AN EVALUATION OF THE PROFESSIONAL
IN - SERVICE PROGRAM FOR THE
STEWART COUNTY SCHOOL SYSTEM

—

PHILLIP A. WALLACE

AN EVALUATION OF THE PROFESSIONAL
IN-SERVICE PROGRAM FOR THE STEWART COUNTY
SCHOOL SYSTEM

An Abstract

Presented to

the Graduate Council of

Austin Peay State University

In Partial Fulfillment

of the Requirements for the Degree

Educational Specialist

---

by

Phillip A. Wallace

June, 1979

ABSTRACT

A survey of the professional staff of the Stewart County Education System was conducted to help determine what problems existed in the in-service program and what resolutions the professional personnel desired in this program. The groups surveyed were: (1) elementary school teachers, (2) secondary school teachers and guidance counselors, and (3) administrators and principals. A total of 85 surveys were distributed. Eighty-four percent of the surveys were returned.

The purpose of the study was to determine the priorities in establishing a more effective in-service program for Stewart County, to determine needed improvements, to identify the areas the groups felt were adequate, and to discover if the stratified groups perceived the in-service program in the same manner. The study provided guidelines for revision of the in-service program to better meet the needs expressed by the professional staff of the Stewart County School System

An analysis of the data indicated some significant factors concerning what the teachers wanted from their in-service program. A large majority of all groups desired more emphasis on time and place preference and on accountability of earned in-service credit. The latter was revealed by the feelings that record keeping was inadequate. The desire for in-service training to be scheduled as a part of the regular

school day with children absent was evidenced in the survey. The study

also revealed that many of the Stewart County teachers desired to become

more involved in the local in-service program.

AN EVALUATION OF THE PROFESSIONAL

IN-SERVICE PROGRAM FOR THE STEWART COUNTY

SCHOOL SYSTEM

———————————

A Field Study

Presented to

the Graduate Council of

Austin Peay State University

———————————

In Partial Fulfillment

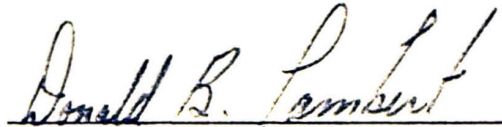of the Requirements for the Degree

Educational Specialist

———————————

by

Phillip A. Wallace

June, 1979

To the Graduate Council:

I am submitting herewith a Field Study written by Phillip A. Wallace entitled "An Evaluation of the Professional In-Service Program for the Stewart County School System." I recommend that it be accepted in partial fulfillment of the requirement for the Specialist in Education degree.

Donald B. Lambert
Major Professor

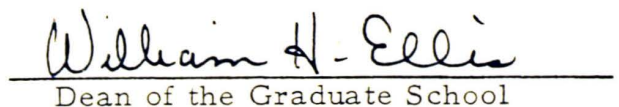We have read this field study
and recommend its acceptance:

Bryan Crutcher
Second Committee Member

Carl Stedman
Third Committee Member

Accepted for the Graduate Council:

William H. Ellis
Dean of the Graduate School

TABLE OF CONTENTS

LIST OF TABLES

Chapter 1

STATEMENT OF THE PROBLEM

This study was undertaken to evaluate the present in-service program in Stewart County, and, in addition, seek input from the educators there as to how the in-service program might be improved.

The professional in-service program in Stewart County is a staff development program designed to:

(1) enhance the teaching and learning of children in the Stewart County School System,

(2) provide flexibility in programming instructional improvement opportunities for certified personnel,

(3) provide opportunities for teachers to explore methods which more effectively meet the needs of students.

The in-service program was also developed to meet requirements set forth by the Tennessee Department of Education that ten days of in-service education or its equivalent be held for certified personnel. During the 1977-1978 school year, this requirement was met by having each teacher participate in activities which represented a total of 60 clock hours. One day was spent by faculty members in their individual schools. Two days were spent in a central location in the county when all teachers met together for a formalized program. Teachers were

instructed to distribute their hours among the activities which would insure a balanced program. Participants would obtain hours by participating in various types of the professional in-service activities, including workshops, standing committees, self-study programs for Southern Association of Colleges and Schools, and courses taken for college or university credit.

