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In-Service Teacher Education

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IN-SERVICE TEACHER EDUCATION

BY
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ABSTRACT

The purpose of this study was to perceive the needs of the faculty of the Warren County R-III School District in the area of in-service teacher education.

The instrument used in the study was a survey designed by the author and arranged to secure data that would give demographic information as well as obtain information for a needs assessment. The survey was distributed to the teachers through the school mailboxes.

After the information was collected, it was tallied, charted, and analyzed. In summarizing the study, it can be concluded that: 1) all teachers realize the need for in-service training, 2) the majority of teachers are willing to participate in in-service education experiences, 3) the majority of teachers favor a reward system for in-service education, 4) they believe that, to be most effective, teachers should plan and conduct their own in-service education, and 5) there is a difference in the needs of experienced teachers as opposed to the needs of the less experienced teachers.

As a result of this information, a format has been devised that will greatly improve the quality of in-service training in the school district. This form will be presented to the school

administration and the Warrenton Teachers' Association with a recommendation that it be adopted and pursued.

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CHAPTER I

Introduction

In-service education has been an integral part of our
American education system for more than a century. However,
never in our history has the need for it been as acute as it is
now. This need has originated due to many factors. At this time
we are experiencing a teacher surplus, availability of maternity
leave, a need for multiple incomes and we are witnessing the
effects of unionization.

Our school systems reflect the social, cultural, and tech-
nological concerns of our times and in-service teacher education
is endeavoring to correct and educate in order to meet the needs
that occur with each change in our society and in education
itself. Presently a new era of in-service teacher education has
been born that is based on a much larger concept of profession-
alism. The need for in-service education may be found in the
abundance of literature and research now available.

This study was initiated because of the desire to determine
the importance of this need and to define it. There was also a
desire to determine teachers' perceptions of their in-service
needs and to propose a program of in-service which might answer
those needs in the Warren County R-III School District.

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Statement of the Problem

Acting on the assumption that there is a need for in-service education in our schools, the purpose of this study is to determine by survey how teachers in the Warren County R-III School District perceive the in-service teacher education program and attempt to answer the following questions:

1. Does the Warren County School District conduct in-service teacher education experiences that meet the needs of its teachers?

2. Do the teachers feel that in-service teacher education is beneficial to them?

3. Do the teachers feel that in-service should be rewarded?

4. Do teachers feel a need to be involved in the initial planning of in-service experiences?

5. Do the teachers have a preference as to the governance of the in-service experience?

6. Do the teachers have a preference to the modes or delivery of in-service teacher education?

With these answers, it is the desire of the author to develop guidelines for a more effective in-service program which might better serve the teachers in the district.

Background of the Problem

> . . . inservice education (is) commonly thought to be one of the most critical issues in education today. Preservice education can only begin the preparation of education personnel. No matter how effective preservice preparation is, the rapidity of change in our society and increasing knowledge about reading and learning make productive inservice education an imperative.[1]

This opinion expressed by Joel L. Burdin, also echoed by Ralph W. Tyler,[2] points out that in this age of accountability, time does not permit the students in the preservice education program to learn all the concepts that could be helpful in their professional work. The continuing change in society, the profession, and the body of relevant knowledge, indicates there will be a need for new skills in the future.

It is important to stress to the students in the field of education that the preservice program is just the beginning of a profession whose concepts, principles, and practices take life-long study. To the professional, in-service education might mean an opportunity to evaluate his teaching techniques and undertake remediation, which will in turn improve student performance. This, after all, is the ultimate goal.

In-service can be viewed as a means of attaining an individual professional goal whether it is upward mobility within the profession or a desire to obtain greater proficiency. Dr. Tyler indicates that in follow-up studies of the professional performance of graduates from different professional schools, there seems to be a common tendency for a majority of practitioners to reach a maximum level of development within seven to ten years after graduation. There seems to be a decline in effectiveness after that period. Interviews with graduates indicate that when they do not participate in some form of continuing education they find their work routine and boring.[3]

Therefore, it would seem that in-service teacher education

has the components to help teachers broaden their knowledge of education, examine new information and trends, create solutions to challenges that must be met and to develop new resources. Considering all these possibilities, a program of continuing education can be formed that will unite schools and community in a better education for all students.

Definition of Terms

Preservice teacher education is a required course of study, historically composed of series of college or university courses and supervised field experiences, designed to prepare post secondary students for entrance into the teaching profession.

In-service teacher education is a job-specific educational program organized to meet needs of the employer and employee within the local setting.

Continuing education is an individually determined set of experiences and/or courses selected to meet one's interests or needs.

Continued education is an organized progression of courses and/or experiences leading toward a specific goal or degree.

Staff development is a program of experiences undertaken with local district support and designed to improve the functioning of all individuals on a staff both individually and as a group.

Governance is a collaborative decision making body for the development of in-service teacher education.

Modes and delivery are very similar in meaning. They both deal with the variety of ways in-service teacher education can be offered to meet individual needs, develop field-based programs, and bring together teacher and training.

Substance is a dimension that refers to both the content of the training and the process used to deliver the content.

Footnotes

[1] Joel L. Burdin, "Directions in Teaching Concepts," Journal of Teacher Education 27 (Summer 1976): p. 99.

[2] Ralph W. Tyler, "Accountability and Teacher Performance: Self-directed and External-directed Professional Improvement," in The In-Service Education of Teachers: Trends, Processes, and Prescriptions. ed. Louis Rubin (Boston, Mass.: Allyn and Bacon Inc., 1978): pp. 132-152.

[3] Tyler, "Accountability and Teacher Performance: Self-directed and External-directed Professional Improvement," p. 143.

CHAPTER II

Review of the Literature

It may be surprising to some to learn that even though in-service teacher education is a very current issue, the need for and use of it has been around for a very long time. In-service teacher education has undergone many changes over the years depending on the different pressures applied from outside the profession.

The period before 1890 or that time between the establishment of state systems of public education and the recovery from the effects of the Civil War, probably produced the most incompetent, indifferent, and most poorly educated teachers in our history.[1] In-service education had to be directed toward correcting some of the most glaring faults of teachers by improving their knowledge of subject matter and improving their teaching skills. This was accomplished through "Teacher's Institutes". The purpose of the institute was summarized by Horace Mann in 1845 when he wrote:

> It is the design of a Teacher's Institute to bring together those who are actually engaged in teaching Common Schools, or who propose to become so, in order that they may be formed into classes, and that these classes under able instructors, may be exercised, questioned and drilled, in the same manner that the classes of a good

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Common School are exercised, questioned and drilled.[2]

During the period between 1890-1930, in-service education changed rapidly. This change was brought on by a large demand that teachers possess a broad range of cultural and professional skills and a rapid upgrading of the teaching staff brought about in response to this demand.[3]

In the late 1940's and 1950's the need for in-service teacher education was very apparent as argued by Margaret Mead, noted anthropologist:

> Within the lifetime of ten-year-olds the world has entered a new age and already before they enter the sixth grade, the atomic age has been followed by the age of the hydrogen bomb . . . Teachers who never heard a radio until they were grown up have to cope with children who have never known a world without television. Teachers who struggled in their childhood with a buttonhook find it difficult to describe a buttonhook to a child bred up among zippers . . .[4]

C. Glen Hass[5] states that schools during this time were facing increased pupil enrollment and an under-supply of new teachers. Districts were hiring many inadequately prepared teachers to fill teaching positions.

As we progress to the 1970's, in-service programs were suddenly increasing in number and importance. But a lack of concensus on the importance of in-service is evident in Karl Masanari's writings, as he states:

> We are in a state of confusion about ISE. There is no common language about it. Different definitions exist depending largely on who defines it. Its purposes

vary widely. We haven't reached concensus
on how it would be governed or financed. We
have experimented with alternative delivery
systems but are not sure which are the most
effective. We have done little to provide
quality control. What is encouraging how-
ever, is that we are becoming increasingly
aware of the need for high quality ISE for
all education professionals and that we are
trying out alternative approaches for its
governance and delivery.[6]

James F. Collins[7] attempts to set down a summary of points
that are in dispute about in-service education and Donald R.
Cruickshank, Christopher Lorish, and Linda Thompson[8] cite studies
that provide descriptive trends in in-service education.

In a series of five reports, Joyce and others have
endeavored to organize educators' thinking about the major issues
of in-service. He identifies five general modes of in-service
education: a) job embedded, b) job-related, c) credential
oriented, d) professional organization-related, and e) self-
directed. Each mode implies a corresponding role of the teacher.

