies and solicit additional suggestions and ideas. At the end of this session, each trainee should have a catalog of 5 teaching tips, 5 training strategies, 5 compensatory strategies, and 5 monitoring strategies for each teaching skill or behavior identified as a weakness in data analysis.

Thursday, 7/25

- 9:00 - 9:30 General Meeting.
- 9:30 - 10:00 Presentation: "Establishing Set during LOCALIZATION"
Clarification of behaviors related to Establishing Set and discussion of alternative ways of performing those behaviors.
- 10:30 - 12:00 Microtraining Sessions: Establishing Set during LOCALIZATION.
Each trainee will have the opportunity to practice his/her strategy for Establishing Set for Localization and to receive feedback on that practice, according to a microteaching format:
- 1) an initial 5-minute practice session (videotaped);
 - 2) a 10-minute critique session, in which two trainees acting as supervisors will review the tape with the practicing trainee, identify strengths and weaknesses, and generate suggestions for improvement;
 - 3) a second 5-minute practice session (videotaped);
 - 4) a second 5-minute critique session.
- A Clinic Teaching Improvement Specialist will role-play trainees' clients and will not be present during critique sessions.
- 1:00 - 1:30 General Discussion of issues and concerns related to LOCALIZATION.
- 1:30 - 2:00 Trainees prepare plans for conducting a LOCALIZATION session. Clinic Teaching Improvement Specialists review client roles which they will play for each trainee during Microtraining Sessions.
- 2:00 - 4:00 Microtraining Sessions: Conducting a LOCALIZATION session.

Microtraining groups will include a practicing trainee, a trainee who will act as the microtraining supervisor, and a Clinic Teaching Improvement Specialist who will role-play the practicing trainee's client.

Thursday, 7/25 (Cont'd.)

The purpose of these sessions is to help trainees find and refine a localization style by systematically testing, evaluating, and adapting their behaviors. While trainees will not be able to conduct a full-blown localization session within these time limitations, they will have considerable opportunities to practice and receive feedback.

Each "teach," "critique" or "reteach" session will be limited to 15 minutes.

Friday, 7/26

9:00 - 9:30 General Meeting.

9:30 - 10:00 Presentation: "Reaching Closure during LOCALIZATION"
Clarification of behaviors related to Closure and discussion of alternative ways of performing those behaviors.
Presentation of "case study" to be used as basis for practice sessions.

10:00 - 10:30 Trainees prepare plans for Microtraining sessions.

10:30 - 12:00 Microtraining Sessions: Reaching Closure during LOCALIZATION.
Each trainee will have the opportunity to practice his/her strategy for reaching Closure during Localization and to receive feedback on that practice, according to a microteaching format:

- 1) an initial 5-minute practice session (videotaped);
- 2) a 10-minute critique session, in which two trainees acting as supervisors will review the tape with the practicing trainee, identify strengths and weaknesses, and generate suggestions for improvement;
- 3) a second 5-minute practice session (videotaped);
- 4) a second 5-minute critique session.

Clinic Teaching Improvement Specialist will role-play case-study clients and will rotate among groups.

1:00 - 2:00 General Meeting to review up-coming site activities.

2:00 - 4:00 Open for Discussion.

Monday, 7/29 Clinic Teaching Improvement Specialists meet with trainees at their sites to establish meeting times and to map out work schedules and procedures.

Clinic Teaching Improvement Specialists meet with each trainee BEFORE Localization sessions to review trainee's plans for these sessions.

Trainees complete Localization, if possible. (Localization sessions should be videotaped or audiotaped.)

Tuesday, 7/30 Clinic Teaching Improvement Specialists meet with each trainee to review tapes of Localization sessions, give feedback, and generate improvement strategies.

In addition, the following activities are recommended:

1. Trainees meet daily to share concerns, work out solutions to problems, and generate ever more creative improvement strategies;
2. Clinic Teaching Improvement Specialists meet regularly with individual trainees to review activities and monitor progress;
3. Trainees meet with clients daily to generate and implement improvement strategies;
4. Trainees attend each client's class meetings daily to monitor improvement progress;
5. Trainees keep a daily log (written or taped) recording their activities with each client.
6. Clinic Teaching Improvement Specialists schedule workshop sessions to introduce and train participants for final data collection and Final Interviews.

3:00 - 4:00

Presentation: "Introduction to Improvement Strategies"

Description of various kinds of Improvement Strategies--Teaching Tips, Training Strategies, Compensatory Strategies, and Monitoring Strategies.

Each trainee will be asked to generate at least 2 teaching tips, 2 training strategies, 2 compensatory strategies, and 2 monitoring strategies for each of the teaching weaknesses they have identified in their data analyses.

Wednesday, 7/24

- 9:00 - 9:30 General Meeting.
- 9:30 - 12:00 Microteaching Training.
- 1:00 - 2:00 Group Discussion of morning's microteaching training.
- 2:00 - 4:00 Workshop Sessions: IMPROVEMENT STRATEGIES
Each trainee will present his/her list of improvement strategies and solicit additional suggestions and ideas. At the end of this session, each trainee should have a catalog of 5 teaching tips, 5 training strategies, 5 compensatory strategies, and 5 monitoring strategies for each teaching skill or behavior identified as a weakness in data analysis.

Characteristics of the Teaching Improvement Specialist²

Ability to genuinely convey a concern for others-- they must be concerned for others--a giver capable of identifying with others	Diplomatic Supportive Open-minded Creative Understanding
Charisma Ability to judge character (maturity?) Ability to establish rapport with <u>older</u> people (over 30) Sensitivity Tact	The ability to empathize with others The capacity for dealing respectfully with faculty while questioning with that person the basis of his problem
An active listener An elicitor of ideas Supportive Stimulating Energized Empathic	Empathy Trust
Readiness in social situations Ability to put several issues in synthesis Friendliness (general) Ability to analyze behavior Readiness to self-criticize Good manners	Empathetic Able to elicit (1) alternatives (2) decisions from the client Able to draw attention to bias without being judgmental--identification and synthesis Active listener Supportive
Self-confident based on accurate self-assessment	"Helper" should be a good listener who clarifies by asking open questions and poses no solutions (usually) unless they originate with client.
Critical but also supportive	Empathetic Creative Self-Confident
A conscious, responsible listener	Supportive Facilitative

²Suggested by trainees in Clinic to Improve University Teaching, University of Massachusetts, Summer 1974.

Data Analysis

Stage 1

Introduction:

In this first stage of the Data Analysis, you are asked to examine each data source and to identify the teaching strengths and weaknesses, as well as teaching skills which are not necessary, suggested by individual data sources.

To reach this goal, you will be asked to accomplish the following objectives:

1. On the worksheet labelled "Teaching Strengths," you will be able to list
 - a) the teaching skills which the instructor believes are his/her stronger skills;
 - b) the teaching skills which you as Teaching Improvement Specialist believe are the instructor's stronger skills;
 - c) the teaching skills which students believe are the instructor's stronger skills.
2. On the worksheet labelled "Teaching Weaknesses," you will be able to list
 - a) the teaching skills which the instructor believes are his/her weaker skills;
 - b) the teaching skills which you as Teaching Improvement Specialist believe are the instructor's weaker skills;
 - c) the teaching skills which students believe are the instructor's weaker skills.
3. On the worksheet labelled "Unnecessary Skills," you will be able to list
 - a) the teaching skills which the instructor believes are not necessary;
 - b) the teaching skills which you as Teaching Improvement Specialist believe are not necessary;
 - c) the teaching skills which students believe are not necessary.

The written directions which accompany the three worksheets are meant to help you examine each data source in a thorough and systematic fashion and to suggest the sorts of things you might consider.

Directions: The following outline suggests a step-by-step procedure for completing each of the three worksheets which are included in this packet.

1. List the teaching skills or behaviors which the instructor has indicated are "strengths," "weaknesses," or "unnecessary skills" on the appropriate worksheet under the columns marked "Instructor's Assessment."

- a) Record any comments or questions made by the instructor during the Initial Interview which might reflect his/her perceptions or intuitions about performance of the various skills and behaviors.

This data might include the instructor's identification of specific problems or concerns, reports of successful teaching methods or classroom experiences, requests to focus upon particular skills, to investigate particular areas, or to ignore certain skills, etc.

- b) List the teaching skills/behaviors and their corresponding TABS items which the instructor identified as "strengths," "weaknesses" and "unnecessary skills" on the Self-Assessment.

The goal here is to identify skills which the instructor believes are especially strong or especially weak within the context provided by his/her overall self-assessment. Thus, it is often useful to look at extremes in the Self-Assessment (categories 1 and 4).

2. List the teaching skills or behaviors which you as Teaching Improvement Specialists believe are the instructor's teaching "strengths," "weaknesses," and "unnecessary skills" on the appropriate worksheet under the columns marked "Teaching Improvement Specialist's Assessment."

This initial assessment is often based upon the general impressions and subjective or intuitive judgments of the instructor's performance which you have formed during the Initial Interview, during classroom observations, and/or during your initial review of the videotape.

While you may revise your initial assessment at later stages of the Data Analysis, these impressionistic, subjective, intuitive judgments are often important. Since they may not be directly reflected in other data sources, it is often important that you note them for later consideration.