The Administration of the Stewart County School System desired that the in-service program be as effective as possible and hence another reason for this study.

SIGNIFICANCE OF THE PROBLEM

The information from this study will be presented to the Stewart County Teachers' Association for that body's approval. If there are no additions or deletions, the study will then be presented to the Stewart County Board of Education, Superintendent, and Supervisor of Instruction. They will, in turn, begin to implement as many of the recommendations as they deem necessary for a healthy and vibrant in-service program.

There has been no formal evaluation of the in-service program in Stewart County since 1968.

PROCEDURES

All elementary and secondary school principals, all assistant principals, and all teachers were sent two forms of the In-Service Questionnaire. Professional personnel were asked to respond to the

questions on both questionnaires and to take completed forms to the office of their principal. Questionnaires were picked up from each school and were categorized and analyzed by the researcher. The information, implications, and recommendations have been typed and will be sent to all teachers, university committee members and the Stewart County Board of Education.

Eighty-five professional staff persons employed by the Stewart County Board of Education were given two forms. Form I consisted of two major headings: personal data (e.g. degree held, position in school system, years of experience) and an evaluation of the Professional In-Service Program under the specific areas of program, hour index, and time and place preference.

Form II contained three major parts. The first part required personal data much like Form I. The second part covered an evaluation of the in-service program in a narrative form and the third part asked for recommendations to improve the in-service program in light of problems listed by respondents.

The respondents were divided into three categories: (1) elementary school teachers, (2) secondary school teachers, (3) principals and administrators. The respondents were stratified into these three categories to better determine the priorities for each group.

In looking at Form I, Part II, it should be noted that the respondents were asked to evaluate the in-service program by circling

1 or 2 for a low rating, 3 for a moderate rating, and 4 or 5 for a high rating. In summarizing the results of this part of the questionnaire, the author discarded those responses which indicated Number 3 or moderate. The basis for doing this was to get a more valid end product. It was felt that those who indicated Number 3 were undecided about that particular program variable.

The study was designed to test the following hypotheses:

1.   There will be a preponderance (70% or better) of teachers who rate the Hour Index in the current in-service program high as opposed to those who rate it low.

2.   There will be a preponderance (70% or better) of teachers who rate the Time and Place preference in the current in-service program high as opposed to those who rate it low.

3.   There will be observable differences in the opinions of teachers with master's degrees or above as opposed to teachers with only a bachelor's degree in relation to the current in-service program and recommendations for future programs. It is hypothesized teachers with more education will rate the program more critically than those with less professional education.

4.   There will be little difference indicated in the opinions of teachers with 0-5 years of experience as opposed to those who have six years or more in relation to current in-service program and recommendations for future programs.

ASSUMPTIONS

In conducting a study of this nature, certain basic assumptions were necessary. Survey instruments are somewhat unreliable, and the data are significant only to the degree they are handled accurately.

Some assumptions basic to this study were:

1.   Questionnaires were answered truthfully.

2.   The questionnaires returned were a representative sample of the teacher and administrator groups in Stewart County.

ORGANIZATION

The first chapter presents a statement of the problem, the significance of the problem, the procedure, and the basic assumptions underlying the research.

Chapter 2 presents a review of the current literature on in-service education programs, their problems and their progress. Also included herein are excerpts from the in-service education programs of counties nearby Stewart County. One is from a large county and the others are from counties similar in size to Stewart.

Chapter 3 presents by means of tables and expository passages the findings of the study and how they are related to the hypotheses.

Chapter 4 summarizes the findings, conclusions, and the recommendations for further use of this study.