The second report in the series contains results from more
than one thousand teachers and administrators concerned with
policy making in this field. The third report gives an analysis
of the literature in this area while the fourth and fifth reports
are a series of position papers on the subjects of collaboration,
cultural pluralism and social change.[9]

Dale Mann states that due to lack of mobility caused by
teacher surplus, availability of maternity leave, need for
multiple incomes and effects of unionization, school reform must
be accomplished through existing personnel. This is much harder

than it sounds because teachers haven't wanted a change as they believe in what they are doing.[10] Therefore the profession has undertaken the task of trying to develop models of in-service education that will service the new teacher as well as the experienced one.

Gary M. Ingersoll[11] has tried to develop an instrument to provide a reliable and convenient format through which a variety of school systems could gather data on in-service needs. Betz, Jensen, and Zigarmi,[12] sent three opinionnaires to a random sample of teachers in South Dakota to get their views on the subject. The teachers generally supported in-service activities and had definite ideas about how in-service should be redesigned to make it more effective.

Several studies have been done on developing satisfactory models for in-service training. William Beck,[13] Barbara Jane Woolf Nicholson,[14] and Michael P. Grady,[15] have all developed plans using different models. Beck developed a "growth" model using humanistic psychology, Nicholson sought to design an in-service educational model using a planned change strategy, and Grady's model assists in-service and preservice educators in attaining their professional goals through a continuing program of self improvement.

In 1975-77, the Board of Directors of the Teacher Corps MINK (Missouri, Iowa, Nebraska and Kansas) Network[16] established as a high priority a workshop that would address the topic of in-service teacher education. The objective was to provide a forum

for developing models for in-service education.

Another aspect of the education profession that we must take into consideration is the fact that elementary and secondary educators are being held more and more accountable. With greater frequency, the consumer of education is demanding that accountability include an awareness of and conversancy with new issues and better ways of teaching.[17]

This is stated a little differently by Ralph W. Tyler who feels that with responsible in-service, education of teachers can be planned and carried out in a way that greatly increases the effectiveness of the school, particularly in dealing with its serious problems. He feels that continuing education can be a means for promoting autonomy in teachers rather than pressing for conformity.[18] The United States Supreme Court has even ruled that a school board can fire a teacher who refuses to comply with continuing education requirements.[19]

From the reading done by this author, it seems apparent that the education profession is on the threshold of extensive change. Parameters are being defined and framework formed to help expand the enormous potential for in-service education. Henry J. Hermanowicz feels that leadership and involvement of teacher educators is critically needed in the formation of in-service programs. A clearer picture of the relationship between preservice and in-service teacher education needs to be made.[20]

Louis Rubin makes a very comprehensive list of postulations and principles that will help define the boundaries of the

continuing professional education of teachers.[21] However, improvements will not come about until certain problems are worked out:

At the university level:

1. A greater awareness of the uniqueness of preservice and in-service activities is achieved.

2. Greater attention is given to the education of supervisors and administrators from an informed and organized base.

3. Greater awareness of administrative constraints placed on teacher preparation programs is achieved.

At the district or building level:

4. Policies and personnel guiding and coordinating staff development practices are upgraded (or developed in the case of absent policies).

5. Programs are planned and executed with strong teacher involvement, not merely teacher approval and passive participation.

6. Programs are planned that avoid "one shot affairs" or faddism, and systematically incorporate the elements of: the teacher's conception of purpose sensitivity to students, grasp of subject matter, and a basic repertory of teaching skills.

At the personal, individual educator level:

7. Each educator takes a personal responsibility for his or her improvement, acquiring a learner attitude--"becoming teachable".

8. Each educator becomes aware of false notions of security, power, prestige and change, understands that change and progress are different, but that certain changes can be progress - and progress is essential to growth and survival.[22]

In order to meet the demands of the changing society and to continue to upgrade the quality of educational opportunities, it is imperative that experiences of career-long growth are provided. Much remains to be learned about the advantages of in-service teacher education. It is essential that educators enlarge their conception of professional growth. Little can be accomplished in this area unless everyone works together rather than in isolation.

Footnotes

[1] Herman G. Richey, "Growth of the Modern Conception of In-service Education," in The Fifty-sixth Yearbook of the National Society for the Study of Education, ed. Nelson B. Henry (Chicago, Ill.: The University of Chicago Press, 1957), p. 37.

[2] Horace Mann, Circular "To Public School Teachers," September 1, 1845, cited by Herman G. Richey, The Fifty-sixth Yearbook of the National Society for the Study of Education, (Chicago, Ill.: The University of Chicago Press, 1957), p. 39.

[3] Richey, "Growth of the Modern Conception of Inservice Education," p. 42.

[4] Margaret Mead, The School in American Culture, (Cambridge, Mass.: Harvard University Press, 1951), p. 36.

[5] C. Glen Hass, "In-Service Education Today," The Fifty-sixth Yearbook of the National Society for the Study of Education, ed. Nelson B. Henry (Chicago, Ill.: The University of Chicago Press, 1957), pp. 16-18.

[6] Karl Masanari, "What We Don't Know About Inservice Education: An Agenda for Action," Journal of Teacher Education 28 (March-April 1977): p. 41.

[7] James F. Collins, "An Overview of Critical Issues," The In-Service Education of Teachers: Trends, Processes, and Prescriptions, ed. Louis Rubin (Boston, Mass.: Allyn and Bacon Inc., 1978), pp. 162-167.

[8] Donald R. Cruickshank, Christopher Lorish and Linda Thompson, "What We Think We Know About Inservice Education," Journal of Teacher Education 30 (January-February 1979): pp. 27-32.

[9] Bruce R. Joyce et al., Report: Inservice Teacher Education, (Palo Alto, California: The National Center for Education Statistics, 1976).

Report I:	Issues to Face
Report II:	Interviews: Perceptions of Professionals and Policy Makers
Report III:	The Literature on Inservice Teacher Education: An Analytic Review
Report IV:	Creative Authority and Collaboration
Report V:	Cultural Pluralism and Social Change

[10] Dale Mann, "The Politics of Inservice," The Education Digest 44 (January 1979): pp. 169-173.

[11]Gary M. Ingersoll, "Inservice Training Needs Through Teacher Responses," Journal of Teacher Education 27 (Summer 1976): pp. 169-173.

[12]Loren Betz, Darrell Jensen, and Patricia Zigarmi, "South Dakota Teachers View Inservice Education," Phi Delta Kappan 59 (March 1979): pp. 491-492.

[13]William Beck, "Testing a Non-Competencey Inservice Education Model Based on Humanistic or Third Force Psychology," Education 98 (Winter 1977): pp. 337-342.

[14]Barbara Jane Woolf Nicholson, "Design For an Inservice Education Model for General Education and Special Education Elementary Teachers and an Assessment of Their Perceived Needs" (Ph.D. dissertation, University of Georgia, 1976).

[15]Michael P. Grady, A Personalized Competency Referenced Model of Teacher Education (St. Louis, Missouri: ERIC Document Reproduction Service, ED 146-145, 1977).

[16]Report: Inservice Education Workshop by Dr. Michael P. Grady, Director (St. Louis, Missouri: Teacher Corps MINK Network 1975).

[17]Conrad D. Hect, "Inservice Education Revisited," Journal of Teacher Education 29 (September-October 1978): p. 93.

[18]Ralph W. Tyler, "Accountability and Teacher Performance: Self-directed and External-directed Professional Improvement," in The In-Service Education of Teachers: Trends, Processes, and Prescriptions, ed. Louis Rubin (Boston, Mass.: Allyn and Bacon Inc., 1978): p. 152.

[19]Phi Delta Kappan 60 (May 1979): 627.

[20]Henry J. Hermanowicz, "Teacher Education: A Retrospective Look at the Future," Journal of Teacher Education 29 (July-August 1978): p. 12.

[21]Louis Rubin, ed., The In-Service Education of Teachers: Trends, Processes, and Prescriptions. (Boston, Mass.: Allyn and Bacon Inc., 1978).

[22]Charles A. Speiker, "Do Staff Development Practices Make a Difference?" in The In-Service Education of Teachers: Trends, Processes, and Prescriptions, ed. Louis Rubin (Boston, Mass.: Allyn and Bacon Inc., 1978), p. 261.