3. List the teaching skills which students have indicated are "strengths," "weaknesses," or "unnecessary skills" on the appropriate worksheets under the columns labelled "Students' Assessment."

- a) After a preliminary review of the TABS print-out, decide upon a procedure or criteria for determining whether students perceive the instructor's performance as "strong," "weak," or "unnecessary."

For example, you might decide that a skill is "strong" if 90% of the students have indicated that little or no improvement is necessary (categories 1 and 2); or, you may require that 75% of the students say that no improvement is necessary (category 1) before you will consider a skill "strong;" or, you may decide that a skill is "strong" if no students recommend improvement (categories 3 and 4); etc.

You might decide that a skill is "weak" if 20% (or 25% or whatever) of the students recommend improvement (categories 3 and 4).

Or you might try to determine the category (1, 2, 3, or 4) in which most students have responded on most items and then look for variations from that "norm."

The goal here is to decide upon some procedure which will enable you to determine which skills and behaviors students perceive as stronger than others, which they perceive as relatively weak, and which they perceive as unnecessary for that particular course. Thus, there are no hard-and-fast rules which may be universally applied to all data. You are encouraged to experiment and to find a procedure which is useful and efficient for you.

- b) Once you have decided upon the criteria for determining whether students perceive the instructor's performance as exceptionally strong, relatively weak, or unnecessary, then examine the TABS print-out item by item and list the instructor's strengths, weaknesses, etc. in the appropriate spaces on the worksheets.

Data Analysis

Stage 2

Introduction:

During the second stage of Data Analysis you are asked to compare the information provided by individual data sources to identify areas of agreement and disagreement in the assessments of "strong," "weak," and "unnecessary skills."

To reach this goal, you will be asked to accomplish the following objectives:

1. Compare the instructor's predictions of students' responses and students' actual responses on TABS items and determine whether the instructor has predicted students' responses accurately or inaccurately.
2. Compare the instructor's Self-Assessment to students' actual responses on TABS items and identify areas of agreement and disagreement regarding the instructor's teaching "strengths," "weaknesses" and "unnecessary skills."

Directions: The following outline suggests a step-by-step procedure completing the objectives for this stage of Data Analysis.

1. Compare the instructor's predictions of students' responses on TABS items (the first section of the computer print-out) and determine whether the instructor has predicted students' responses accurately or inaccurately.

At best, these comparisons will be rough. There is frequently a tendency for instructors to over-estimate the number of students who will respond in categories 3 and 4 and to under-estimate the number of students who will respond in categories 1 and 2. Thus, it is often useful to look for gross discrepancies in this data.

When such discrepancies exist, this data may serve a number of functions. First, these comparisons may enable you and the instructor to determine the instructor's awareness (or lack of awareness) of how students are responding to his/her instruction. If the instructor predicts students' responses accurately, you may want to explore where his/her perceptions of

of students' responses are coming from, i.e., what information or feedback led the instructor to believe that students were satisfied, dissatisfied, or unconcerned about this skill. This data may also provide an entry for discussing ways in which the instructor might obtain more reliable data about how students are responding to instruction.

If the instructor is accurate in predicting students' responses, this data may serve as reinforcement and motivation. If the instructor accurately predicts that students are satisfied with his/her performance, this data may provide reassurance and reinforcement to the instructor. If the instructor accurately predicts that students are dissatisfied with his/her performance, the data may confirm his/her worst suspicions and strengthen motivation for improvement.

Since this data is difficult to keep track of and remember, you are encouraged to find some procedure for making written notes. For example, you may find it useful to write notes on the computer print-out.

Example:

2. Compare the instructor's Self-Assessment to students' actual responses on TABS items and identify areas of agreement and disagreement regarding the instructor's teaching "strengths," "weaknesses," and "unnecessary skills."

These comparisons may facilitate the instructor's "self-confrontation-as-teacher" by making them consciously aware of congruencies and discrepancies between the way they see themselves and the way in which students see them. These comparisons may also assist you in helping the instructor determine directions for improvement efforts.

Because there is so much and such a variety of information which may be generated by these comparisons, it is often difficult to remember unless you make written notes. Since the instructor's self-assessment is indicated by an asterisk on the computer summary of students' responses (second section of the print-out), it is often easy to record these notes directly on the computer print-out.

The following examples do not exhaust the possible results of this comparison, but they suggest the kind of information generated and possible uses of this information.

Data Analysis
Stage 1

T E A C H I N G W E A K N E S S E S

Instructor's Assessment

Teaching Improvement Specialist's Assessment

Student's Assessment

Data Analysis
Stage 1

U N N E C E S S A R Y S K I L L S

Instructor's Assessment

Teaching Improvement Specialist's Assessment

Student's Assessment

Data Analysis

Stage 3

Introduction:

In previous Data Analyses stages you have been asked to examine each data source individually for indications of the instructor's strengths, weaknesses, and unnecessary skills and to compare data sources for areas of agreement and disagreement. In this stage of Data Analysis you will be asked to synthesize this information and to make a tentative "diagnosis" of the instructor's teaching performance.

To reach this goal, you will be asked to accomplish the following objectives:

1. On the worksheet labelled TEACHING STRENGTHS, you will be able to
 - a) list all of the skills or behaviors which you believe are strengths in the instructor's teaching performance;
 - b) supply information from the various data sources which appears to support your judgments (Supporting Evidence);
 - c) note information from the various data sources which appears to conflict with your judgments (Conflicting Evidence);
 - d) provide a reasonable explanation for inconsistencies in the data (Explanation of Inconsistencies).

2. On the worksheet labelled TEACHING WEAKNESSES, you will be able to
 - a) list all of the skills or behaviors which you believe are weaknesses in the instructor's teaching performance;
 - b) supply information from the various data sources which appears to support your judgments (Supporting Evidence);
 - c) note information from the various data sources which appears to conflict with your judgments (Conflicting Evidence);
 - d) provide a reasonable explanation for inconsistencies in the data (Explanation of Inconsistencies).

3. On the worksheet labelled UNNECESSARY SKILLS, you will be able to

- a) list all of the skills or behaviors which you believe are not necessary in this particular course;
- b) supply information from the various data sources which appears to support your judgments (Supporting Evidence);
- c) note information from the various data sources which appears to conflict with your judgments (Conflicting Evidence);
- d) provide a reasonable explanation for inconsistencies in the data (Explanation of Inconsistencies).

These worksheets are designed to provide a summary of all the data you have available about the instructor's teaching performance. The worksheets which you've completed in previous stages of Data Analysis should be useful as you generate this summary, but this stage of Data Analysis will also require you to make subjective decisions and judgments. If these decisions and judgments are to be perceived as credible, it will be important that you defend them with as much data and evidence as you can find.

Directions: The following outline suggests a step-by-step procedure for completing each of the three worksheets which are included in this packet.

1. List all of the skills and behaviors which you believe are "strengths," "weaknesses," or "unnecessary skills" in the instructor's teaching under the appropriate column in each worksheet.
2. As you list each skill or behavior, record the data sources which appear to support your judgments (Supporting Data). This may require that you:
 - record comments made by the instructor during the Initial Interview;
 - note comments or reactions which you have recorded during or following the classroom observation (include specific examples or incidents as evidence);
 - identify TABS items which the instructor has indicated are "strengths," "weaknesses," or "unnecessary skills" on the Self-Assessment;
 - identify TABS items which students have indicated are "strengths," etc.;
 - locate segments of the videotape which illustrate the instructor's effective or ineffective performance of this skill.

3. As you list each skill or behavior, make a note of any data or information which appears to conflict with your judgments (Conflicting Data).

This may require that you note any of the information suggested above. For example, you may believe that among the instructor's teaching strengths is his/her skill in Asking Questions. Students' responses on the TABS, your records of your classroom observation, and selected segments of the videotape may support your judgment, but the instructor's Self-Assessment indicates that he/she believes this is a weaker skill in his/her teaching. Thus, this piece of data conflicts with your judgment and should be noted under "Conflicting Data" on the worksheet.

4. As you list each skill or behavior and the supporting and conflicting data, suggest a reasonable explanation for any inconsistencies in the data or a strategy for determining such an explanation.

The idea here is not that you come up with the definitive explanation; rather, it is to encourage you to pay attention to inconsistencies in the data and to consider possible reasons for these inconsistencies. For example, suppose you believe the instructor's weaknesses include "Facilitating Student Participation," and you have a variety of data to support that judgment. . . except that students have not recommended improvement on the corresponding TABS items. A possible explanation is that students have not experienced a really successful classroom discussion and therefore, their standards for judgment are different than the standards which you and the instructor have in mind.