Chapter 2

REVIEW OF RELATED LITERATURE

The author conducted a research of literature related to the development of in-service programs. Austin Peay State University Library facilities were used to conduct the study by consulting various indices. A copy of the in-service program objectives were obtained from nearby school systems and their review is included herein.

The term "in-service education", as is now generally used, refers to the entire process of curriculum review and any consequent modification of practice (1:11). A more in-depth expression of the term would mean the development of the individual which arises from the whole range of events and activities by which serving teachers can extend their personal, academic or practical education, their professional competence, and their understanding of educational principles and methods. In-service education is continuous education that begins when one graduates from the pre-service program and it continues throughout one's career as an educator.

Having a definition or definitions of the term "in-service" and being able to vocally cover the subject is only a small step in the completion of a project. And, it appears that there is a dilemma in teacher education--there really are no specific guidelines for in-service education that are appropriate to every situation (7:52). Unlike the prepara-

tion of beginning teachers, the continuing education of experienced teachers is usually specific to the local setting. And up to now, the pre-service training has received the lion's share of attention in teacher training. Most schools could count on one or two new teachers a year, fresh from college, who could infuse new methodological blood into the school's arteries. Now with an almost non-existent job market, even this pedagogic pollination is disappearing. Even job openings from attrition are "filled" by redistribution of students rather than a new teacher. A decline in the nation's birthrate has contributed to the situation of fewer students in the classroom.

With these factors in mind, it becomes clear that improved in-service, not pre-service, will be the direction of the future for improving teacher competencies. Roland Goddu (6:24) put it aptly when he said, "There is less teacher turnover and thus greater stability, and today's teachers will also be tomorrow's teachers."

Most of the authors reviewed were in agreement on the points that needed to be looked at in order for in-service programs to be improved. The Phi Delta Kappa Commision on Professional Renewal supported the finding noted above with its recommendations which are listed below (10:686-687):

1. Selection of real needs and attainable objectives
2. Balancing of personal and organizational benefits
3. Cooperative determination of topic feasibility
4. Commitment on the part of those to be affected
5. Skillful and imaginative planning and programming necessary to make the experience rewarding

6. Proficient implementation of the planning
7. Purposeful evaluation of its effects

Another notable group, the Hoover-Stanford Teachers Corps Project, has given some additional obstacles that need to be overcome in order to have a comprehensive in-service program. The obstacles are paraphrased below (5:71):

1. Additional time for meeting, planning, and common preparation must be found.

2. A positive attitude toward constructive criticism and program evaluation on the part of the faculty must be cultivated.

3. In conjunction with the second problem, new ways must be found to evaluate the effectiveness of in-service programs.

4. Funds to do the job right must be provided.

With all of these deficiencies, it is a wonder that in-service education continues to be used to shore up teacher competencies or to improve instruction. There are suggestions that in-service fails because it is not individualized. The same program is offered for the beginning teacher, the more experienced teacher, and the veteran teacher.

Clara Romano (12:10-11) stated that it seems reasonable to assume that the beginning teacher's program should be heavily weighted towards classroom management, pupil discipline, and appropriate use of content. The experienced teacher, however, is energetic, inquisitive, and pragmatic but open to new ideas, suggestions and concepts. She represents a higher level of professional concern and wants to test new

programs taking place elsewhere   The veteran teacher on the other

hand will need refresher sessions which deal with opportunities to re-

evaluate and to rethink individual philosophies and goals. Not to

recognize that we need differences among these three groups is to

place in-service education in a sort of "suicidal" pattern whereby the

very energies which are supposed to nurture the process are draining

and exhausting it.

Gary Houmes (9:34) pointed out that another reason why in-

service fails is that it is scheduled at the end of the regular school day.

Teachers are not given released time or additional income for extra

work sessions. Houmes felt to provide time for in-service is in effect

a test of the importance we attach to the quality of teaching. The best

times for effective in-service are planned "professional days" and

schedules that permit in-service to become a part of the regular working

day. This type of program may eventually require a restructuring of

the school schedule.