CHAPTER III

Research, Design, Precedures and Analysis

This chapter will attempt to show by the results of survey responses how the teachers in the Warren County R-III School District perceive the in-service training programs offered there. The results of the survey will answer the questions pertaining to the adequacy of the in-service training teachers are now receiving, how beneficial it is to them, if they see a need for more in-service programming, especially what their own involvement in the initial planning of in-service should be, who should develop in-service, and what it should contain.

With these answers, steps will be attempted to develop a relevent workshop format that will meet the needs of this faculty.

Based upon the hypothesis that teachers of the Warren County R-III Schools do perceive a need for in-service education, a survey was developed to assess their needs and interests and to indicate the areas they would most like to see developed in in-service programs.

The concept of this study has been based on ideas expressed by teachers themselves as to areas of interest pertinent to their own fields of endeavor.

The instrument used to gather basic information for this

study was a survey. The survey was designed by the author of this paper after reading available information on the topic of in-service education and it has not been checked for validity. A copy of the survey and the letter that accompanied it will be found in appendix A.

With this survey, it was the desire of the author to determine the awareness of the teachers concerning in-service teacher education. Such questions as; a) do they consider in-service beneficial, b) who, in their judgment, should govern the experience, c) do they have a preference as to modes or delivery of in-service, d) who should plan the experience, and e) should in-service be rewarded, were asked in order to obtain the information needed to set up a meaningful workshop format.

The subjects of this survey were the teachers of the Warren County R-III School District. They teach kindergarten through twelfth grades and include the special areas of music, art, physical education, special education, learning disabilities, speech, counselling and library.

This school district is located in Warrenton, Missouri, half-way between St. Louis, Missouri, and Columbia, Missouri, on highway I-70. Warrenton has a population of roughly three thousand inhabitants and is in a pattern of growth at this time. It is predominantly a farming community but several small industries are also located in this area.

After having determined the population to be surveyed, and designing the instrument, the researcher placed a copy of the

survey and a cover letter in the mailbox of each member of the faculty in the Warren County R-III district. The cover letter explained the meaning of the term in-service teacher education and how the survey was to be marked. It asked that the survey be marked and returned within a twenty-four hour period. It further stated that all replies were confidential. The replies were collected in the offices of the elementary, junior high, and senior high principals. Later a second letter was distributed in the same manner, thanking those who had marked the form and asking those people who had not, to please complete it and return it to their respective principal's office. A copy of this letter will be found in appendix B.

Of the 83 survey forms distributed, 52 were returned making a total response of 62 percent. This percentage was deemed sufficient to serve as a valid indicator of the total teaching population of the district.

The method of instrumentation used was a survey form because it was felt that the subjects chosen to participate in this study could best convey their personal choices on this form. Table 1 divides the responses of the faculty into divisions or grade levels and indicates the number of teachers in each level and the percent they represent of the total faculty.

TABLE 1

GRADE LEVEL TAUGHT FOR 52 RESPONDENTS

Divisions	K-6	7-12	Specialists
Number in Divisions	22	20	10
Percentage	42	39	19

Table 2 indicates the number of years taught by members of the faculty. The results of this table seem to indicate a predominance of teachers with less than ten years of experience, which may influence the results in favor of in-service education. For example, do they feel less secure in their knowledge than a teacher with more experience? Do they desire improved teaching strategies? The sex of the subjects is also reported in the table, indicating a predominance of female teachers.

TABLE 2

YEARS TAUGHT, BY SEX, OF 52 RESPONDENTS

Years	½	1	1½	2	3	4	5	6	7	8	9	10	12	20	26	27
Male	1	2		1	2		2	1		2			2			
Female	1	3	1	4	3	6	3	1	7	3	1	2	1	1	1	1

Years with no representations have not been included in this table.

Figure 1 will indicate the percent of surveyed teachers holding Bachelor of Science in Education degrees and the percent of those holding Master of Education degrees in the Warren County schools. This figure is found on page 21.

While only 27% of the surveyed teachers now hold masters degrees, under a relatively new board policy the teachers are encouraged to pursue a masters degree. To support this policy some reimbursement will be given for each credit hour earned. This will certainly increase the demand for in-service training taken for credit.

Figure 2 will show the number of graduate hours earned to date by the surveyed teachers. This table shows a definite interest on the part of 27% of those teachers in furthering their education. This figure will be found on page 22.

Of the 52 responses received, 49 or 98 percent of the teachers indicated a need for in-service education in the Warren County schools, one did not feel the need and one did not respond to the question. This is indicated in figure 3, found on page 23. All percentages reported in text and tables have been rounded to nearest whole number.

FIGURE 1

PERCENT OF TEACHERS WITH BACHELOR AND MASTER DEGREES

IN WARREN COUNTY R-III SCHOOL DISTRICT

27%

73%
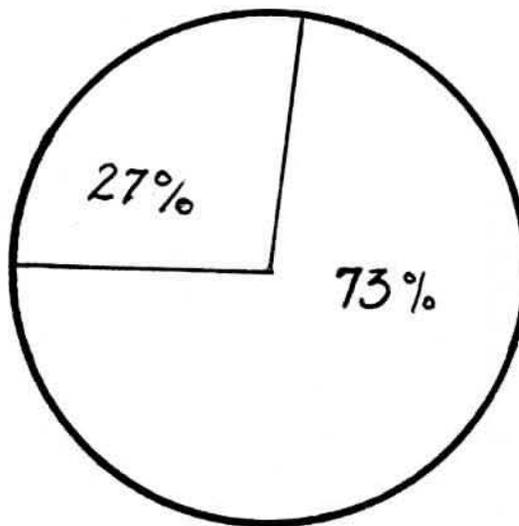
73% Percent of surveyed teachers with Bachelor of Science in Education degrees

27% Percent of surveyed teachers with Masters degrees

FIGURE 2

GRADUATE HOURS HELD BY SURVEYED TEACHERS
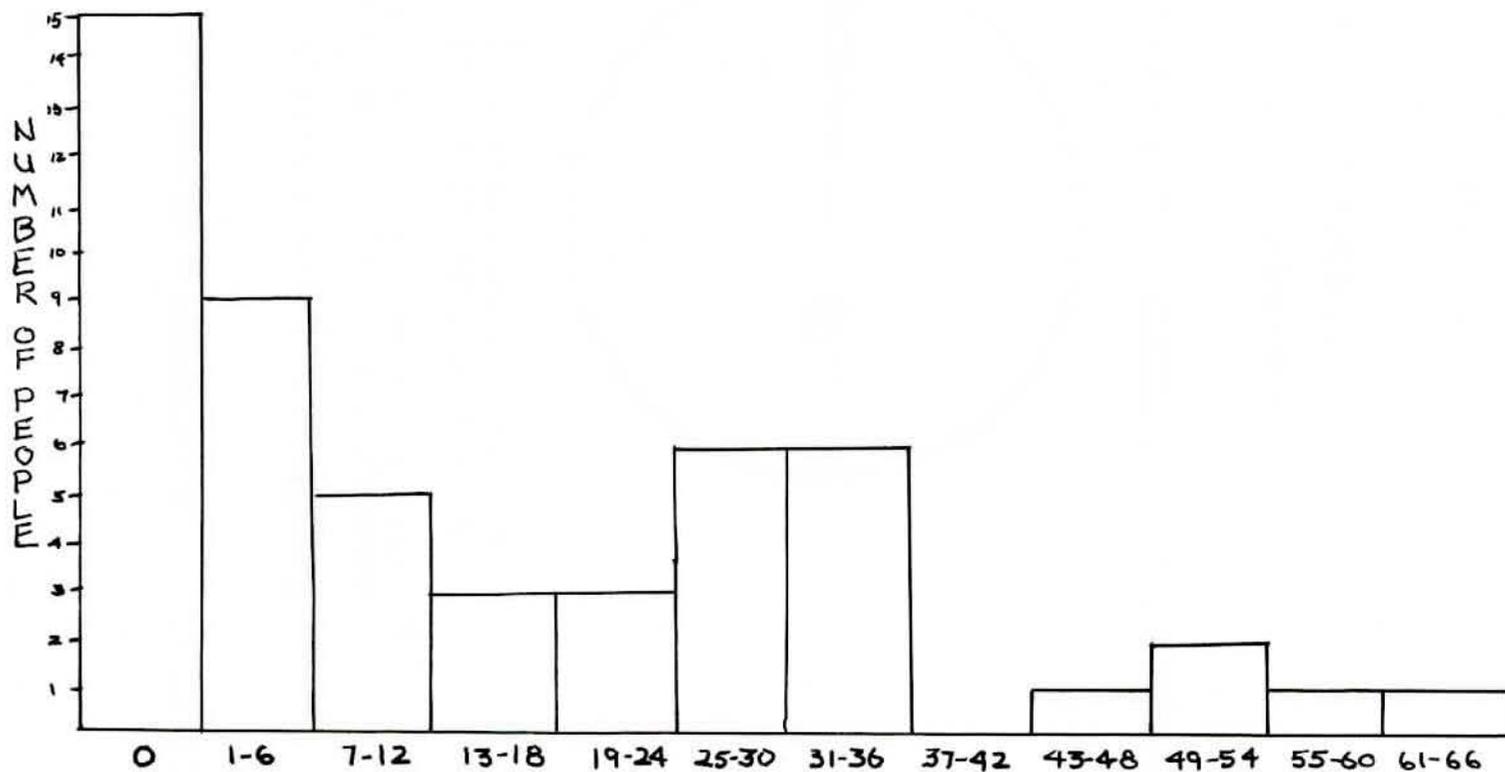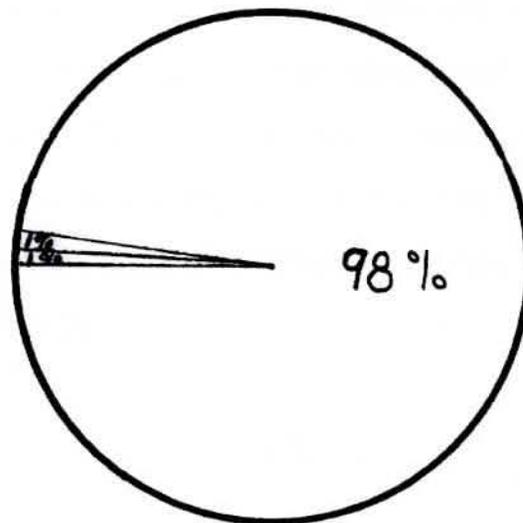## IN WARREN COUNTY SCHOOL DISTRICT