T E A C H I N G S T R E N G T H S

Teaching Skill Behavior	Supporting Data	Conflicting Data	Explanation of Inconsistencies

U N N E C E S S A R Y S K I L L S

Teaching Skill Behavior	Supporting Data	Conflicting Data	Explanation of Inconsistencies

Role Playing Establishing A Helping Relationship
 In The Initial Interview

- Bette You are coming up for tenure in a large University where tenure is under attack by trustees and students. You always received excellent ratings from the previous department chairman, who retired last year. You also receive good ratings from students and enjoy the respect of your colleagues because of your published writings. The new department chairman selected you to enroll in the Clinic; the only explanation given is that the Dean wanted somebody from every department to take advantage of the opportunity.
- Chris You had hoped to spend every waking moment -- except for your nine hours of teaching time -- completing your doctoral dissertation. In the past two years, you admit you haven't had as much time to spend on "creative teaching" as you did prior to enrolling in the doctoral program at UMass. Then there was that smart-alecky kid who complained to the Dean that you didn't give him a fair grade. Even with the degree you hope to get this summer, you know another job will be hard to find. Now you've been tapped to attend the Clinic.
- Dan You're a natural as a teacher. In fact, your students tell you so. Your classes are the most popular on campus. Nevertheless the Dean has been harping on the fact that during the campus-wide evaluation, on standardized tests students performed significantly lower on questions in your discipline. Students learn to relate in your classes, to know who they are, where they're coming from, and where they're going. Who needs standardized tests? And who needs the Clinic?
- Ora The President assured you when you were hired that you would move up to chairman of your department. The Academic Dean, however, has made remarks about women in administrative positions. His entire administrative staff

is male. Your teaching schedule doesn't allow you any time or energy to write. Only last month you turned down an invitation to speak at an International Conference at the University of Massachusetts. Now, with no explanation, you've been told -- via a memorandum -- to attend the Clinic to Improve University Teaching.

You're 60 years old, with a daughter in Med School and a son at Amherst. This is your 33rd year of teaching, your 20th at this institution. You had dreams once of being a full professor. Enrollment in your classes has fallen off; kids aren't interested in working hard any more. The Dean called you on the phone and suggested that you enroll in the Clinic. "Your review is coming up next year, you know," he said as he hung up.

The Teaching Improvement Specialist: An Outline of Competencies

I. The Initial Interview

task-oriented competencies

- A. The Teaching Improvement Specialist is able to present a clear and accurate description of the Clinic's teaching improvement process.

This requires that the Teaching Improvement Specialist be prepared to:

- A.1 Articulate and defend the assumptions underlying this process:
- teaching can be improved;
 - the identification of separate teaching skills which are appropriate across disciplines, departments, and teaching styles;
 - the importance of a combination of data sources;
 - the role of the Teaching Improvement Specialist as someone knowledgeable about teaching, but not necessarily knowledgeable about the instructor's discipline;
- A.2 Outline the sequential stages in the Clinic's teaching improvement process and describe the particular procedures included in each stage;
- A.3 Respond to questions which instructors may raise about any of the assumptions or procedures related to the teaching improvement process.
- B. The Teaching Improvement Specialist is able to obtain relevant information about the faculty member's teaching situation.

This requires that the Teaching Improvement Specialist be able to ask questions which will elicit:

- B.1 Obtain information about the instructor's course (course title, meeting times and place, number of students enrolled, course objectives, planned activities, grading procedures, etc.);

- B.2 Obtain information about the instructor (why he/she came to the Clinic, teaching experience, attitudes toward course and toward students, perceived successes and concerns, etc.).
- C. The Teaching Improvement Specialist is able to clarify how the Clinic's process may be applied to the instructor's particular teaching situation and concerns.
- D. The Teaching Improvement Specialist is able to schedule the initial and final data collection.

relationship-oriented competencies

- E. The Teaching Improvement Specialist is able to integrate task-oriented and relationship-oriented competencies to accomplish the objectives of the Initial Interview while establishing a comfortable rapport with faculty members.

This requires that the Teaching Improvement Specialist be able to:

- E.1 Judge when to focus upon task-oriented activities (e.g., explaining the process, answering questions, gathering information, scheduling, etc.);
- E.2 Judge when to focus upon relationship-oriented activities (e.g., reducing anxieties, relieving tensions, clarifying and dealing with values, feelings, attitudes, reassuring and supporting faculty members, etc.).
- F. The Teaching Improvement Specialist is able to employ verbal and nonverbal behaviors which actively encourage relevant discussion and which tactfully discourage irrelevant discussion.

II. Data Collection

task-oriented competencies

- A. The Teaching Improvement Specialist is able to introduce himself or herself to students and to explain the reasons for his or her presence in their class.

- B. The Teaching Improvement Specialist is able to conduct a classroom observation.

This requires that the Teaching Improvement Specialist be able to:

- B.1 Ask questions in a pre-observation conference or on a pre-observation questionnaire which will produce:
- a) information about the instructor's plan for the class to be observed, including
 - lesson objectives
 - planned activities
 - desired student outcomes;
 - b) a plan for how the Teaching Improvement Specialist will conduct the classroom observation, including
 - what he or she will focus upon (instructor's performance of teaching skills, student behaviors, number of objectives covered, appropriateness of activities, etc.)
 - how he or she will record data (e.g., verbatim notes of lecture, summary description of selected events or interactions, rating scales, observation instruments, etc.).
- B.2 Observe, identify, and record classroom events including
 - behaviors corresponding to each of the separate teaching skills;
 - "indicators" of effective and ineffective performance of these skills.
- C. The Teaching Improvement Specialist is able to complete a VIDEOTAPING of the instructor's teaching performance.

This requires that the Teaching Improvement Specialist be able to:

- C.1 Ask questions in a pre-videtaping conference or on a pre-videtaping questionnaire which will produce:

- a) information about the instructor's plans for that class, including
 - lesson objectives
 - planned activities
 - desired student outcomes;
 - b) agreement about how the Teaching Improvement Specialist will conduct the videotaping, including
 - who will videotape
 - where the taping equipment will be located in the classroom
 - which segment(s) of the class will be taped.
- C.2 Obtain a clearly visible and audible videotaped sample of the instructor's teaching without unnecessary disruption of classroom activities.
- D. The Teaching Improvement Specialist is able to administer the TABS (Teaching Analysis By Students).

This requires that the Teaching Improvement Specialist be able to:

- D.1 Establish a positive set in students and in the instructor for completing the TABS;
 - D.2 Distribute questionnaires, answer sheets, and pencils efficiently;
 - D.3 Present clear directions to students for completing the TABS;
 - D.4 Present clear directions to the instructor for completing the Self-Assessment and Prediction of the Students' Responses.
- relationship-oriented competencies
- E. The Teaching Improvement Specialist is able to interact with students in such a way that students are willing to provide honest feedback regarding the instructor's teaching performance and are confident that this feedback will be used constructively.
 - F. The Teaching Improvement Specialist is able to integrate task-oriented and relationship-oriented competencies to accomplish the objectives of

pre-observation or pre-videotaping conferences while maintaining a productive climate for the instructor's teaching.

This requires that the Teaching Improvement Specialist be able to:

- F.1 Focus attention upon task-related activities in order to obtain desired information;
- F.2 Maintain a non-judgmental posture in response to the instructor's description of lesson plans;
- F.3 Provide encouragement and support for the instructor's teaching efforts.

III. Data Analysis

task-oriented competencies

- A. The Teaching Improvement Specialist is able to examine each data source individually and to identify the teaching strengths and weaknesses suggested by individual data sources.

This requires that the Teaching Improvement Specialist be able to:

- A.1 Identify the teaching skills which the instructor believes are his or her teaching strengths and weaknesses by
 - reviewing what the instructor has mentioned as strengths and concerns in previous conversations with the Teaching Improvement Specialist;
 - interpreting the instructor's responses to TABS items on the Self-Assessment.
- A.2 Identify the teaching skills which students believe are the instructor's strengths and weaknesses by
 - identifying items for which most students have recommended little or no improvement;
 - identifying items for which many students have recommended some or much improvement.
- A.3 Identify the teaching skills which the Teaching Improvement Specialist believes are the instructor's strengths and weaknesses by

- reviewing records of the Initial Interview and other meetings for indications of strengths and weaknesses in the instructor's knowledge about students, articulation of objectives, organization and sequencing of instruction, selection of methods and materials, and preparation of evaluation procedures;
- reviewing records of the classroom observation for "indicators" of successful and unsuccessful performance of the teaching skills;
- reviewing the videotape for "indicators" of successful and unsuccessful performance of the teaching skills.

- B. The Teaching Improvement Specialist is able to compare the information provided by individual data sources and to identify areas of agreement and disagreement regarding the instructor's teaching strengths and weaknesses.

This requires that the Teaching Improvement Specialist be able to:

- B.1 Compare the instructor's Predictions of Students' Responses to students' actual responses on TABS items and identify areas of agreement and disagreement regarding the instructor's strengths and weaknesses;
- B.2 Compare the instructor's predictions of students' responses to the instructor's Self-Assessment on TABS items and identify areas of agreement and disagreement regarding the instructor's teaching strengths and weaknesses;
- B.3 Compare the instructor's Self-Assessment to students' actual responses on TABS items and identify areas of agreement and disagreement regarding the instructor's strengths and weaknesses;
- B.4 Compare the instructor's Self-Assessment to the Teaching Improvement Specialist's assessment of the instructor's teaching and identify areas of agreement and disagreement regarding the instructor's teaching strengths and weaknesses.

- B.5 Compare students' responses on TABS items to the Teaching Improvement Specialist's assessment of the instructor's performance and identify areas of agreement and disagreement regarding the instructor's strengths and weaknesses.
- C. The Teaching Improvement Specialist is able to synthesize the information provided by the analysis of the data and make a tentative diagnosis of the instructor's teaching strengths and weaknesses.

