

LB
2838
.G85
1977

GUIDELINES FOR TEAM MEMBERS



3-690

Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Division
Office Building
Des Moines, Iowa 50319

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Supervision Division
Grimes State Office Building
Des Moines, Iowa 50319

GUIDELINES
FOR
TEAM MEMBERS

August 1977

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

STATE BOARD OF PUBLIC INSTRUCTION

T. J. Heronimus, President, Grundy Center
Georgia A. Sievers, Vice-President, Avoca
Robert J. Beecher, Creston
Jolly Ann Davidson, Clarinda
Ronald P. Hallock, West Des Moines
Virginia Harper, Fort Madison
Robert G. Koons, Clinton
John E. van der Linden, Sibley
Susan M. Wilson, Waterloo

ADMINISTRATION

Robert D. Benton, State Superintendent and Executive Officer
of the State Board of Public Instruction
David H. Bechtel, Administrative Assistant
James E. Mitchell, Deputy State Superintendent

Instruction and Professional Education Branch

Donald V. Cox, Associate Superintendent
Carl T. Miles, Director, Supervision Division
Norman E. Ash, Regional Consultant
William D. Hansen, Regional Consultant
Virgil Kellogg, Regional Consultant
Stan Kerr, Regional Consultant
Roy E. Reeves, Regional Consultant

GUIDELINES FOR TEAM MEMBERS

Introduction

The DPI has pursued a policy of visiting schools that have volunteered to be evaluated in terms of seeking ways to improve their instructional program. From this evaluation, changes in practice can be instituted or a continuation of existing worthy practices can go on with some assurance that acceptable quality exists. A planned school evaluation is a systematic inclusive study of the school program, including its cumulative impact, which seeks to discover its strengths and weaknesses.

Involvement of staff in the self-study process is at the heart of a successful school evaluation. Each school system evaluated agrees to undergo extensive committee preparation using the handbook *Self-Evaluative Criteria for Iowa Schools* as a guide. The visiting committee action is but one phase of a year or longer study.

As local committee assignments start to function, it frequently becomes apparent that a number of changes in the organization could improve the school. Change and innovation in a school system is a complex process. Without becoming too specific, past experience in school evaluations has indicated that:

- A. Teachers, per se, are reluctant to initiate changes without informed and active leadership by the administrator or administrative staff.
- B. Teachers, subjects, students, methods, time and place constitute the major elements of the learning situation.
- C. Most far-reaching improvements occur when the faculty becomes actively involved in a study of the adequacy of the present program and the need for strengthening areas of instruction.
- D. The first stages of change involve the emergence, recognition and definition of need.

Preparation for the Visit

In order to make your assignment as a member of the visiting committee more meaningful, a great deal of back-up information will be furnished by the school.

The section of the *Self-Evaluative Criteria* which pertains to your area of review will be sent to you in advance of the visit.

The local district will provide the visiting team with the following types of information at the time of the visit.

- A. School board policies.
- B. Philosophy underlying educational program.
- C. Curriculum statements and/or guides with objectives of each program.
- D. Schedules including names of teachers, room number, subject field or grade.

4. Summarize two or three of the major strengths and/or shortcomings you have observed and forward them in writing to the person who will report the composite summary of the elementary and secondary program. Yours should be an informal report, possibly written on a 6 x 8 card, that the reporter can assimilate in the total account of elementary or secondary education or administrative practices.

E. Suggestions for the Written Report.

1. Begin with a brief description (one or two paragraphs) of the existing program. If you type your report, please double space. If you write it, please leave ample border space to expedite editing.
2. This description is usually followed by commendations and recommendations for improvement.
3. Please be as specific as possible and avoid academic "cliches" such as "you have a strong program of instruction." State what makes it a "strong" program. Try to avoid meaningless phrases such as "attempting to do your best." This is not helpful to the person or department being evaluated.
4. As indicated above, discuss the program, services or facilities in a constructive manner. Use "we" rather than "I".
5. Please turn in the written report (it must be in legible longhand) to the chairman before leaving for home. You should sign your report as you wish it to appear. (Give your title, i.e. instructor, director, professor and your school, college or university.)
6. You should receive a written copy of the school report in a period of six to eight weeks.
7. Your expenses will be reimbursed.

**Team Visit Schedule
(Samples)**

**Agenda
(Suggested Schedule No. 1)**

First Day

10:00 a.m. - 11:00 a.m.	Orientation of committee by local administrators.
11:00 a.m. - 12:00 noon	Orientation of committee by the chairman.
1:00 p.m. - 4:00 p.m.	Classroom visits and conferences with teachers, administrators, or supervisors.