FIGURE 3

NEED FOR IN-SERVICE EDUCATION AS

PERCEIVED BY RESPONDENTS

98 %

98% Percent of surveyed teachers in favor of
in-service education out of 52 responses

1% Percent of surveyed teachers not in favor
of in-service education out of 52 responses

1% Percent of surveyed teachers not responding

The teachers were also asked to list various in-service experiences they had participated in during the past two years at their school and to indicate any benefits they felt they had received from them.

Various types of in-service activities were listed with 81 percent of the total responses indicating that teachers felt the type of in-service they had received was meaningful to them, while 19 percent did not. Of the teachers surveyed, 70 percent felt it was helpful in their subject area while 30 percent did not. The answers were nearly equal when asked if the types of in-service received had improved their teaching. There were 52 percent who saw an advantage to themselves while 48 percent did not. A numerical and percentage breakdown of responses will be found in table 3.

TABLE 3

NUMERICAL AND PERCENTAGE BREAKDOWN OF

IN-SERVICE TRAINING ATTENDED

In-Service Attended	Was it meaningful?		Was it helpful?		Did it improve teaching?	
	Yes	No	Yes	No	Yes	No
Dairy Council	(10) 71%	(4) 29%	(8) 57%	(6) 43%	(5) 36%	(9) 64%

TABLE 3-Continued

In-Service Attended	Was it meaningful?		Was it helpful?		Did it improve teaching?	
	Yes	No	Yes	No	Yes	No
Conservation Department	(4) 100%		(4) 100%		(3) 75%	(1) 25%
Learning Disabilities	(13) 87%	(2) 13%	(9) 60%	(6) 40%	(6) 40%	(9) 60%
Organizational Meeting	(3) 75%	(1) 25%	(1) 25%	(3) 75%	(1) 25%	(3) 75%
Public Law 94-192	(7) 58%	(5) 42%	(1) 8%	(11) 92%	(1) 8%	(11) 92%
Reading Program	(5) 100%		(5) 100%		(4) 80%	(1) 20%
Discipline Seminar	(1) 100%		(1) 100%		(1) 100%	
Middle School	(2) 100%		(1) 50%	(1) 50%	(1) 50%	(1) 50%
Metric Workshop	(1) 100%		(1) 100%		(1) 100%	
Energy Conservation	(1) 100%		(1) 100%		(1) 100%	
Parkway Counselors		(1) 100%		(1) 100%		(1) 100%
K-12 Special School District	(2) 67%	(1) 33%	(1) 33%	(2) 67%	(1) 33%	(2) 67%

TABLE 3-Continued

In-Service Attended	Was it meaningful?		Was it helpful?		Did it improve teaching?	
	Yes	No	Yes	No	Yes	No
Career Education Workshop	(3) 100%		(3) 100%		(2) 67%	(1) 33%
Teachers Lending Library	(1) 100%		(1) 100%		(1) 100%	
Author's Day Lindenwood College	(1) 100%		(1) 100%		(1) 100%	
Instruction on Screening KIDS	(2) 100%		(2) 100%		(1) 50%	(1) 50%
College Course Work	(3) 100%		(2) 67%	(1) 33%	(3) 100%	
Teachers' Convention	(1) 100%		(1) 100%		(1) 100%	
Sex Workshop		(1) 100%	(1) 100%		(1) 100%	

Of the responses received, 48 declared a willingness to participate in further in-service training programs with no responses indicating they would not be willing.

There were 50 (96%) responses indicating that in-service training should be rewarded, however, the types of rewards varied. There were 2 (4%) respondents who did not feel any rewards were necessary. Of the types of rewards listed, personal development received the highest number of responses with 32 feeling this was

most important. Salary increments ranked second with 28 responses
followed by professional advancements with 26. Personal satis-
faction received 25 and "other types of rewards" received 10
responses. Rewards listed under "others" included 5 responses in
favor of graduate hour credit, 1 in favor of an hourly wage, and
1 suggested a stipend for after school or weekend workshops.
Figure 4, page 28, indicates the percentage of teachers in favor
of rewarding in-service education while figure 5, page 29,
indicates the types of rewards teachers felt were most important.
Questions ten through fourteen in the survey indicated spaces for
multiple responses which the teachers completed.

When asked who, in the opinion of the teachers, should
develop in-service programs, the tally indicated that 38
respondents desired that teachers take the lead in designing
their own in-service programs. This was followed by the response
of 28 of the teachers who felt university professors and con-
sultants were in the best position to design the programs, 26
responses favored district administrators and principals, while
one respondent felt that teaching personnel from other districts
would be an advantage. These figures will be found in figure 6,
located on page 30.

The teachers were given a list of choices and asked to
indicate how they wished to see in-service carried out in their
school. The results were as follows: 35 responded with a desire
to see school designed courses/workshops, 34 expressed a wish for
college or university designed courses/workshops, while 26 showed

FIGURE 4

PERCENT OF TEACHERS FAVORING REWARD SYSTEM

FOR IN-SERVICE TRAINING
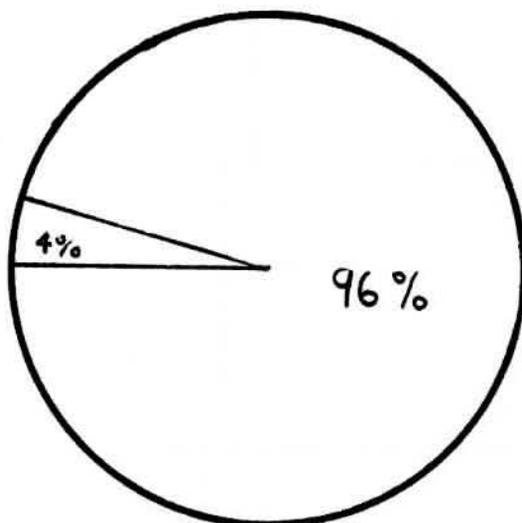
96%   Percent of surveyed teachers in favor of rewarding in-service education