Lack of teacher input in the planning of in-service education

programs is another reason why the programs fail, according to

Beckerman (3:12). He outlined the assessment of needs as the beginning

point of planning in-service education. Needs assessments generally

attempt to find out what most of the participants want, but the process

presupposes that the participants (a) already know all that is available,

(b) consciously understand and can articulate what is needed, and

(c) are self-confident enough to state it.

Expanding further on this idea, Cane (4:21) felt that once the need is decided and the trainer selected, the next most important phase is the outcome of the program. From the start, objectives, expected outcomes, statements of what happened, and what didn't happen should be reported and recorded. How else can one know whether objectives are being met?

The funding of in-service education was discussed by some authors. Herbert Hite (8:4) had some statements in his paper which were not altogether pleasant but which were very factual and directly to the point. He said,

> The taxpayer and legislators are responsible for some of the increasing demands on practicing teachers. In the competition for public funds, schools are receiving less and for this reason teachers are asked to manage classrooms with more children. Legislators are requiring that teachers be accountable for the performance of their pupils.

There's no doubt that the testing programs have put extra pressures on teachers over the normal routine of the school day.

In reviewing the educational community of Stewart County, one could see that it is currently in a rather stable condition. Wayne Witherton (14:35-36) addressed this type of situation and pointed out steps that should be taken to revamp the in-service program. He stated we would do well to:

1. Review our present educational goals
2. Assess our current practices with respect to our goals

3. Begin the process of strengthening our existing skills and developing new ones in those areas in which a discrepancy exists between our goals and our practices.

It is in this light of looking where one has been and becoming attuned to where one is heading, that should determine the approach to in-service.

It was most interesting to note that as this author reviewed different in-service programs, it was found that the actual implementation of in-service varied from one school system to another.

Although the State of Tennessee requires ten days of in-service and funds this time, the activities of accomplishing in-service are not prescribed by the State.

The Clarksville-Montgomery County Plan (Appendix C) specifically requires new teachers to participate in "new teacher orientation." This activity provides six hours of in-service credit. Houston County and Humphreys County have no such provision for new teachers in their plans.

In reviewing closely the Houston County Plan (Appendix D), one could readily see that their program was very unstructured, almost to the point of not having a program at all. It was definitely the responsibility of the individual teacher to pursue the completion of the in-service requirement.

Humphreys County In-Service Program (Appendix E) was more detailed than that of Houston County, but still could not compare to the

Clarksville-Montgomery County Plan. The Humphreys County Program listed several activity options available to the teachers for earning in-service credit. An explanation of the terms or how to record credits earned was absent from this plan.

On the other hand, Clarksville-Montgomery County had a very flexible program and a broader range of opportunities for their teachers. The plan gives a detailed description of activities that provide credit for in-service. The reporting procedure is very specific and overall it is a well-organized in-service program. In-service education in Clarksville-Montgomery County is an on-going process. Each teacher is required to submit a plan of intent to his principal in May for the next school year. Topics for in-service training are then geared to these plans.

SUMMARY

The review of the literature brought into focus the importance of in-service education and the involvement of the teachers in planning the in-service education program. This author reviewed literature concerning the various problems associated with in-service education. This author concluded that each school system has varying educational goals and should have varying in-service programs to fit these needs.

The review of literature indicated that weaknesses in the in-service programs stem from many causes. Major among these would be the lack of forethought given in-service programs. Proper planning

and attention to individual needs was almost non-existent. Scheduling of in-service at the end of the regular school day was cited by some authors as a major flaw. Some authors felt that any initiative to create an outstanding in-service program was immediately hampered by a lack of funds budgeted for this activity.