This requires that the Teaching Improvement Specialist be able to:

- C.1 Identify the instructor's teaching strengths and defend that identification by
- supplying information from all data sources which appear to support that identification
 - providing a reasonable explanation of data which appear to conflict with that identification.
- C.2 Identify weakness in the instructor's teaching performance and defend that diagnosis by
- supplying information from all data sources which appears to support that diagnosis
 - providing a reasonable explanation of data which appears to conflict with that diagnosis.
- D. The Teaching Improvement Specialist is able to make preliminary plans for localization.

This requires that the Teaching Improvement Specialist be able to:

- D.1 Make tentative decisions about which teaching strengths should be emphasized during LOCALIZATION, based upon judgments about
- how much reinforcement the instructor needs;
 - which teaching strengths most contribute to the instructor's effectiveness;

--which teaching strengths may best be built upon to increase the instructor's effectiveness in other areas.

- D.2 Make tentative decisions about which teaching weaknesses should provide the initial focus for LOCALIZATION, based upon judgments about
- which teaching weaknesses the instructor is able to deal with emotionally and which should be postponed until the instructor has experienced some initial success;
 - which teaching weaknesses most interfere with the instructor's overall effectiveness;
 - which teaching weaknesses would require long-term commitments from the instructor and which would require short-term commitments;
 - the time and energy the instructor is willing to commit to improving teaching.

- D.3 Select the data to be reviewed during LOCALIZATION, based upon judgments about
- the amount of data which may be considered within the time limits of the LOCALIZATION session;
 - which data sources have most meaning for the instructor;
 - which TABS items, videotape segments, etc. most clearly and dramatically illustrate the instructor's teaching strengths and weaknesses.

IV. Localization

task-oriented competencies

- A. The Teaching Improvement Specialist is able to help the instructor identify his or her teaching strengths.

Thus, the Teaching Improvement Specialist must be able to:

- A.1 Help the instructor examine data sources in order to identify skills which the instructor performs especially well;
- A.2 Locate segments of the videotape which illustrate the instructor's performance of these skills.

- B. The Teaching Improvement Specialist is able to help the instructor identify teaching skills which he or she wishes to improve.

Thus, the Teaching Improvement Specialist must be able to:

- B.1 Help the instructor examine the data in order to identify relative weaknesses in the instructor's teaching performance;
 - B.2 Locate segments of the videotape which illustrate the instructor performance of these skills;
 - B.3 Help the instructor decide which one or two skills will be the initial focus for improvement strategies.
- C. The Teaching Improvement Specialist is able to help the instructor articulate improvement objectives.

Thus, the Teaching Improvement Specialist must be able to:

- C.1 Help the instructor identify specific behaviors to be eliminated, introduced, or modified in his or her performance of skills;
- C.2 Help the instructor identify "indicators" which will denote that these behaviors have been successfully eliminated, introduced or modified.

relationship-oriented competencies

- D. The Teaching Improvement Specialist is able to integrate task-oriented and relationship-oriented competencies to accomplish the objectives of LOCALIZATION while maintaining a productive relationship with faculty members.

Thus, the Teaching Improvement Specialist must be able to:

- D.1 Judge when to focus upon task-related activities (e.g., examining the data, diagnosing strengths and weaknesses, formulating improvement objectives);

- D.2 Judge when to focus upon relationship-oriented activities (e.g., reducing anxieties, encouraging and supporting, coping with avoidance behaviors or other defense mechanisms, etc.).
- E. The Teaching Improvement Specialist is able to adapt his or her interaction style to meet faculty members' needs for direction and guidance.

Thus, the Teaching Improvement Specialist must be able to:

- E.1 Provide structure and focus when instructors appear to be lost in the morass of data, lose sight of objectives, etc.
- E.2 Respond to instructors' efforts to understand the data and its implications, to elaborate and better define strengths and weaknesses, to set priorities, etc.
- F. The Teaching Improvement Specialist is able to guide discussions so that feedback and analysis are enlightening and productive, but not overwhelming or paralyzing.

This requires that the Teaching Improvement Specialist be able to:

- F.1 Produce enough data to inform and enlighten, but limit feedback when it appears to produce "information-overload;"
- F.2 Encourage discussion which clarifies interpretation of the data and understanding of its implications, but discourage discussion which confuses, rationalizes, or obscures interpretation and understanding;
- F.3 Provide enough reinforcement to encourage and support the instructor but not so much that the instructor becomes complacent or overly satisfied;
- F.4 Provide enough feedback to create concern for improving teaching skills, but not so much that the instructor is overwhelmed or feels that the tasks are unmanageable.

V. Improvement Strategies

task-oriented competencies

- A. The Teaching Improvement Specialist is able to help instructors develop and implement a variety of improvement strategies for any of the teaching skills.

Thus, the Teaching Improvement Specialist must be prepared to:

- A.1 Suggest "Teaching Tips"--short term, easily implemented improvement strategies;
- A.2 Develop training strategies--strategies designed to help the instructor acquire new knowledge, develop new skills, practice performance of various skills, experiment with new teaching methods, etc.;
- A.3 Develop compensatory strategies--improvement strategies designed to minimize the effects of poor performance in a particular area by emphasizing or maximizing the instructor's effectiveness in another area;
- A.4 Develop monitoring strategies--improvement strategies designed to provide systematic feedback about the effectiveness of the instructor's teaching performance.
- B. The Teaching Improvement Specialist is able to help instructors select improvement strategies which will be most beneficial.

This requires that the Teaching Improvement Specialist be able to:

- B.1 Determine the time and energy the instructor is willing to commit to improving his or her performance of specific skills;
- B.2 Assess the instructional gains anticipated from various improvement strategies;
- B.3 Assess the instructor's willingness to experiment and take risks.

- C. The Teaching Improvement Specialist is able to help instructors evaluate the results of their implementation of improvement strategies.

Thus, the Teaching Improvement Specialist must be prepared to:

- C.1 Help instructors collect data about their improvement efforts;
- C.2 Help instructors examine that data for evidence of successful or unsuccessful achievement of improvement objectives;
- C.3 Help instructors articulate new improvement objectives.

relationship-oriented competencies

- D. The Teaching Improvement Specialist is able to integrate task-oriented and relationship-oriented competencies to maximize improvement progress while maintaining a productive working relationship.

Thus, the Teaching Improvement Specialist must be able to:

- D.1 Judge when to focus upon task-related activities (e.g., brainstorming improvement strategies, testing those strategies, evaluating success of various strategies, etc.);
- D.2 Judge when to focus upon relationship-oriented activities (e.g., providing support, encouragement, reinforcement, reducing fears which interfere with progress, generating enthusiasm, etc.).
- E. The Teaching Improvement Specialist is able to maintain instructors' involvement in developing and testing improvement strategies.

This requires that the Teaching Improvement Specialist be able to:

- E.1 Remind instructors periodically of their improvement goals;

- E.2 Provide enough direction and assistance so that the instructor will continue to develop and implement improvement strategies;
- E.3 Reinforce and support instructor's improvement progress;
- E.4 Encourage continued efforts where additional improvement is necessary;
- E.5 Raise the level of concern for improving teaching when the instructor's efforts appear to be waning.

VI. Final Data Collection and Analysis

- A. The Teaching Improvement Specialist is able to conduct a classroom observation, obtain a videotape of the instructor's teaching, and re-administer the TABS to students.

(See Part II: DATA COLLECTION for a detailed description of these competencies.)

- B. The Teaching Improvement Specialist is able to examine all data for evidence of improvement in the instructor's performance.

This requires that the Teaching Improvement Specialist is able to:

- B.1 Compare students' responses on the pre- and post-TABS for indications that students perceive improvement in the instructor's performance;
- B.2 Compare the final videotape with earlier tapes for indications that the instructor's performance of specific skills has improved.
- B.3 Review data obtained through monitoring strategies for indications that the instructor's performance of specific skills has improved.
- C. The Teaching Improvement Specialist is able to make a tentative diagnosis of the instructor's teaching strengths and weaknesses.

(See Part III: DATA ANALYSIS for a detailed list of related competencies.)

VII. Final Interview

- A. The Teaching Improvement Specialist is able to help the instructor examine the data for evidence of improvement in his or her teaching performance.

Thus, the Teaching Improvement Specialist must be prepared to:

- A.1 Help the instructor compare results on the pre- and post-TABS to locate indications that students perceive improvement in the instructor's teaching performance;
- A.2 Locate segments of the videotapes which illustrate improved performance of specific teaching skills;
- A.3 Help the instructor review data obtained through monitoring strategies for evidence of improved performance.
- B. The Teaching Improvement Specialist is able to help the instructor diagnose his or her teaching strengths and weaknesses.

(See Part IV: LOCALIZATION for a detailed description of related competencies.)

- C. The Teaching Improvement Specialist is able to help the instructor plan continued efforts to improve his or her teaching.

This requires that the Teaching Improvement Specialist be prepared to:

- C.1 Help the instructor articulate improvement objectives;
- C.2 Make arrangements for the instructor to continue working with a Clinic Teaching Improvement Specialist, or identify other ways for the instructor to monitor and improve his or her teaching.

