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1959

A SUGGESTED GUIDE FOR IMPROVEMENT OF
INSTRUCTION THROUGH A CONTINUOUS
PROGRAM OF IN-SERVICE EDUCATION

February, 1959

3-815

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Prepared by:

Advisory Sub-Committee

A SUGGESTED GUIDE FOR IMPROVEMENT OF INSTRUCTION
THROUGH A CONTINUOUS PROGRAM OF IN-SERVICE EDUCATION

Improving instruction is a continuous process which comes through a program of in-service education of teachers. The county institute and its pre-planning should represent only a beginning in this process.

The responsibility for initiating and promoting in-service work rests with the administrators of intermediate and local units. This is one of the administrator's most important functions.

In preparing this Suggested Guide, the committee sought to develop a series of guidelines which might be used in local planning. There is no attempt to structure your program for improvement of instruction, rather this outline is designed to suggest a framework that would allow each county to make its unique contribution to educational improvement at the local level.

I. Administrators Planning Session

A. Representatives for this meeting should be the local school superintendent, or his delegated representative, the county superintendent of schools with representatives of his staff, and the regional consultant from the Department of Public Instruction.

1. The county superintendent should first arrange with the regional consultant and clear the schedule so that the place, time and date for this meeting can be determined.
2. The letter of invitation from the county superintendent to the local superintendents should emphasize the importance of the meeting and this letter should include the agenda.
3. Each local superintendent should be requested, prior to this meeting, to ascertain from his staff areas of needed study.

B. Agenda

1. Determination of the areas of study.

- a. The needs of the county based on staff suggestions should be the basis of determining the year's program of study.
- b. The specific task of this administrators' committee is to determine the specific areas of study that will constitute the year's work with the approval of the Department of Public Instruction.

Note - in some cases larger schools may, upon recommendation of the county superintendent and with the approval of the Department of Public Instruction, develop their own program.

2. The administrators shall designate one day of the year's in-service education calendar as County Institute.

3. Formation of a planning committee.

- a. Staff representation

It should be the responsibility of the administrators' planning committee to allow for equitable representation from each school, including teachers' and administrative personnel.

- b. It is the responsibility of the local school administrator to select by some means, appropriate staff members as representatives on the planning committee. (release time is recommended for personnel serving on this committee)

- c. The local superintendent shall notify the county superintendent, and provide within two weeks of this meeting, the names of his faculty members who are to be representatives on the program planning committee.

- d. The date, time and place of the first meeting of the planning committee should be determined.

In the event the regional consultant has not been present at the administrators' planning meeting, the county superintendent should invite his consultant to attend the program planning meeting. A copy of the results of the administrators' meeting with the theme and identified County Institute Day shall be sent to the regional consultant.

The county superintendent should make the specific report to the appropriate regional consultant of the State Department on the progress of the administrators' meeting by March 30.

II. The county superintendent shall write each planning committee member informing him of the date, time and place of each meeting.

III. Program planning committee.

A. The purpose of this committee shall be twofold:

1. To plan in detail the program for the County Institute Day.
2. To outline a recommended program for continuous in-service education for the year which may include seminars in several areas of study.

B. The county superintendent or his selected representative should preside.

C. The county superintendent should arrange for a recording secretary for all meetings.

D. The agenda.

1. County Institute Day.

- a. The chairman should state the purpose of the meeting and orient the committee members to their responsibilities.

The group should be encouraged to participate in free and full discussion relative to the organization and development of the Institute Day.

- b. Development of the pattern under which the program will be structured.

Encourage suggestions and discussions of new and different techniques. The following suggestions might be considered for discussions; symposiums, panels, group discussions, use of appropriate films, demonstrations and keynoters. (it is recommended that the general summary session at the end of the day be eliminated)

- c. Reach agreement on structure.
- d. When regular school personnel and/or lay people are serving as leaders, it is desirable to have a preliminary orientation meeting.
- e. Develop time schedule for the day's program. (Discretion should be used in planning the length of discussion sessions)
- f. Arrangement should be made for making resource materials available.
- g. Arrange for evaluating the day's program.
- h. Consider miscellaneous details such as: coffee breaks, lunches, use of hostesses, identification cards, etc.
- i. Subcommittees should be appointed for completing details of planning.

A summary of arrangements made by this committee should be reported to the regional consultant by May 1.

- j. Adjournment.
2. Development of the year's program.