The future of in-service was of paramount concern to many authors reviewed. Common concerns to a majority of the authors could be summarized as follows:

1. Better assessment of individual needs

2. Planning a rewarding program

3. Providing adequate funds to implement a good in-service program

4. Initiating new ways to effectively evaluate the in-service programs

In conclusion, in a notable passage, Romano (12:7) supported the theory that in-service education should be a continuous process when she stated:

> A teacher spends many years in preparation for his profession. Even at the end of the formal four years of pre-service education, a teacher knows that learning must continue throughout his entire teaching career if he is to be vital, interesting, and effective with his students.

Chapter 3

PRESENTATION AND INTERPRETATION OF DATA

Questionnaire forms were sent to 85 professional staff persons in the Stewart County School System. Seventy-two questionnaire forms were returned for an eighty-four percent return.

The following table gives an indication of how the questionnaires were distributed and returned.

Table 1

Number and Percentage of Returns by Level

Level	Distributed	Returned	Percent
Elementary	53	45	84.9
Secondary	25	20	80.0
Administrators	7	7	100
Total	85	72	84.

Table 2 contains the number and percent of responses of the professional personnel in Stewart County to Form I, Part II. It should be noted here that only the responses which indicated 1 or 2 for a low rating, and responses which indicated 4 or 5 for a high rating were used in the study. It was felt that those who responded by indicating 3 were undecided about the particular program variable. It was felt that a more valid end product would be secured by discarding responses which indicated 3. Therefore, the responses tabulated in Table 2 will not equal 72, the total number of respondents, nor will the percents equal 100%.

All of the times on the program were rated by a majority of respondents as highly satisfactory. Items which received the highest ratings pertained to the relevancy of the program's contents and the flexibility of the activities offered. Respondents indicated the opportunities for adequate involvement of teachers in planning in-service activities and the effectiveness of the program for providing professional growth as the least satisfactory of the nine items.

Forty-one percent of the respondents indicated that the hour index was highly satisfactory as an effective technique for planning individual programs. Approximately 46% of the respondents rated the hour index as a reliable method for reporting hours earned. Only 25% of the respondents indicated that they felt the specified number of hours tended to restrict or place limits on professional growth.

It can also be seen that an overwhelming majority (80.6%) of the respondents indicated a preference for in-service activities to be conducted during the school hours with children absent or supervised by others. Two hour afternoon sessions and Saturdays were rated less satisfactory by 43% and 73.6% of the respondents, respectively.

Almost 80% of the respondents reported that they preferred the in-service credit be obtained by attending activities in a combination of local school, system-wide meetings, and college and university courses.

Table 2

Number and Percent of Responses of Guidance
Counselors, Elementary Teachers, and
Secondary Teachers on the
In-Service Program
Evaluation - Form I
(N = 72)

	Low		High	
	N	%	N	%
The Program Variables				
1. Relevance of content	5	6.9	42	58.3
2. Flexibility of the activities offered	4	5.5	60	83.3
3. Variety of activities offered	12	16.6	36	50.0
4. Opportunities for adequate involvement of teachers	21	29.1	28	38.8
5. Opportunities for teachers to participate in the activities	13	18.0	36	50.0
6. Time and place was convenient	21	29.1	25	34.7
7. Effectiveness of program for providing professional growth	22	30.5	27	37.5
8. (Overall Rating)	18	25.1	46	63.8
Hour Index				
9. Effective technique for planning individual programs	17	23.6	30	41.6
10. Reliable method for reporting hours earned	18	25.0	33	45.8

Table 2 (Continued)

		Low		High	
		N	%	N	%
11.	The specified number of hours tends to restrict or place limits on continuous professional growth	30	41.6	18	25.0

Time and Place Preference

		N	%	N	%
12.	One hour afternoon sessions	13	18.0	48	66.6
13.	Two hour afternoon sessions	22	30.5	31	43.0
14.	Saturdays	53	73.6	13	18.0
15.	During school hours with children absent or supervised by others	10	13.6	58	80.6
16.	All in local schools	24	33.3	27	37.5
17.	A combination of local school, system-wide meetings, and college credit	6	8.3	57	79.2

Tables 3 and 4 contain the number of responses for the most frequently reported strengths, weaknesses, and problems associated with in-service training. The statements in most instances are reported as submitted and grouped cases of similar responses. The number beside the statement represents the frequency of times respondents reported that particular statement. These responses were tabulated from Form II.