4%   Percent of surveyed teachers not in favor of rewarding in-service education
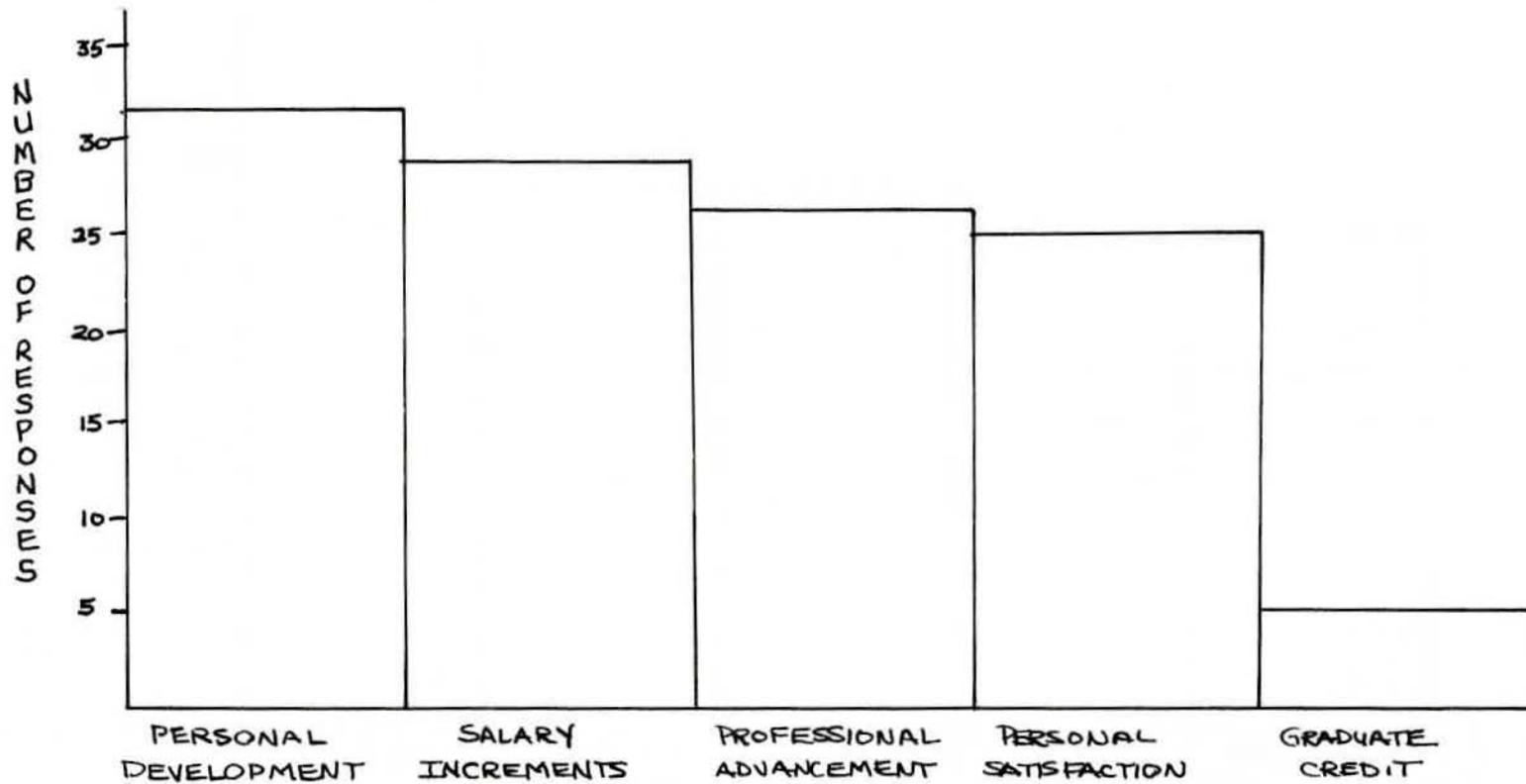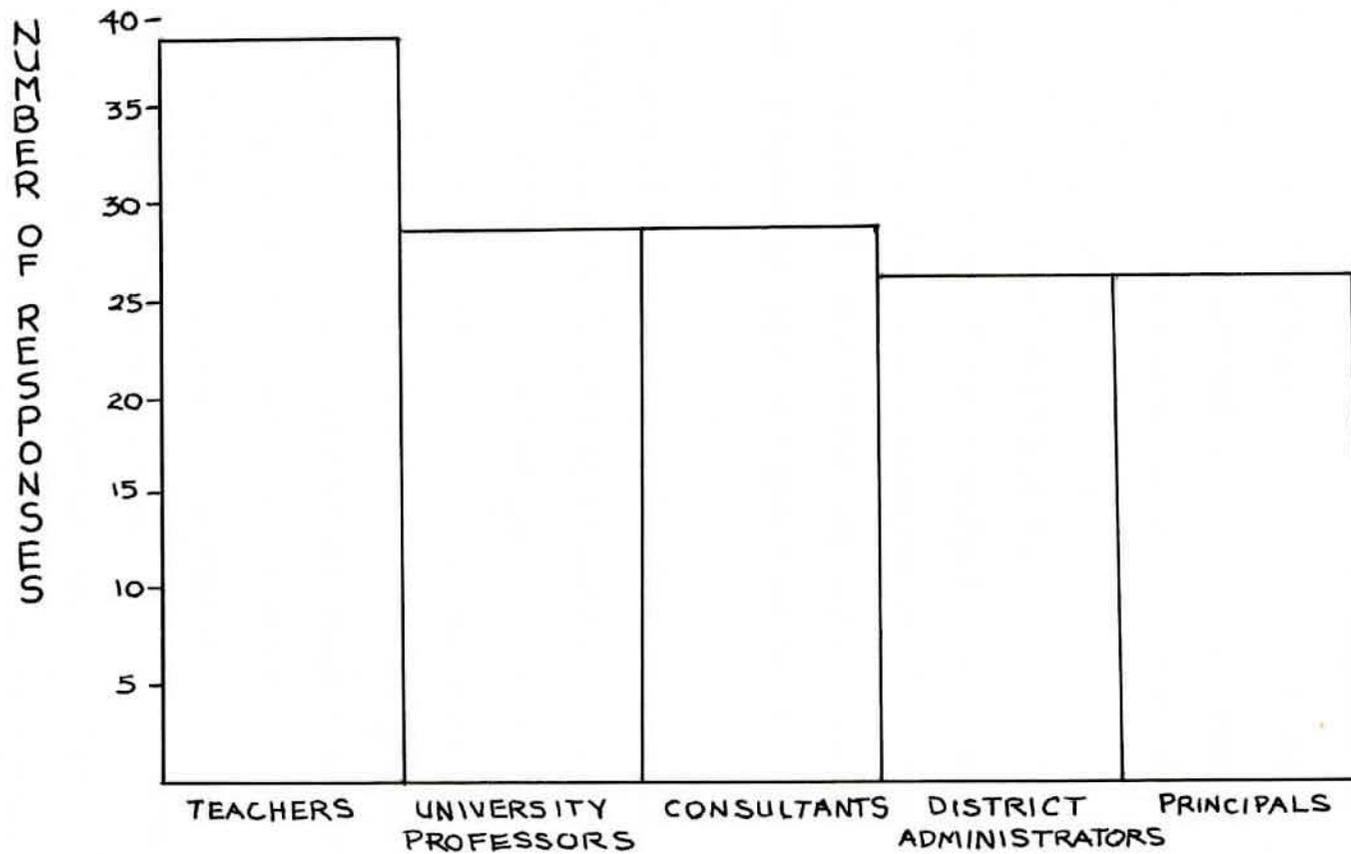
FIGURE 5

TYPES OF REWARDS FAVORED BY TEACHERS

FIGURE 6

DEVELOPERS OF IN-SERVICE PROGRAMS

a preference for teacher center programs. There was a desire on
the part of 24 for in-school programs with 15 responding in
favor of district or state designed courses/workshops, and the
same number for group activities. There were 14 responses in
favor of individualized activities while other-directed pro-
fessional improvement experiences and professional improvement
experiences both received 7 responses. These figures are found
in figure 7, located on page 32.

The question "When should in-service education be offered?"
brought 31 responses in favor of summer months followed closely
by 30 favoring evening. After school hours received 20 responses,
while 13 felt before school was desirable and only 10 favoring
weekends. This breakdown is found in figure 8 located on
page 33.

The first part of the survey was designed to use questions
that would determine demographic information about the teachers.
It was necessary to discern how important past in-service edu-
cation programs had been to them and if the teachers deemed the
programs meaningful and helpful. It was also necessary to decide
if more information on the subject would be well received and if
they would be willing to participate further in in-service
training. If this was their desire, the question then arose as
to what subjects were most important to them.