Case Study A:

You are a faculty member of a small private college with an excellent reputation. This year's budget is very tight because of building expenses; tenure grants are being severely restricted. You are a new member of the Tenure Committee and must vote today for one of the following two men:

- 1) John Field, brilliant young mathematician. He has published 8 articles in his 4 years at this campus and has twice presented papers at an international conference of mathematicians. His required courses for lower classmen have been catastrophic; he has been moderately successful in a senior elective class. He is a graduate of this college, quiet, well-thought-of.
- 2) Alex Pinto is an extremely popular math instructor. His required math courses are always over-enrolled; he is faculty sponsor of the Math Club. Although he has good degrees from large state universities, he seems to have no interest in conferences, research or writing. Is he truly a scholar?

Instructions:

Possible Time Allotment

- | | |
|--|--------------|
| 1. Identify issues involved. | 5 minutes |
| 2. Clarify possible positions. | 5 minutes |
| 3. Choose positions among yourselves. | 3 minutes |
| 4. Prepare to stage your "meeting" to other group. | 3 minutes |
| 5. Presentation; discussion and vote! | 7-10 minutes |

Case Study B:

You are on the English faculty of a large state university. The State legislation has cut the budget for 74-75 and each department is feeling the pinch. Although there will be the same number of sections and courses next year, the department will have one graduate assistant less than usual. Several suggestions have been made about how to cope with the "extra" hours. Today's department meeting must make the decision.

Suggestions:

1. Distribute the 20 "extra" hours among the five graduate students, four hours more per week each.
2. Assign 4 extra hours per week to the 5 assistant professors.
3. Assign 2 extra hours per week each to the 5 grad students and the 5 assistant professors.
4. Ask all department members, regardless of rank, to take on part of the "load."
5. Others?
Remember that senior faculty are quite busy writing articles, criticism, books, etc.

Instructions:

Possible Time Allotment

- | | |
|--|--------------|
| 1. Identify issue involved. | 5 minutes |
| 2. Clarify possible positions. | 5 minutes |
| 3. Choose positions. | 3 minutes |
| 4. Prepare to stage your "meeting" to other group. | 3 minutes |
| 5. Presentation; discussion and vote! | 7-10 minutes |

Role Playing Establishing a Helping Relationship

In The Initial Interview

You are coming up for tenure in a large University where tenure is under attack by trustees and students. You always received excellent ratings from the previous department chairman, who retired last year. You also receive good ratings from students and enjoy the respect of your colleagues because of your published writings. The new department chairman selected you to enroll in the Clinic; the only explanation given is that the Dean wanted somebody from every department to take advantage of the opportunity.

You had hoped to spend every waking moment--except for your nine hours of teaching time--completing your doctoral dissertation. In the past two years, you admit you haven't had as much time to spend on "creative teaching" as you did prior to enrolling in the doctoral program at UMass. Then there was that smart-alecky kid who complained to the Dean that you didn't give him a fair grade. Even with the degree you hope to get this summer, you know another job will be hard to find. Now you've been tapped to attend the Clinic.

You're a natural as a teacher. In fact, your students tell you so. Your classes are the most popular on campus. Nevertheless, the Dean has been harping on the fact that during the campus-wide evaluation, on standardized tests students performed significantly lower on questions in your discipline. Students learn to relate in your classes, to know who they are, where they're coming from, and where they're going. Who needs standardized tests? And who needs the Clinic?

The President assured you when you were hired that you would move up to chairman of your department. The Academic Dean, however, has made remarks about women in administrative positions. His entire administrative staff is male. Your teaching schedule doesn't allow you any time or energy to write. Only last month you turned down an invitation to speak at an International Conference at the University of Massachusetts. Now, with no explanation, you've been told--via a memorandum--to attend the Clinic to Improve University Teaching.

You're 60 years old, with a daughter in Med School and a son at Amherst. This is your 33rd year of teaching, your 20th at this institution. You had dreams once of being a full professor. Enrollment in your classes has fallen off; kids aren't interested in working hard any more. The Dean called you on the phone and suggested that you enroll in the Clinic. "Your review is coming up next year, you know," he said as he hung up.

Role Playing Establishing A Helping Relationship

In The Initial Interview

Purpose:

To create a "helping relationship" in which teaching improvement can take place maximally.

Skills to be practiced:

1. "Attending" to another person
2. Responding to feelings
3. Gaining information

Task:

Select a partner; decide who will be TIS and who the professor. (The second time around, reverse roles.) For three minutes, role play an initial interview--the very first part of one. For three to five minutes, review and discuss the tape.

During the review of the videotape, the group may ask the following questions (feel free to add others):

1. In what ways did the TIS demonstrate "attending behavior?"
2. What feelings did you feel were generated in the professor-client by the TIS' "attending behavior?"
3. What feelings were expressed by the professor?
4. How did the TIS respond to the expressions of feelings?
5. How open were the questions used to gain information? Did the questions accomplish the desired goal?

Final Data Collection and Final Interview

I. Guidelines for Training for Final Data Collection

A. Purposes of final data collection

1. To gather evidence of progress through classroom observation, post-video, and modified Post-Tabs.³ This evidence may be used to show progress in general skill areas or to highlight progress shown in the assessment of improvement strategies.
2. To assist in preparing for the identification of strengths and weaknesses to be reviewed in the final interview.

B. Data to be collected

1. Pre-observation conference and classroom observation.
2. Pre-videotaping conference and videotaping.
3. Modified Post-Tabs. (Completed by students and instructors. No prediction; only self-assessment by instructor.)
Scheduling of classroom observation, videotaping, and modified Post-Tabs should be completed immediately following localization.

C. How to develop modified Post-Tabs⁴

1. Directions
2. Item selection (generated by T.I.S. and checked with client).
3. Putting the Post-Tabs together.

D. How to tabulate results of modified Post-Tabs

1. Tabulating results in contingency tables.
2. Displaying results for client.

II. Guidelines for Training for Final Data Analysis

A. Looking for evidence of progress/improvement

1. Comparing pre- and post-videotapes.

³Directions for developing modified Post-Tabs are attached.

⁴Directions for tabulation and example of contingency table are attached.

2. Comparing modified Post-Tabs responses (Question II in modified Post-Tabs directions) to appropriate Pre-Tabs responses.
 3. Interpreting contingency tables for use in decisions regarding improvement, regression or no change.
 4. Review of assessment techniques used in improvement strategies stage. This refers primarily to identifying assessment techniques which the instructor can use in subsequent semesters for self-monitoring.
- B. Identifying strengths and weaknesses on the basis of final data collection
1. Same as pre-data analysis.

III. Guidelines for Training for Final Interview

- A. Reviewing evidence of progress (from IIA above)
- B. Identify strengths and weaknesses. The focus here should be on reaching closure (at least for the time being) in the areas of attempted improvement
- C. Plan future efforts. This includes three areas:
1) self-monitoring techniques for checks on progress over time--no involvement with the Clinic;
2) new skills possibly to be worked on at a later date; and 3) direct request for Clinic help next semester
- D. Final evaluation
1. Completion of Clinic questionnaire II (client assessment of T.I.S.)

APPENDIX D

NAMES OF PARTICIPANTS AND INSTITUTIONS IN
1974 PILOT SUMMER TRAINING INSTITUTE
FOR TEACHING IMPROVEMENT SPECIALISTS

University of Connecticut	-	Dr. Gene Barbaret, French Dept.
		Delia San Juan, Staff person, Center for Innovative Education
University of New Hampshire	-	Brian Arthur, Education grad student
		Alan Holmes, Psychology grad student
University of Massachusetts	-	Hryar Tanzarian, Political Science grad student
University of Rhode Island	-	Dr. Bryan Champagne, Chemical Engineering Dept.
		Dr. William Mensel, English Dept.
		Patricia Rickley, English grad student
University of Vermont	-	Dr. Harry McEntee, College of Education & Social Sciences
		Dr. Harry Thompson, College of Education & Social Sciences
Additional Participants:		
Longmeadow Public Schools	-	Genia Allison
Center for Instructional Resources & Improvement (UMass)	-	Susan Nichols
Southwest Academic Affairs (UMass)	-	Jeff Rossbach

TIS Training Committee

Elizabeth Klemer	Senior TIS
Sylvia Billipiano	Apprentice TIS
Ora Zohar	Senior TIS
Luann Wilkerson	TIS
Bette Erickson	Senior TIS
Michael Jackson	Senior TIS

Summer Training Institute TIS Training Staff

Dr. Michael Melnik	Director, Clinic to Improve University Teaching
Dr. George Bryniawsky	Associate Director, Clinic to Improve University Teaching
Dr. Glenn Erickson	Director, STI
Dr. Elizabeth Klemer	Associate Director, STI
Dr. Bette Erickson	Senior TIS
Ora Zohar	Senior TIS
Michael Jackson	Senior TIS and Evaluator
Dan McCarthy	Senior TIS
Don Wright	TIS
Luann Wilkerson	TIS
Grace Pleasants	Consultant
Christopher Daggett	TIS
Kent Lewis	Consultant

APPENDIX E

PRIMARY READINGS FOR SECTION ONE OF
PROPOSED TRAINING CURRICULUM

Secondary Sources are Listed with Each Article

- Berquist, William H. and Phillips, Steven R. (1975). "Components of an Effective Faculty Development Program," Journal of Higher Education, Vol. XLVI, No. 2. pp. 177-211. March/April.
- Dubin, Robert and Taveggia, Thomas C. (1968). "The Teaching-Learning Paradox--A Comparative Analysis of College Training Methods," paper published by the Center for the Advanced Study Educational Administrator, University of Oregon, Eugene.
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- Kulik, J.A. and McKeachie, W.J. (1973). The Evaluation of Teachers in Higher Education. Review of Research in Education, Vol. 2, September.
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- Popham, James (1974). Higher Education's Commitment to Instructional Improvement Programs. A presentation delivered at International Conference on Improving University Teaching, co-sponsored by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the University of Massachusetts Clinic to Improve University Teaching, Amherst, Massachusetts, October 4-8, 1974.
- Smock, H. Richard and Crooks, Terence T. (1973). A Plan for the Comprehensive Evaluation of College Teaching. Journal of Higher Education, Vol. XLIV, No. 8, November.
- Whitfield, R. and Brammer, L. (1973). "The Ills of College Teaching: Diagnosis and Prescription," Journal of Higher Education, Vol. XLIV, No. 1 pp. 1-13, January.