Table 3

Number of Responses for the Most Frequently Reported
Strengths of the Professional In-Service Series

Elementary Teachers (N = 45)	N
1. Exposure to current educational trends	13
2. Helpful in classroom teaching	12
3. Variety of activities	10
4. Individual selection provision	8

Secondary Teachers (N = 20)	
1. Exchange of ideas, techniques and approaches	12
2. Flexibility of the activities	4
3. Variety of activities	4

Administrators (N = 7)	
1. Freedom of choosing activities	3
2. Way to exchange new ideas and practices	2
3. Variety and quality of areas covered	1

Table 4

Number of Responses for the Most Frequently Reported
Weaknesses in the Professional In-Service Series

Elementary Teachers (N = 45)	N
1. Inconvenient	11
2. I'm too tired to attend after school meetings	6
3. Too general	5
4. Irrelevant activities	4
Secondary Teachers (N = 20)	
1. Not very interesting	5
2. Lax attendance records	4
3. Dishonesty	4
Administrators (N = 7)	
1. Lack of accountability	4
2. Time of meetings	1

An objective of this study was to test the hypothesis that stated: "There will be a preponderance (70% or better) of teachers who rate the Hour Index in the current in-service program high as opposed to those who rate it low." There were three items in Table 2 under the Hour Index Category that pertained to this.

An average 44% of those surveyed rated the Hour Index as high. This does not represent the preponderance of 70% set out in Hypothesis One. Therefore, it was rejected. Out of the 72 respondents, 69 answered the Hour Index item on the questionnaire. For the purposes of this study, only the responses which indicated 1 or 2, or 4 or 5 were used. Thirty persons rated the Hour Index high as an effective technique for individual planning. Seventeen persons rated it low. Thirty-three persons rated high "a reliable method for reporting hours earned" and 18 rated it low. Thirty persons believed the Hour Index did not restrict continuous professional growth as opposed to 18 respondents who felt the index did place limits on growth.

Another hypothesis covered in Table 2 was Hypothesis Two which stated: "There will be a preponderance (70% or better) of teachers who rate the Time and Place Preference in the current in-service program high as opposed to those who rate it low. The current in-service program for time preference was rated as low. The respondents noted the most preferable time was "during school hours with children absent or supervised by others." Although the time preference was rated low,

the place preference of the current in-service program was rated very high. The combination of place preference for local school, system-wide meetings and college credit is practiced in Stewart County. Based on the findings, part of the hypothesis was rejected and part was accepted.

Table 5, which follows, deals with Hypothesis Number Three which states: "There will be observable differences in the opinions of teachers with master's degrees or above as opposed to teachers with only a bachelor's degree in relation to the current in-service programs and recommendations for future programs." It should be noted here that, as in previous tables, responses indicating number 3 were discarded. Therefore, the total percentages will not equal 100 nor will the total number of responses equal 65, the total number of teachers.

In Table 5, it can be seen that the majority of teachers with Master's degrees or above ranked six of the eight items as low in the Program Variables. On the other hand, the majority of teachers with only a bachelor's degree rated five of the same six items as high. It is felt that the teachers with more education are more critical in their appraisal of the in-service program. It was interesting to note that in the items described as flexibility of activities offered, variety of activities offered, and time and place was convenient, both groups of teachers ranked the items similarly. The first two were rated high and "time and place" was rated low. Generally speaking, the hypothesis

Table 5

Number and Percent of Responses of Elementary Teachers
and Secondary Teachers by Degrees Held
on the In-Service Program
Evaluation Form 1