Much dissatisfaction had been expressed due to lack of
teacher in-put in local programs. Therefore, a desire to provide
an outlet for the teachers to express their wishes was of top

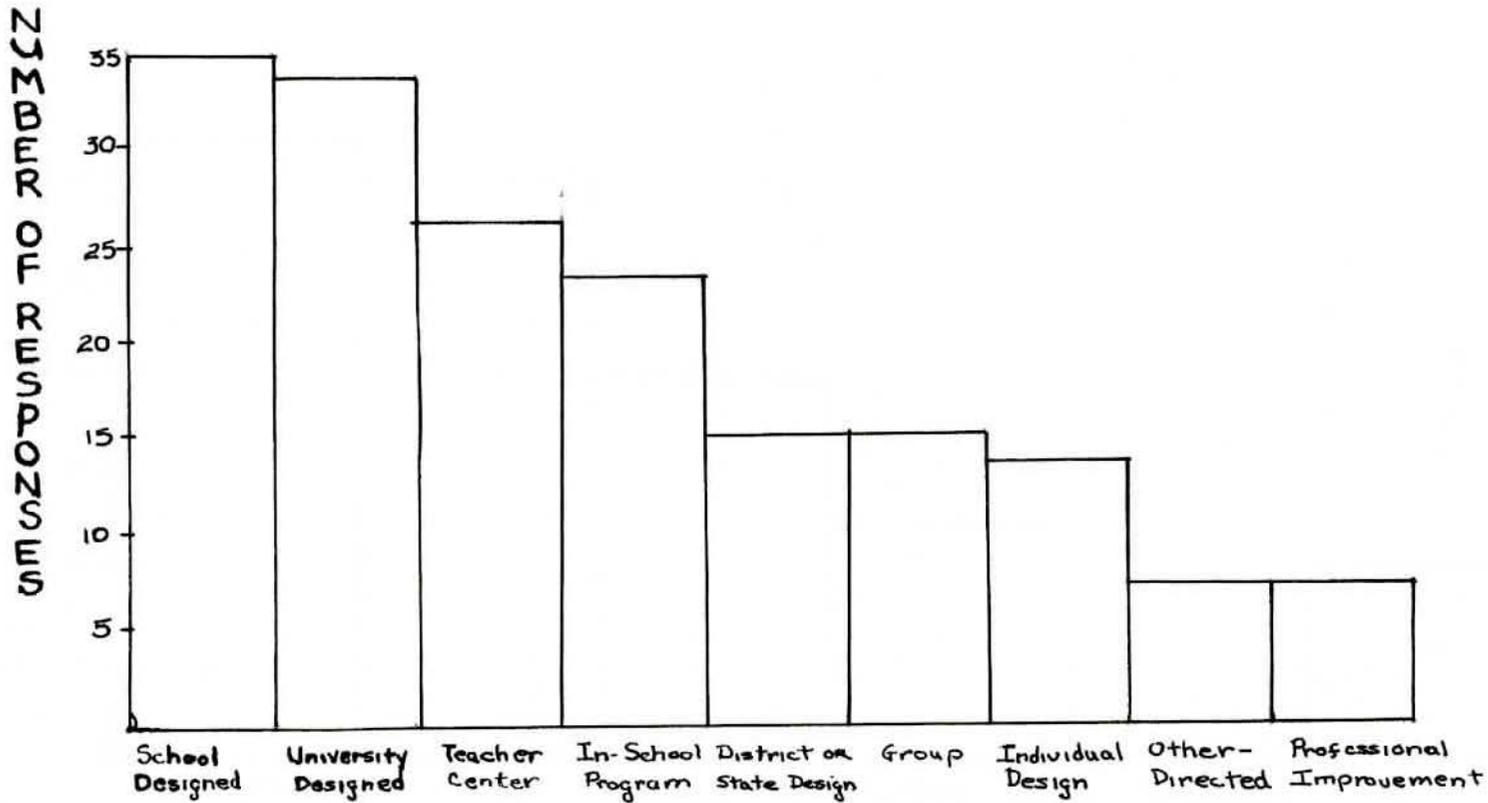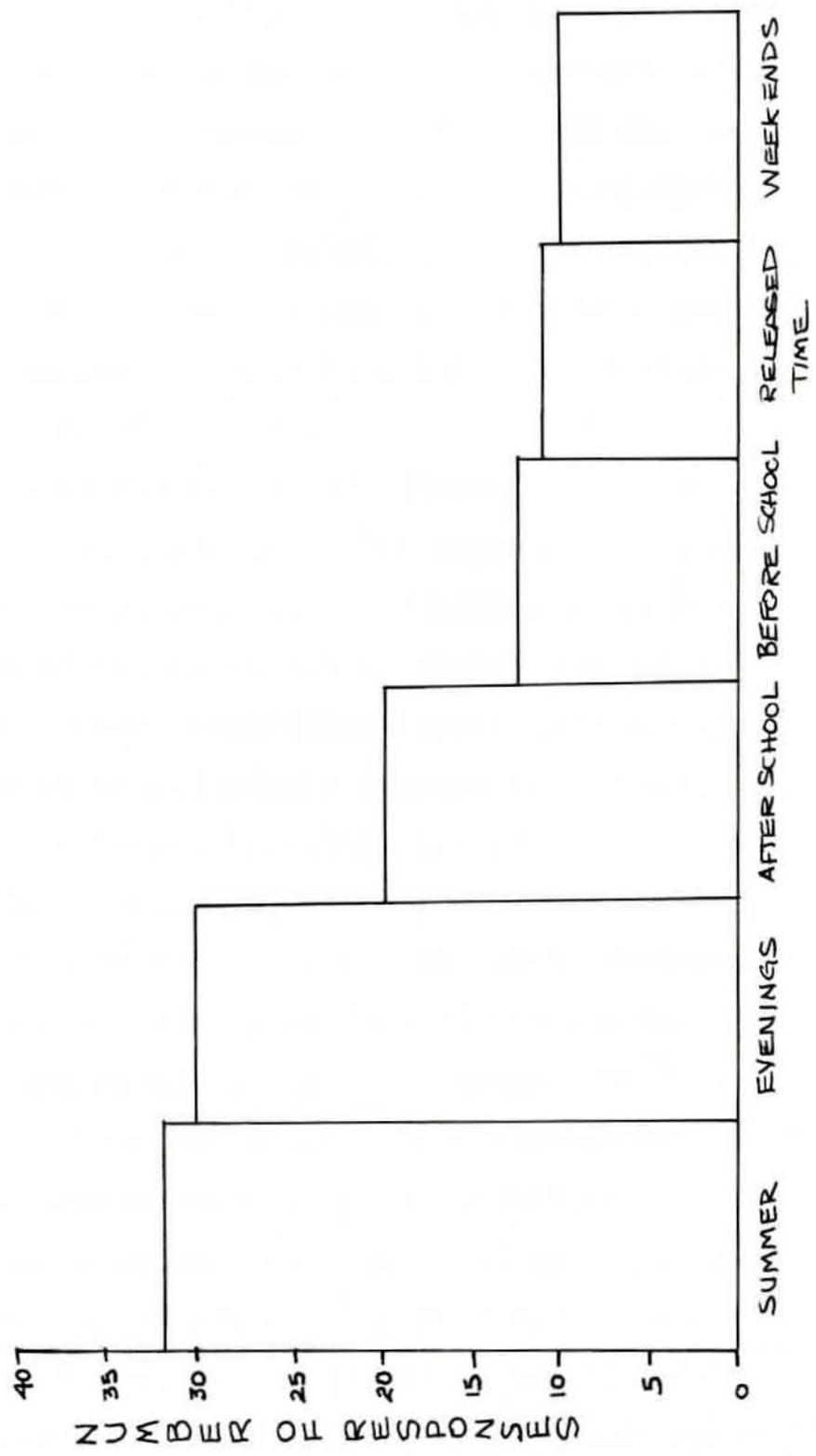# FIGURE 7