Any in-service program must be more than a one-shot affair. This committee is charged with the responsibility of developing a year's program of in-service education or teachers' seminars which may take several different forms depending upon needs within the county. A few schools will have the responsibility of

carrying on their own in-service education program but in other schools it may be desirable to conduct these meetings in conjunction with the intermediate unit. Following are some of the ways in which in-service meetings or teachers' seminars may be developed.

- a. A follow-up meeting in the local school and/or between or among several local faculties for continued discussion on the institute topic.
- b. Teacher seminars in interest areas.
- c. Planned visitations and observations on an inter-school basis.
- d. Cooperative action research.
- e. Discussion sessions on professional reading.
- f. Organized use of extension specialists.
- g. Organized classes with or without college credit.
- h. Making use of resource people in specialized areas.
- i. Opportunities for demonstration teaching.
- j. Individual, group and school conferences.
- k. Panels and symposiums of teachers in certain subject-matter areas on an all-county basis or on an inter-school basis.
- l. Presentation of new methods and techniques of instruction.
- m. Seminars on the future of education.
- n. Brain-storming sessions designed to develop creativity.
- o. Exploration and development of instructional materials.

E. Evaluation.

It is the responsibility of this planning committee to develop evaluation procedures of the year's in-service education program.

- F. Develop and recommend a budget to provide for the year's in-service education program.

IV. All details pertinent to the operation of the all-county meeting becomes the responsibility of the county superintendent. Some of these responsi-

bilities are:

- A. Contacting personnel to be employed. This should be done through the proper administrative channels.
- B. Arrange for **facilities** through the local school administrator.
- C. Arrange for the printing and distribution of programs.
- D. All regional consultants should be briefed in such a way that they will not only know the area to be discussed, but that they will also know to what degree teachers have progressed in their study of the particular topic in the county.
- E. A final report of completed plans should be made to the regional consultant by June 1.

TIPS FOR PLANNING AND CONDUCTING IN-SERVICE EDUCATION PROGRAMS

1. Administrators can assist by preparing teachers, at the time of employment, for in-service education participation.
2. It is necessary for administrators to budget necessary funds to plan and conduct the in-service education program.
3. The use of many resource people will appeal to the participants of the program. These people should be of high caliber and when they are college or university personnel they should be paid. You get what you pay for as a rule.
4. Analysis of the results of the standardized testing program offers a great source of information as to what areas of instruction need in-service attention. Example: Testing might show a serious situation existing in spelling. The objective of in-service education here would be to analyze and study research and to make recommendations.
5. Schools can obtain a great deal of favorable publicity when the citizens of the community are aware that school personnel are continuing their studies.
6. In-service education is a good way to develop a point of view which all teachers would find useful as they work together in a system. Example: 1. Developing the guidance point of view. 2. Developing the philosophy of the school point of view.
7. In-service education seminars can furnish the system with a great deal of useful information. Example: Tapes can be made by seminar groups which would be extremely useful in parent-teacher conference techniques.
8. Questionnaires to teachers during the spring months can serve to obtain ideas for the following year's in-service education program.
9. Seminars can be employed to present and study new ideas in education and new teaching methods.
10. Meetings of in-service groups should be informal, not too long, and should allow for discussion. Even light entertainment by staff members helps.
11. Meetings must be open to free discussion. Administrators should strive to develop an atmosphere so that teachers will feel free to talk and know that disseminating ideas are acceptable.
12. The public should be invited to some of the meetings. Example: In a session on Guidance, parents would benefit from knowing how they can help in the conducting of a good guidance program in the school.
13. The physical characteristics of the meeting place are important. Good seating, good acoustics, and across-the-table seminars are factors that need consideration.

14. The publicity on in-service education programs should be attractive. These notices should be distributed well in advance, with follow-up reminders; notices in the spring for fall meetings are desirable if possible.
15. The schedule of meetings should be flexible to serve participants' needs and wants. After school and evening meetings mixed seem to be desirable.
16. The planning for in-service education programs is most important. Teacher committees for planning help insure a successful turnout of teachers.
17. Planned programs should be on a high level. Rehashing college courses isn't attractive to teachers.
18. In-service education programs in your school will help to create good feeling with school patrons. This is an indication of professionalism on the part of the teachers. Quality education through staff improvement is always an asset to the school.
19. Research information which is becoming more readily available offers much good subject material for in-service education programs.
20. Good leadership is a very essential requirement of planning and conducting a successful in-service education program. Use respected teachers.
21. Courses for college or administrative credit will make the programs more attractive. School Boards might pay tuition costs for some courses.

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Marvin Ziesmer, Assistant Superintendent of Schools, Cedar Falls

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