APPENDIX F

PROPOSED TRAINING CURRICULUM FOR CLINIC TO IMPROVE UNIVERSITY TEACHING SUMMER TRAINING INSTITUTE

SECTION ONE

This section will outline the activities for the first ten days of the STI. The outline provided for it should be considered a basic structure and teaching improvement specialist trainers are expected to develop the content as they deem appropriate during their organizational planning.

DAY ONE

MORNING

- A. Introduction to the Clinic to Improve University Teaching.
 1. The Director of the Summer Training Institute should cover the following in his opening statements.
 - a. Introduction of other institute and Clinic personnel, with a brief description of their duties.
 - b. Brief overview of how Clinic was developed.
 - c. Description of major events in Clinic

history.

- d. Description of Clinic goals and philosophical precepts.
- e. Introduction of the Clinic film or slide show.
- f. Introduction of the role of Teaching Improvement Specialist...A New Professional.
- g. Introduction of Teaching Improvement Specialist who will be conducting mini-Clinic process with STI Director for first ten days of STI.

AFTERNOON

- A. Overview of the STI training program should be presented either by the Director or trainer who will conduct the ten day mini-course.
 1. Goals for Summer Training Institute should be reviewed.
 2. The curriculum should be described and the following information should also be for the purpose of the training strategies.
 - a. Describe how training strategies are designed to facilitate goal achievement.
 - b. Describe how they will combine practicum with in-class experiences.
 - c. Describe how curriculum will facilitate attainment of T.I.S. certification.
 3. Other areas that should be covered during this session are:
 - a. Review of follow-up activities.

- b. Hand out class schedule and other pertinent materials.
- B. Introduction of the Clinic's teaching improvement process, having Teaching Improvement Specialist role-play an initial interview with the mini-course instructor of STI based upon his opening remarks.
1. Discussion of how initial interview fits into the teaching improvement process should be conducted.
 2. Trainer should entertain trainee questions about initial interview and Clinic process.
 3. Trainees receive a list of questions that they might expect to be asked by faculty members during an initial interview.
 4. Trainees receive selected readings which may help them prepare responses to those questions. They also receive a reference list that includes other possible sources of background information.
- C. Trainer should review days activities and give brief introduction of future activities and assignments.

DAY TWO

MORNING

- A. Introduction of lecture/discussion material concerned with giving trainees background information

on the problems of college and university teaching. Lecture and discussion should extend through afternoon session.

1. Trainees should have read initial readings in this area and be prepared to discuss them. During discussion, trainees should be asked to consider the following topics.
 - a. What problems have they encountered with teachers that relate to their teaching ability?
 - b. How is teaching treated at their schools and at other schools they are familiar with?
 - c. Discussion of what type of training do college teachers receive and what requirements do they generally have to meet to teach?
 - d. What expectations do students share about college teaching?
 - e. How are teaching and research treated on college campuses, in general, and how is it treated on their campuses?

AFTERNOON

- A. Continuation of morning activities and discussions with trainer-Teaching Improvement Specialist, his classroom observations.
- B. Review of day's activities and introduction of next day's topic, which should be concerned with giving trainees further background information on how college and university teaching is treated

by institutions of higher education. Lecture/discussion should consider how instructional improvement is treated by these institutions.

DAY THREE

MORNING

- A. Trainees should have read assigned readings and be prepared for lecture/discussion of the specific treatment of instructional improvement by institutions of higher education.
 1. Trainees should explore why faculty resist instructional improvement strategies. Possibilities to be minimally considered:
 - a. Is it because they are considered too evaluative?
 - b. Has their efficiency been proven statistically successful?
 - c. Can these programs be successful, and why?
 - d. Where do student evaluations fit in the scheme of teaching improvement?
 - e. What are the political implications of school-wide departmental, or individualized instructional improvement?

AFTERNOON

- A. Continuation of morning activities. Trainer should review morning discussion and introduce the following questions.

1. What incentives are needed to make faculty member seriously involve him or herself in instructional improvements?
 2. Can you use the same strategies with every faculty member?
 3. What are the essential ingredients of a well-balanced instructional improvement program?
- B. Trainer must provide trainees with an opportunity to raise some questions.
- C. Trainees should also discuss with trainer-Teaching Improvement Specialist the day's classroom observations and the possible difference between observations of day one, two, and three.
- D. Review of day's activities and introduction of day four's topic which should be concerned with giving trainees information on various instructional improvement strategies that are now being studied in colleges and universities.

DAY FOUR

MORNING

- A. Trainees are prepared to discuss corresponding readings. (The opening segment should be videotaped, and TABS should be administered by trainer-Teaching Improvement Specialist.)
1. Trainees should receive information about

and discuss the approaches offered for improving instruction. Possible discussion topics are:

- a. Are they practical for every setting?
- b. What are their strengths and weaknesses?
- c. What are the major premises underlying these approaches? Are they practical?
- d. What does professional development mean when referring to a faculty member or administrator?
- e. Does the mere fact that a person holds a particular position mean that he is prepared to adequately handle his duties?

AFTERNOON

- A. Trainer should ask trainees to explore the major approaches to faculty development. Questions to be asked of trainees are:
1. What are essential elements of instructional development programs?
 2. What are essential elements faculty development programs?
 3. What are essential elements organizational development programs?
 4. How do these approaches differ?
 5. Can they be combined? Should they be combined into multi-faceted approaches?

6. What type of personnel is needed to staff these types of programs?
7. What instructional improvement strategies are employed by programs using these approaches?
8. If one had unlimited resources what would be an ideal faculty development program?
9. What would be the impact of instituting such a program at a large institution?
10. Would this differ at private or state schools?
11. Would the impact be different at large and small schools?
12. Trainer should review day's activities and next day's schedule. Day four's activities should carry over into day five's morning. Day five's afternoon will be devoted to localization of lecture/discussion of trainer's teaching strengths and weaknesses.

DAY FIVE

MORNING

- A. Trainer should wrap-up day four's lecture/discussion. Trainer should be checking for comprehension and unanswered questions.

AFTERNOON

- A. Teaching Improvement Specialist trainer and train-

ing instructor should conduct lengthy localization in front of Summer Training Institute trainees.

1. Should cover initial interview, classroom observations, TABS, and videotape.
 2. Should be conducted in a serious and thorough manner.
- B. Trainees should be allowed to ask questions of trainer and Teaching Improvement Specialist-trainer after localization is ended.
1. All should explore decisions of Teaching Improvement Specialist during his assembling of localization data and development of his meeting strategy.
 2. Should explore why some data was used and why other data was not.
 3. Should explore non-verbal behavior of trainer and trainer-Teaching Improvement Specialist.
- C. The following questions should be asked of trainees:
1. What interpersonal skills did the Teaching Improvement Specialist use to open, continue, and close the localization session?
 2. What points did the Teaching Improvement Specialist miss?
 3. How did the trainer react to the Teaching Improvement Specialist's suggestions and comments?

4. Did the trainer seem committed to trying improvement strategies?
 5. How direct did the Teaching Improvement Specialist have to be to get his points across?
 6. Did he take notes during the localization session --if he did, was it disruptive?
 7. How smooth were the trainer-Teaching Improvement Specialist's transitions between discussing each segment of the data? Was he confusing or well-paced and accurate?
 8. How did the Teaching Improvement Specialist introduce the development of teaching improvement strategies and their evaluation?
 9. Did he get a firm commitment from the trainer to try them?
 10. What plans did the trainer and the Teaching Improvement Specialist make for further activity?
- B. Trainer should wrap-up and review of the day's activities and briefly introduce day six's agenda. Day six should be concerned with how innovation is treated in institutions of higher education and with the trainer attempting the teaching improvement strategies he or she agreed upon during the localization session.

DAY SIXMORNING

- A. Trainees should be prepared for lecture/discussion involving the politics that are involved in attempting to make innovative changes in large and small academic institutions.
1. Trainees must consider how change affects faculty, departments, institutions, and students.
 - a. How are reward structures altered to foster innovation?
 - b. How does innovation threaten job security?
 - c. What external groups can bring pressure on institutions to be innovative or reactionary?
 - d. How will future institutional needs be affected by projected changes?
- B. Teaching Improvement Specialist-trainer should be observing trainer's implementation of teaching improvement strategies.