WAYS IN-SERVICE SHOULD BE DESIGNED

FIGURE 8
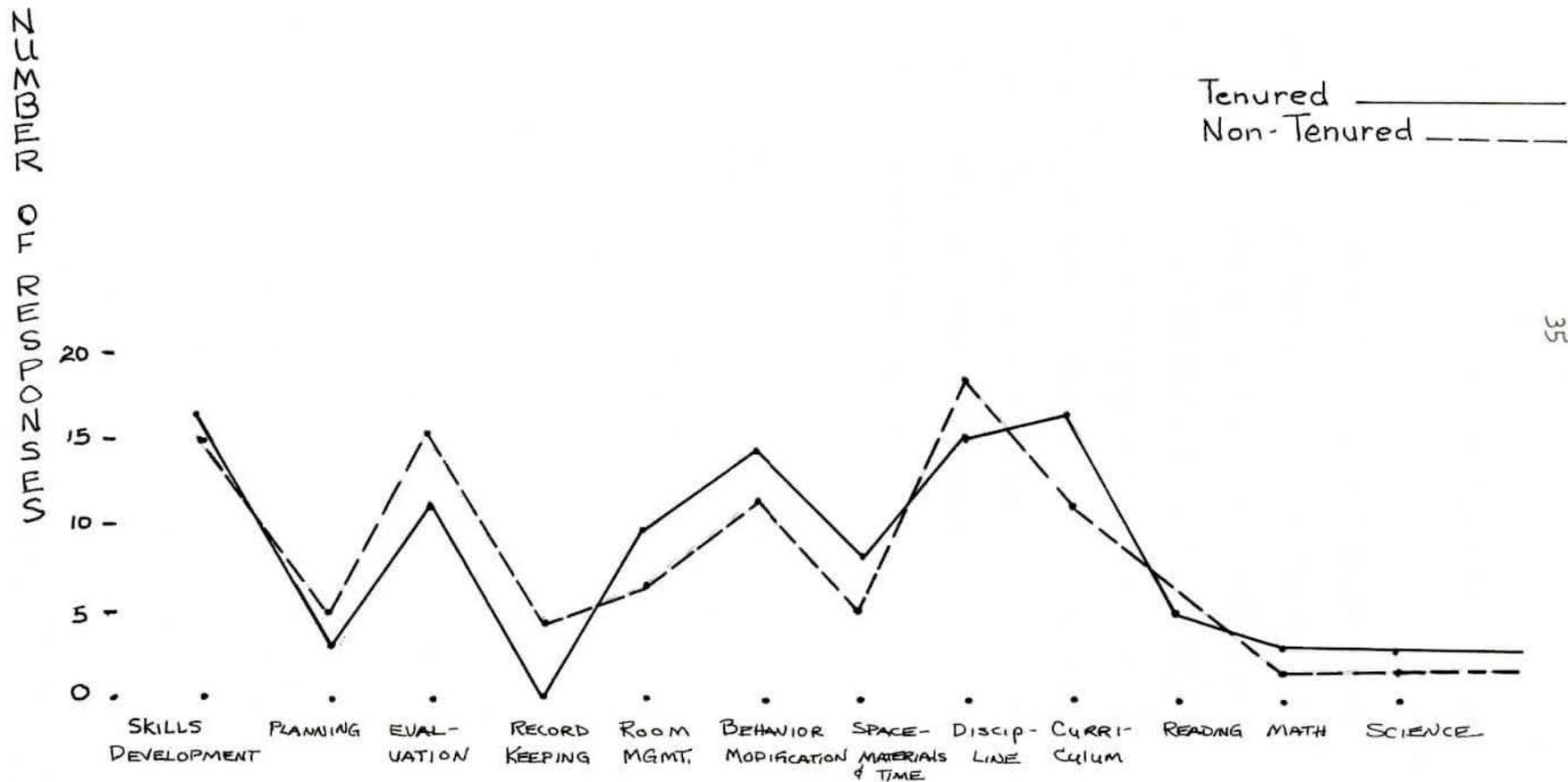
DESIRED TIME FOR IN-SERVICE TRAINING

priority. The subject areas represented in this survey were chosen based on concerns expressed by teachers, and reading done by the author in determining important areas of the curriculum.

Of the areas listed that would be desirable subjects to be covered by in-service training, the breakdown was accomplished by dividing the responses into two groups. One group was made up of tenured teachers or those with more than five years of experience and the second group included the probationary teachers with less than five years experience.

The responses were parallel but different emphasis was placed on each topic by each group. Both groups felt the importance of developing teaching skills and planning, but the non-tenured teachers felt a greater need for evaluation techniques and discipline. Tenured teachers placed greater importance on behavior modification and curriculum development. Both groups felt an equal need for work in reading, math, and science. The results of this are found in figure 9 on page 35.

After all the information was received from the teachers, it was necessary to consider a form for developing a workshop that would be both workable and simple to follow. A format was found from the Regional Instructional Materials Center for Handicapped Children and Youth and written by Ted Ward and Joseph S. Levine[1] which most nearly met both of these objectives. This format was then modified by the author to meet the needs of this particular district. It is very complete and if followed would lead the developer to the successful completion of meaning-

FIGURE 9

SUBJECTS TO BE DEVELOPED BY IN-SERVICE WORKSHOPS AS INDICATED BY TENURED AND NON-TENURED TEACHERS

Tenured _____
Non-Tenured _ _ _ _

ful in-service experiences. A copy of this form will be found in appendix C.

In summarizing the information collected from the survey it can be concluded that: 1) all teachers realize the need for in-service training, 2) the majority of teachers are willing to participate in in-service education experiences, 3) the majority of teachers favor a reward system for in-service education, 4) they believe that to be most effective, teachers should plan and conduct their own in-service education, and 5) there is a difference in the needs of experienced teachers as opposed to the needs of the less experienced teacher.

Footnote

[1]Ted Ward, and S. Joseph Levine, <u>Yours for a Better Work-shop</u> (East Lansing, Michigan,: ERIC Document Reproductive Service, ED 085-974, 1971).

CHAPTER IV

Results, Conclusions, and Recommendations

The results of this survey show conclusively that the teachers of the Warren County School District do perceive a need for in-service teacher education in their district. This is pointed out graphically in figure 3 which shows 98 percent of them as favoring in-service programs.

From the breakdown in table 3 showing the desirability of past training, 81 percent indicate a positive attitude toward in-service while only 19 percent felt it had not been worthwhile. Of that 19 percent, there were remarks to the effect that too much emphasis had been placed in the area of the exceptional child and, while helpful, the teachers felt a need for more assistance with individual concerns. There were two responses favoring training for the gifted child program being developed for the future.

There was a marked preference by the majority of the teachers to see a reward system for in-service training. Personal development was the main reward choice followed by preference for salary increments, professional advancement and personal satisfaction in that order. The last category listed on the survey gave an opportunity for a personal choice and five respondents

felt graduate credit should be given for in-service training.

It was overwhelmingly agreed that teachers were the most important group in developing in-service programs. Of all the comments written, the most frequent expression was one of desire that teachers see a need for in-service training and be instrumental in planning and conducting it. Other comments indicated that in-service training should include practical meetings geared to grade levels or interest groups. They should be specific enough to give real, usable skills or information in order that everyone involved would find something relevant. Another comment indicated a desire for teachers with the same areas of interest to have a time to meet and exchange ideas and teaching methods that have worked for them.

The second most frequently chosen group to develop in-service programs was university professors and consultants. It was suggested that more credibility was attached to workshops developed by these people. In special areas such as home economics, the opinion was expressed that more information on new techniques could be more readily assimilated from the district and state departments. Principals were also felt to be knowledgeable in developing pertinent topics for in-service.

Figure 7 indicated ways in-service could be carried out and showed a high correlation with figure 6. This latter figure points out that teachers themselves should be responsible for their own in-service training development followed by university professors and consultants. Therefore it would seem to follow

that the majority of respondents felt that school designed pro-
grams using teachers in local situations would be most effective.
In relation to a desire to see teachers responsible for their
own in-service training programs, 35 of the respondents felt that
school designed programs were the most important way of develop-
ing in-service. This was followed by university designed pro-
grams as the second most important method of development. There
was also a high percentage who wished to see teacher centers
and in-school programs developed, again indicating a correlation
with teacher designed programs.

The most frequently desired times for in-service training
were summer and evenings with after school being more desirable
than before school and released time more popular than weekends.
One of the problems visualized by teachers relating to released
time seems to be adequate classroom supervision during the
absence of the teacher.

Some of the most comprehensive information concerning in-
service can be found in figure 9. By comparing the importance
placed on the different subject matter by the two groups of
teachers, an in-service program that would meet the needs of the
entire faculty could then be developed. The results of this
question followed the results of previous research done in this
area, indicating that experienced teachers felt a greater need
for curriculum changes and behavior modification while less
experienced teachers felt a greater need in the areas of disci-
pline and planning.