11:00 a.m. - 12:00 noon

Chairman and team members have meeting to discuss methods of reporting.

2:00 p.m. - 3:30 p.m.

Report to the local administrators, staff committees, board of education and other interested persons invited by administration.

Suggested Areas to be Evaluated

A. Administration and Organization.

1. Selection of certified personnel is a cooperative process involving the superintendent and principals.
2. Principals participate in policy making and have staff meetings to discuss proposed policies in relation to the welfare of this school and report staff reactions to the central administrative office.
3. Principals and staff cooperatively determine present and long-range needs of the school and prepare budget requests accordingly.
4. Principals and staff cooperate with the central office in initiating and executing a continuous program of staff development with professional consultant services procured as a part of the service.
5. Principals work with the central office staff on curriculum improvement, on providing more and better materials, equipment, and facilities for the teachers and pupils in the building.
6. There is a regular, planned program of staff evaluation which is made known to the total staff. Evaluative procedures and policies have been a cooperative effort of the principals and staff. Such a plan is based on periodic classroom visits with following consultations and self-evaluating techniques. Evaluative information is basically used for professional improvement.
7. The school nurse, social worker and personnel of other agencies work together to enforce regular school attendance.
8. The principal considers the strengths and weaknesses of staff members and makes assignment in such a manner as to best meet the needs of individual children.
9. Parent-teacher conferences are scheduled and cooperatively planned according to the needs of pupils and parents.
10. Principals and teachers are kept informed as to the status of their requests for supplies and equipment.
11. Opportunities are provided for "outside" educational experiences with a field trip program that is flexible.

C. The Principals.

1. The principal feels and demonstrates that educational leadership is the major responsibility. The principal continually strengthens this leadership through professional reading; attendance at workshops and classes; observations of innovative and exemplary programs; and participating in professional organizations.
2. The principal involves the staff in a continuing, planned program of total school improvement. Such a plan is specific and is written. It is based on an appraisal of the current status with procedures for arriving at both short- and long-range goals.
3. The principal utilizes and supports a vertical teacher committee in developing curriculum guides. This committee is provided released time in which to work. Consultant help is made available if necessary.
4. Some staff meetings are curriculum centered.
5. The principal creates a school climate that is supportive of an environment in which teachers are encouraged to experiment and innovate (after careful study and planning), to evaluate, and to modify within a broad framework of policy.
6. The principal is knowledgeable about new materials and media. The principal balances the introduction of new media with sufficient inservice and individual help to insure their most efficient use.
7. Principal plans for a smooth, continuous articulation:
 - a. Between grade levels.
 - b. Between elementary and junior high.
 - c. Between junior high and secondary.

D. Instructional Program

1. Curriculum development is a continuous process involving study, research, evaluation, and revision by the professional staff.
2. Curriculum development is flexible and includes both long- and short-range planning.
 - a. Vertical and horizontal articulation is evident.
 - b. Learning experiences are systematically planned and sequential.
 - c. Provisions are made for adaptation for individual differences, through differentiations of materials, instruction, small group and independent work.
3. Planning results from study, research, and experimentation; and those who carry out the plans should participate in developing them.

14. Experimentation and innovation. Has the change included careful study and planning? How about staff involvement? Has there been communication with parents? Is there a continual evaluation program?
15. What professional materials are available to teachers?
16. What evidence is there that the instructional program is child-centered and not book-centered?
17. How are materials organized so that a variety of materials on varying levels are easily available to all teachers?
18. What evidence is there that, in general, the teaching is problem-centered using an inquiry approach? Or is teaching largely characterized by learning, recall, read the chapter and answer the questions?
19. How and why does the school counselor work with pupils and teachers?

F. The School Plant.

1. The site has adequate space to carry on a modern educational program.
2. The site is level, non-eroded, well-drained and an all-weather area is provided.
3. Classrooms and all other rooms have excellent lighting suitable for the purposes for which the rooms are used.
4. All rooms have individual thermostats.
5. Adequate sanitary facilities are provided.
6. A planned program of building maintenance is in effect.
7. Adequate bulletin boards and chalkboard space is provided in classrooms to assist the teacher in instructional procedures.
8. All classrooms are equipped with audiovisual materials and adequate facilities including darkening shades, efficient outlets, screen, and storage space.
9. A multipurpose room which is large enough for a variety of school and community activities is available.
10. The library seats one elementary class of a least thirty pupils and there is provision for 20% of the secondary membership in the high school library.
11. A teachers' workroom is easily accessible and equipped with tables, chairs, cabinets, typewriters, duplicating machines, lockers, and a sink.
12. Classrooms are equipped with furniture flexible enough to encourage small group work, independent activities and interest centers.



3 1723 02116 7218