	Bachelor's Degree				Master's Degree				Total			
	Low		High		Low		High		Low		High	
	N	%	N	%	N	%	N	%	N	%	N	%
The Program Variables												
1. Relevance of content	1	3.2	19	61.2	20	58.8	7	20.5	21	32.3	26	40.0
2. Flexibility of activities offered	10	32.3	20	64.5	10	29.4	24	70.6	20	30.1	44	67.7
3. Variety of activities offered	2	6.4	19	61.2	4	11.7	23	67.6	6	9.2	42	64.6
4. Opportunities for adequate involvement of teachers	6	19.4	9	29.0	20	58.8	14	41.2	26	40.0	23	35.4
5. Opportunities for teachers to participate in the activities	6	19.4	9	29.0	20	58.8	14	41.2	26	40.0	23	35.4
6. Time and Place was convenient	18	58.1	4	12.9	20	58.8	4	11.8	38	58.5	8	12.3
7. Effectiveness of program for providing professional growth	3	9.7	15	48.4	15	44.1	15	44.1	18	27.7	30	46.2
8. Overall Rating of the program	14	45.1	17	54.8	20	58.8	13	38.2	34	52.3	30	46.1

was supported, but for practical purposes of in-service planning, the differences do not warrant too much consideration with the possible exception of number one.

The last hypothesis states: There will be little difference indicated in the opinions of teachers with 0-5 years of experience as opposed to those who have six years or more in relation to current in-service program and recommendations for future programs.

Table 6, which follows, charts the responses of the 65 teaching personnel in Stewart County. The teachers of Stewart County represent a very experienced and stable group. There are only 8 teachers with 0-5 years of experience. The remaining 57 teachers have six or more years of classroom experience. It should be noted here that, as in previous tables, responses indicating number 3 were discarded. Therefore, the total percentages will not equal 100 nor will the total number of responses equal 65.

The responses regarding the in-service program clearly indicate that a larger percentage of the experienced teachers rated the items as high in six of eight items. The less experienced teachers did likewise. The number of teachers with 0-5 years of experience is small when compared to the total group. However, it would seem that teachers desire similar results from the in-service program regardless of years of experience. One notable difference was the way teachers responded to "opportunities for teachers to participate in activities." Experienced

the other hand, in looking at the table, one can see that a larger per-centage of less experienced teachers rated the items high as opposed to a lesser percentage of more experienced teachers.

Table 6

Number and Percent of Responses of Elementary Teachers
and Secondary Teachers by Years of Experience
on the In-Service Program
Evaluation Form 1

	0 - 5 Yrs Experience				6 plus Yrs Experience				Total			
	Low		High		Low		High		Low		High	
	N	%	N	%	N	%	N	%	N	%	N	%
The Program Variables												
1. Relevance of content	1	12.5	7	87.5	10	17.5	29	50.1	8	12.3	39	60.0
2. Flexibility of activities offered	2	25.0	6	75.0	9	15.8	47	82.4	11	16.9	53	81.5
3. Variety of activities offered	2	25.0	4	50.0	12	21.1	30	52.6	14	21.5	34	52.3
4. Opportunities for adequate involvement of teachers	2	25.0	5	62.5	12	21.1	30	52.6	14	21.5	35	53.8
5. Opportunities for teachers to participate in the activities	1	12.5	7	87.5	29	50.8	12	21.1	30	46.2	19	29.2
6. Time and Place was convenient	6	75.0	2	25.0	34	59.6	4	7.0	40	61.5	6	9.3
7. Effectiveness of program for providing professional growth	3	37.5	5	62.5	10	17.5	31	47.7	13	20.0	36	55.4
8. Overall rating of the program	1	12.5	6	75.0	22	38.6	35	61.4	23	35.4	41	63.8

Chapter 4

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

FINDINGS

The study supplied information needed for insight into how teachers and administrators in Stewart County perceive the current in-service education program.