It can be concluded from this information that teachers do find a need for in-service training in order to sharpen skills, disseminate new information and to share methodology, techniques, and materials.

It can also be concluded that most teachers expect to receive a reward of some nature for their participation in in-service programs. Another conclusion which can be drawn from these results is that the most successful in-service programs will be developed with teacher input. The results of the survey appear to indicate strongly that teacher interests and concerns have not always been considered in the development of past in-service programs. A final conclusion can be made concerning teacher time. It is obvious that, contrary to popular belief, teachers are willing to contribute their non-teaching time to educational improvement through in-service programs, providing that their interests are served and benefits to themselves and/or their students are evident.

It is the author's intent, based upon this information, to present these findings to the administration with the recommendation that the format which has been found and modified, be adopted.

This material will further be recommended to the Warrenton Teachers' Association so that in conjunction with the school administration, an adequate program of in-service education may be developed that will most nearly serve the needs of the entire faculty in a systematic, informative and professional manner.

APPENDICES

Appendix A

In-Service Teacher Education Survey
and Cover Letter

Dear Colleague,

I am asking for your help on a project that is very important to me. As a graduate student I am writing a research paper on the subject of in-service teacher education. It is a very important issue in the field of education just now. In-service training can take many forms. It ranges from one or two meetings held with the entire faculty to courses taken from colleges and universities for credit. It can be individualized by subjects or interest, or take the form of released time to observe other schools, programs, or teachers. The possibilities are unlimited.

This is where I am asking for your cooperation. Would you please take just a moment to help me by marking this survey on in-service teacher education in our Warrenton schools and returning it to your principal's office by the end of the day. All replies are confidential and your help is most greatly appreciated.

Sincerely,

QUESTIONNAIRE FOR IN-SERVICE TRAINING

Warren County R-III School District

Please fill in the blanks.

1. Grade level taught_____

2. Subject matter speciality_____

3. Number of years of teaching experience_____

4. Degrees held_____

5. Number of graduate hours accumulated_____

6. Sex M_____ F_____

7. Do you feel there is a need for in-service education in your

   school?_____

8. Have you participated in any in-service training in your

   school district during the last two years?_____

   Please list your experiences and indicate the appropriate

   responses.

Type of Activity	Was it meaningful to you as a teacher?	Was it helpful in your subject area?	Did it improve your teaching?	Who planned the activity?

(Use the back if more space is needed)

9. Would you be willing to participate in further in-service training programs?_____

10. Do you feel in-service training should be rewarded?_____

    How? (Check desired responses)

    _____Salary increments

    _____Profession advancements

    _____Personal satisfaction

    _____Personal development

    _____Other Explain_____

11. Who do you feel should develop in-service programs?

    _____Teachers

    _____District Administrators

    _____University Professors

    _____Consultants

    _____Principals

    _____Others

12. Check some of the ways you would like to see in-service teacher education carried out in your school.

    _____School designed courses/workshops

    _____College or University designed courses/workshops

    _____District or state designed courses/workshops

    _____Teacher center programs

    _____In-School programs

    _____Individualized activities

    _____Group activities

    _____Professional improvement experiences

_____Other-directed professional improvement experiences

13. When should in-service education be offered?

_____Before school

_____After school

_____Evenings

_____Summer

_____Weekends

14. Check areas listed below that you would like to see covered by in-service training.

_____Developing skills in teaching

_____Planning

_____Evaluating

_____Record-keeping

_____Room management

_____Behavior modification

_____Space, materials, time management

_____Discipline

_____Developing a local curriculum

_____Others   Please list_____

15. What specific subject would you like to see developed in your school by in-service training?_____

Comments:

Appendix B

Follow-up Letter for Survey

May 14, 1979

Dear Colleagues,

Thank you so much for the help I received on the survey form that many of you completed for me. The time you took to complete it will give me a great deal of important information.

If you have not filled out a survey, I would really appreciate you doing so as soon as possible because your thoughts and ideas will be of immeasurable help on my project. After completion, if you will simply return them to your principal's office I will collect them.

Thank you again for your help.

Sincerely,

Appendix C

Format for In-Service Workshop Development

Format for In-service Workshop Development

1. Receive request for workshop

2. Initiate idea for workshop

3. Determine date(s) of workshop(s)

4. Determine focus of workshop (content) and determine workshop format

   _____large group participant interaction
   _____small group participant interaction
   _____panel presentation
   _____mediated presentation (video-tape, slides, films, etc.)
   _____lecture
   _____demonstration
   _____other_____

5. Obtain names and addresses of all potential participants

   From:
   _____associate Instructional Materials Center
   _____local school districts
   _____state department
   _____other_____

6. Identify type of participant

   _____special education teacher
   _____regular education teacher
   _____paraprofessional
   _____administrators
   _____program supervisor (consultants)
   _____parents
   _____college or university students
   _____other_____

7. Check on amount of time available for workshop

   _____all day
   _____after school
   _____half day
   _____other_____

8. Specify objectives

   _____for staff
   _____for participants
   _____for activities
   _____other_____

9. Develop evaluative instruments

_____to measure participant entry behaviors
_____to measure success (re:objectives) of individual
workshop components
_____to measure participant exit behaviors
_____to measure post workshop application of concepts

10. Arrange for speaker and/or panel members

11. For outside assistance, talk to

_____special education directors (state, local)
_____program supervisors
_____regional SEIMC
_____local IMC's
_____university personnel
_____experienced teachers
_____other_____

12. Determine workshop staff

_____coordinator
_____consultant(s)
_____group leaders
_____clerical
_____other_____

13. Plans for human resources arrangements now complete

14. Write report on workshop--send to:

_____administrators
_____participants
_____workshop staff
_____speaker and/or panel members

15. Plans for physical arrangements now complete

16. Make necessary arrangements for social hour

17. Make arrangements for advanced publicity

_____school districts
_____local IMC's
_____local press
_____other_____

18. Keep speaker or panel members informed

    Regarding:
    _____program
    _____local arrangements list
    _____approximate number and type of people attending
    _____time constraints
    _____other_____

19. Make arrangements for meeting room(s)

20. Make arrangements for necessary equipment and furniture

    _____tables
    _____chairs
    _____overhead projector
    _____screen
    _____chalkboard (chalk & eraser)
    _____videotape recorder
    _____camera & film
    _____filmstrip projector
    _____prepared transparencies
    _____slide projector
    _____tape recorder & microphone
    _____other_____

21. Locate equipment needed to produce workshop materials

    _____thermofax machine
    _____videotape recorder
    _____television camera
    _____slide camera
    _____cassette tape recorder
    _____ditto machine
    _____mimeograph machine
    _____xerox copier
    _____reel-to-reel tape recorder
    _____other_____

22. Make arrangements to duplicate necessary materials

    _____videotapes
    _____slides
    _____cassette tapes
    _____reel-to-reel tapes
    _____printed material
    _____other

23. Obtain materials needed to produce workshop material

_____spirit masters
_____mimeograph stencils
_____ditto paper
_____mimeograph paper
_____index cards
_____transparencies
_____flash attachment
_____paper clips
_____rubber bands
_____blank cassettes
_____recording tape
_____stapler, staples
_____heavier stock paper for covers
_____film & flash bulbs
_____videotape
_____other_____

24. Obtain necessary workshop supplies for participants and assemble packets

_____name tags
_____binders or portfolio
_____note paper
_____pens, pencils or markers
_____handouts
_____list of participants (names & addresses)
_____information on local "what to see & do"
_____other_____

25. Take "ready for anything" kit to workshop

Contains:
_____extension cords
_____blank transparencies
_____transparency marking pens
_____adapter plug
_____blank cassettes
_____take-up reel
_____batteries
_____extra bulb for projector (slides & overhead)
_____stapler & staples
_____scissors
_____scotch tape
_____masking tape
_____paper clips
_____other_____

26. Make arrangements for coffee breaks

27. Plans for communications arrangements now complete

28. Conduct workshop

29. Hold workshop staff post-session

    _____decide on feasibility of future workshops
    _____share subjective and objective reactions
    _____delegate any additional responsibility

30. Send letters of appreciation

    _____workshop staff
    _____consultant(s)
    _____participants
    _____local helpers
    _____other_____

31. Evaluate data from workshop

32. Workshop activities and evaluation now complete

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