AFTERNOON

- A. Trainees should continue discussion of how the external and internal politics of universities and colleges affect innovation.
- B. Teaching Improvement Specialist-trainer and instructor should review, before the class, the teaching improvement strategies that were imple-

mented. They should also make plans for the use and evaluation of more teaching improvement strategies.

1. Trainees should be allowed to ask questions after the review session.
 2. Trainees should also be allowed to offer their suggestions for alternative strategies and evaluation procedures that might be attempted.
- C. Trainer should review of the day's activity and briefly introduce day seven. Day seven should be concerned with how college teaching can be evaluated. The trainer should also be attempting agreed upon teaching improvement strategies.

DAY SEVEN

MORNING

- A. Trainees should be introduced to the evaluation of college teaching. The lecture/discussion should review the major components of developing, conducting, and utilizing evaluations in the improvement and assessment of college teaching.
1. Trainers must consider why and how college teaching should be evaluated. Questions that should be considered are:
 - a. What are the difficulties in evaluating college teaching?

- b. What variables must be considered in the evaluations?
 - c. What types of data and data collection procedures can be used?
 - d. Once data has been collected, how can and should it be used to help administrators, students, faculty and funding agencies make decisions?
- B. Trainer and Teaching Improvement Specialist-trainer should review before the class, teaching improvement strategies to be used in the afternoon session. Trainees should observe, but hold comments and questions until the afternoon review session.

AFTERNOON

- A. Trainer should involve trainees in discussion of student rating. Questions to be discussed are:
1. What are some of the dimensions of student ratings that have been determined by educational researchers?
 2. What causes variations in how students rate instructors?
 - a. Does environment affect ratings?
 - b. Will student ratings of instructors vary with the personal styles of each instructor?
 - c. Do males rate teachers differently than females?
 - d. Can correlative relationships be found between students' grades and their rating of instructors?

- B. Trainees should be asked to consider how reliable ratings are. Questions to be considered are:
1. Is there a significant difference in the reliability of individual student ratings and the reliability of an entire classes' ratings of an instructor?
 2. Why is it important to use student rating instruments that are considered internally consistent?
 3. Is a student rating instrument considered reliable if student responses are consistent from one administration of the questionnaire to another?
 4. What other factors influence reliability of ratings of teachers?
- C. Trainees should next explore how student ratings can be used. Questions to be considered are:
1. How are they used by administrators, students, and instructors?
 2. Can they really be used to help improve instruction?
 3. What other methods can be used to determine the quality of teaching in higher education?
- D. Trainer should review major points of the day's lecture and discussion and give a brief introduction of day eight's continuing discussion of the

evaluation of college teaching. The trainer should review, before the class, the teaching improvement strategies that were attempted with the Teaching Improvement Specialist-trainer and discuss plans for further teaching improvement activities. Trainees should be allowed to ask questions and make comments.

DAY EIGHT

MORNING

- A. Trainees should be asked to consider other types of ratings of college teaching. They must also review how these methods compare with student ratings.
1. How do collegial ratings compare with student ratings?
 - a. Are they as reliable?
 - b. Can correlations be found between student ratings of instructors and collegial rating?
 - (i) If correlations do exist, what are some possible explanations?
- B. Trainees should be asked to consider how the ratings of administrators compare with student ratings.
1. Are they as reliable?
 2. Can correlations be found between student and administrator ratings of instructors?
 - a. If correlations can be found, how do they

compare with those of colleague ratings and student ratings?

3. Trainees should consider whether or not the ratings of colleagues and administrators can be used to help improve instruction?
 - a. If so, why?
 - b. If not, why not?
- C. They should review whether faculty ever use self-ratings to evaluate their teaching. Questions to be explored are:
 1. Is this feedback as helpful in improving instruction as that of students, administrators, and colleagues?
 2. How can self-evaluations be used by administrators?
 - a. Are they feasible for administrative use?
 - b. Can correlations be found between the evaluations of colleagues, administrators, students, and self-evaluations?
- D. Trainees should consider whether classroom observations should be used as an effective method of evaluating teaching. Questions to be considered are:
 1. Can these observations be considered reliable and stable?
 2. How can one try to ensure reliability in classroom observations?

- E. Trainer should summarize salient points and give brief introduction to the afternoon session. It should focus on the use of evaluation instruments and techniques used to determine learner growth and instructor quality.

AFTERNOON

- A. Trainees should be asked to consider the difference between using ratings of teachers and student performance to determine the quality of instruction, and whether or not it must be improved. Questions to be explored are:
1. What does the term "performance measures" mean when discussing the evaluation of teaching?
 2. Can these measures be applied to all teachers?
 3. Can student achievement be considered a conclusive determinant of instructional quality?
 4. Is there a relationship between student achievement and teacher effectiveness?
 - a. What are some of the weaknesses of studies that attempt to determine such relationships?
- B. Trainer should review with trainees the major concepts and ideas that Teaching Improvement Specialists should be aware of when discussing the evaluation of teaching. Trainer and Teaching Improvement Specialist trainer should review, before the class,

any teaching improvement strategies attempted, and make plans for evaluation of progress and final interview to be conducted before the trainees on day ten. Trainer should be sure to introduce the activities of day nine.

DAY NINE

MORNING

- A. Trainer should give introduction to a two-day discussion about teaching methods used in colleges and how they affect the learning of students.
- B. Trainees should be asked to review how one determines when learning takes place.
 1. They should consider underlying premises of the teaching-learning process.
 2. They should discuss which factors must be considered when trying to determine the major influences of the teaching-learning situation. Questions to be considered are:
 - a. How much do these factors shape which teaching methods an instructor might choose?
 - b. Do they really make a difference in how much students learn?
 3. Is it important to consider whether or not different teaching styles and methods increase student achievement?

- a. What assumptions do teachers use as a basis for their approaches to instruction?

AFTERNOON

- A. Trainees should be asked to consider the significant reasons why college teachers have traditionally employed the teaching methods they have used.
 1. They should review the internal factors which have influenced the selection and utilization of certain teaching methods.
 2. They should review how influences outside of higher education shape teaching methods and philosophies.
 3. They should review how traditional and ideological movements shape instructional patterns.
 4. They should review how much these movements affect innovation in college teaching.
- B. Trainees should consider how education research has affected college teaching and the methods instructors have employed. They should discuss the following questions:
 1. What are some of the significant questions researchers have considered since 1920?
 2. Have researchers been able to prove that some teaching methods are superior to others in helping students learn?
 - a. If so, to what do they attribute the

greater success achieved with a particular method?

- C. Trainees should discuss and compare different teaching methods and the underlying reasons for their usage. They should also discuss whether or not the responsibilities of teachers and students vary with the usage of teaching methods discussed.
- D. The trainer should review with the trainees the major points of the day's discussions. He should then administer any follow-up diagnostic instruments that have been developed with the Teaching Improvement Specialist trainer.

DAY TEN

MORNING

- A. Trainer and trainees should review the major topics that were discussed during the previous nine days.

AFTERNOON

- A. The review from the morning should continue until all pertinent observations have been made and all questions have been answered.
- B. Trainer and Teaching Improvement Specialist-trainer should then conduct a final interview before the trainees. All new data and teaching improvement strategies should be discussed. Trainees should

have an opportunity to ask questions, make observations, and give suggestions about how they might have approached some of the situations the Teaching Improvement Specialist-trainer faced.

- C. Trainees should then be introduced to the second section of the training program. They should be told about goals and objectives for this section. They should also be given the names, phone and room numbers of professors they will work with during their practicum training. They should be given a syllabus for the remainder of the training program. Trainees should also be asked to keep a daily journal about their practicum experiences and their reactions to the training experiences.

SECTION TWO

DAY ELEVEN

MORNING

- A. Trainer should hold general meeting of trainees.
1. Should review initial interview schedules.
 2. Review initial interview reports and discuss possible contents of journal reports. Possible contents for journal reports should include:
 - a. Description of initial interview.
 - (i) How was interview begun, conducted,

and ended?

- (ii) How long did it take?
- (iii) How did the trainee feel during the interview?

b. Description of interview content.

- (i) What is the instructor trying to accomplish, i.e., what skills, content, and beliefs are students to learn during the course?
- (ii) How are students to learn these skills, etc.?
- (iii) How is the instructor going to determine whether the students have met his/her objectives?
- (iv) What teaching strengths and weaknesses did the professor discuss during the interview?
- (v) Are any problems perceived in working with this client?
- (vi) Description of data collection schedule and the overall time commitment the professor agrees to.

B. Trainer should then discuss with trainees how they should introduce themselves to the instructor's class during the classroom observation. Trainees should be told to practice their introductions before they have to conduct the classroom observations. It should be suggested that practice sessions can be held for those who do not feel practice is sufficient.

C. The remainder of the morning and afternoon should be devoted to preparing for initial interviews.

AFTERNOON

- A. Trainees should conduct initial interviews and practice using videotape equipment if time is available.

DAY TWELVEMORNING

- A. Trainees should conduct classroom observations.
- B. Because class schedule conflicts, some trainees may have to also administer videotape and TABS on the same day. In this case, they should have definitely practiced TABS administration and use of VTR on day eleven with the trainers.

AFTERNOON

- A. Trainees should review classroom observation data, individually or in small groups.
- B. Practice TABS administration and usage of VTR.
- C. Trainees should spend these days developing, trying, and evaluating improvement strategies with clients.

DAY TWENTY-ONEMORNING

- A. Trainees should continue to work with clients on

improvement strategies.

AFTERNOON

- A. Trainees should be asked to prepare five-minute lessons for micro-teaching training.
- B. Micro-teaching practice sessions should be scheduled.

DAY TWENTY-TWO

MORNING

- A. Trainees should continue to work with clients on improvement strategies.
- B. Micro-teaching training should take place. Trainees should have an opportunity to practice supervising, teaching, and giving feedback to other trainees.

AFTERNOON

- A. Trainees should develop Post-TABS questionnaire with trainer and clients.
- B. Micro-teaching training should continue until all trainees have had an opportunity to practice and familiarize themselves with this teaching strategy.

DAY TWENTY-THREE

MORNING

- A. Trainees should meet with clients to agree upon Post-TABS questionnaire and double-check data recollection dates, time, and procedures.

AFTERNOON

- A. Should be devoted to preparing for data recollection.

DAY TWENTY-FOUR

MORNING AND AFTERNOON

- A. Trainees should spend considerable time preparing for final interview.

DAY TWENTY-FIVE

MORNING AND AFTERNOON

- A. Trainees should conduct final interviews.

SYNOPSIS OF TRAINER CONCERNS FOR DAYSELEVEN THROUGH SEVENTEENDAY ELEVENMORNING

- A. Review syllabus and schedule for practicum experiences with faculty clients.
- B. Review major goals of Initial Interview.
 - 1. Develop working relationship with client.
 - 2. Explain Clinic process and answer any questions.
 - 3. Collect pertinent information about the faculty members' course.
 - 4. Schedule initial and final data collection.
 - 5. Obtain consent of client to review data about his teaching with other Clinic personnel.
- C. Trainees should be introduced to role-playing and be split into groups of two or three (depending on number of participants) to practice reaching above enumerated goals of the initial interview. Trainees should be working to build confidence. Each person should have a chance to be the interviewee and the interviewer. Interviews should last no longer than ten minutes. After each person has been interviewed, there should be a ten-minute feedback session for

each trainee. A ten-minute review of setting up the videotape equipment could also be combined with the interview role-playing.

AFTERNOON

- A. Trainees should have a second opportunity to role-play interviewing a client. Goals of this session are similar to the morning session. Trainees should practice responding to difficult questions like "How are you so sure you can improve my teaching?" Or "What do you mean we will try out improvement strategies? What are they?" Trainees should be given a second opportunity to set up videotape equipment if they feel unsure about their ability to do it smoothly.
- B. Trainees should then review role-playing sessions together.
- C. Trainer should respond to questions.
- D. Trainer should ask for feedback on the sessions.
- E. Trainer should introduce day twelve.
 1. Day twelve will involve practicing longer initial interviews.
 - a. Trainees should be prepared to role-play TIS and instructor.
 - b. As a TIS, they should prepare questions which must be asked to get a good conception of the professor's class.

- c. As an instructor they should fill out course information form based on real or fictitious course.

DAY TWELVE

MORNING

- A. Trainer should check trainee concerns.
 1. Answer questions.
 2. Double-check initial interview schedules.
 3. Should receive time to meet with videotape expert for one hour on how to set it up, operate it, and break it down. This should be done in small groups of two and three people.
 4. Should review the day's activities.
- B. Trainees should all participate in one-half hour initial interview as a client and as a TIS.
 1. They should concentrate on collecting required information, and establishing rapport with their client.
 2. They should try alternate ways of questioning.
- C. After all have had an opportunity to role-play 30-minute initial interview and receive feedback, the trainees should have general discussion about different methods of learning about a client's course. Trainees should be involved in developing

a list of strategies that they might consider using.

- D. Wrap-up activities of the day and make plans for individual follow-up.

DAY THIRTEEN

MORNING

- A. Trainees should be conducting classroom observations. Those people who have to administer TABS questionnaire should practice the "Directions of Administering the TABS" with a Teaching Improvement Specialist-trainer before going to the class.

AFTERNOON

- A. Trainees should read and fill out TABS based upon the client they observed.
1. This can be done in a group or in pairs.
 2. They should discuss the instructor's teaching strengths and areas in which improvement might be needed.
 3. They should be able to describe why a particular area of the instructor's teaching is strong or weak by listing instructor behaviors and/or student behavior and interactions.
- C. Trainees should review how difficult it was to dis-

- cuss the above three areas. They should also review other information that might be helpful in discussing these areas.
- D. Trainees should be asked to be certain that they keep their journals up-to-date and enter classroom observations in them. Their responses to the training experiences should also be included.
- E. Trainers should be available to practice TABS administration with those trainers who did not practice "Directions for Administering the TABS".
1. They should practice directions for students.
 2. They should practice directions for clients on how to fill out Predictions of Students' Responses and Self-Assessments.
 3. They should review what to do with TABS after they have been completed.
- F. Wrap-up of the day's activities and brief introduction of the next day. Collect journals for review.

DAY FOURTEEN

MORNING

- A. Trainees should videotape classes and administer the TABS in the clients' classes.

AFTERNOON

- A. Trainer should take time to review trainee progress with their clients. Questions to be asked are:
1. How is data collection going?
 2. Has all TABS data been collected and turned in for processing?
 3. Have arrangements been made for client review of data?
 4. Give brief remarks about responses of reading journals.
 5. Introduce remainder of afternoon's activities.
- B. Trainer should introduce procedures for reviewing videotapes.
1. Trainees should review tapes in pairs and practice isolating short segments of the instructor's teaching strengths and weaknesses.
 2. Trainees should also practice discussing how these behaviors relate to classroom interactions. They should verbalize their opinions and subjective judgments.
 3. Each trainee should be prepared to give a 5-minute presentation which includes: (1) an oral description of one teaching strength accompanied by a videotape illustration, and

- (2) an oral description of one possible area that needs improvement. This should also be presented with a videotape illustration.
4. Trainees should prepare presentations in pairs and present his or her presentation to the rest of the trainees.
- C. Trainer should wrap-up the day's activities and give a brief introduction to the next day.

DAY FIFTEEN

MORNING

- A. Trainer should introduce the day's activities and distribute TABS data.
- B. Trainer should conduct general discussion of TABS data.
- C. Trainees should then be given at least an hour to summarize their clients strengths and weaknesses.
- D. Trainees should practice verbalizing their summaries in small groups.

AFTERNOON

- A. Trainer should discuss localization with trainees and help them prepare for review session with clients.
- B. Trainees should have a good idea of what is to be achieved during localization and what is to take

place after it is over.

- C. Trainees should meet in small groups and with trainers for remainder of day to prepare for localizations.
- D. During last hour or so trainees should review their localization strategies before the STI participants and get other suggestions for possible strategies.

DAY SIXTEEN

MORNING AND AFTERNOON

- A. Trainees should conduct localizations.
- B. Trainers should be available for last minute advice and feedback on trainee localization strategies.

DAY SEVENTEEN

MORNING

- A. Trainer should discuss with trainees the areas that were localized for improvement.
- B. Discussion should then focus on improvement strategies.
 - 1. Trainer should review the purpose of improvement strategies and the format for their development.
 - a. Description of the problem.
 - b. Intervention - how many different types can

be developed for a given problem.

- d. Summation of results.
- C. Trainees should then practice writing descriptions of teaching weakness problems, interventions, and assessment procedures (small groups).
- D. Trainees should reconvene in a large group to share strategies and brainstorm other possible ones.

AFTERNOON

- A. Trainees should prepare teaching improvement strategies and work with clients.

During the remaining days trainers should meet with trainees on individual and small group basis to review work with clients. During the last few days of the Institute, trainers can provide trainees with discussions with educational experts on topics of interest to trainees. These days can also be used for more in-depth work with trainees on areas that they need extra help on.

APPENDIX G

EXPENDITURES FOR 1974 SUMMER TRAINING INSTITUTE
FOR TEACHING IMPROVEMENT SPECIALISTS

Suggested expenditures for proposed Summer Training
Institute for Teaching Improvement Specialists

1974 S.T.I. for T.I.S. Expenditures

T.I.S. (9) (\$100.00 per week per person) (six weeks)	\$5,400.00
S.T.I. Director (\$333.33 per week) (six weeks)	1,999.99
Secretary (part-time) (\$128.05 per week) (six weeks)	384.15
Final Retreat	1,100.00
Supplies (xerox, paper, pencils, etc.)	<u>150.00</u>
	\$9,034.14

Suggested Expenditures for Proposed S.T.I.

T.I.S. (2) (\$100.00 per week per person) (six weeks)	\$1,200.00
Director (\$333.33 per week) (six weeks)	1,999.99
Secretary (part-time) (\$128.05 per week) (six weeks)	384.15
Supplies (xerox, paper, pencils, etc.)	150.00
Stipends for professors engaging in practicum experiences	<u>3,000.00</u>
	\$6,734.14

Trainee charges for tuition \$650.00 x 10 trainees	\$6,500.00
Trainee charges for room and board	<u>650.00</u>

TOTAL FOR TRAINEES \$1,300.00 for six weeks

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