Fifty-three percent of the professional personnel feel that the in-service program is highly satisfactory. One-fifth rated most aspects of the program low or unsatisfactory.

The following list includes some of the most valuable findings:

1. Eighty plus percent of the professional personnel felt there was flexibility in activities offered.

2. Approximately 81% of the respondents preferred in-service training be held during school hours with the children absent or supervised by others. Saturdays were rated low by 73.6%.

3. Approximately 57% of the administrators listed on Questionnaire No. 2 under "Most Frequently Reported Weaknesses", a lack of accountability as a major weakness of the professional in-service series.

4. Table 6 clearly illustrates the stability of the teaching force in Stewart County. It is significant to note that only eight out of sixty-five teachers had less than six years experience.

5. The relevance of content of the in-service program is suited more to the desires of the teachers having only attained a Bachelor's degree. This is evidenced in Table 5, Variable 1, which indicates 61.2% of teachers having only bachelor's degrees rated this item high as opposed to 20.5% of teachers with Master's degrees or above.

6. Tables 5 and 6 indicate that teachers with six or more years of experience and teachers with master's degrees or above rated Variable 5 "Opportunities for teachers to participate in activities" lower than teachers with 0-5 years experience and teachers with Bachelor's degrees.

CONCLUSIONS

These findings will provide a basis of direction for the revision of the in-service program in Stewart County. The following conclusions are based on the findings of the study:

1. The program was successful in providing a variety of activities.

2. The design of the program provided numerous opportunities for teachers to participate in activities.

3. The flexibility of the activities enhanced staff development.

4. The weaknesses can be attributed to inconvenience, lack of professional attitude on part of some teachers, lack of accountability or attendance, dishonesty in reporting credits earned.

5. It was shown that the needs of the more experienced teachers were not satisfied.

RECOMMENDATIONS

From the findings and conclusions reached in this study some helpful suggestions can be made to aid Stewart County's in-service planning process. The following list of recommendations will be presented to the Stewart County Board of Education in hopes it will be considered in the process of in-service revision and planning:

1. Strive to achieve more input from teachers to provide a better in-service program.

2. Establish an In-Service Council comprised of the professional personnel. The council members should be selected using the criteria of years of experience, degrees held, and grade level taught. The purpose of this council would be to serve as an initiation point of improving the current in-service program.

3. Provide an evaluation system for determining the value of the in-service program.

4. Provide the professional personnel with feedback on the results of reported findings from the evaluations of in-service.

5. It is recommended that the Stewart County Board of Education provide days in the school calendar where in-service credit can be accomplished during the school day with children absent or supervised by others.

6. It is recommended that a small task force comprised of teachers and administrators be organized to revise the method for accountability of in-service hours earned.

APPENDICES

APPENDIX A.   Memorandum of Transmittal

From: Phillip Wallace

To: Stewart County Professional Personnel

Re: Evaluation of Professional In-Service Program.
        Form I

Date: August 24, 1978

   The Professional In-Service Program for the Stewart County School System

is in the process of being updated. In order to better meet the needs of the

teaching staff, your evaluation of the present professional growth program is

necessary. Any changes or modifications will be based on your responses to

the enclosed questionnaire.

   Please complete each question / statement by recording your answers on

the questionnaire. When you have completed this; fold the questionnaire and

turn it into the principal's office.

   Thank you for your cooperation.

Approved _____
        Van Riggins, Superintendent of Schools

Approved _____
        Bill Cherry, Supervisor of Instruction

From: Phillip Wallace

To: Stewart County Professional personnel

Re: Evaluation of professional In Service Program, Form II

Date: August 24, 1978

As part of the continuous evaluation and planning of the Professional Growth service, the attached questionnaire is being administered to the Stewart County Professional Personnel.

Specifically, this questionnaire is designed to obtain information relative to (1) an evaluation of present in-service activities and (2) suggestions and recommendations for future professional growth activities.

Please assist me by responding to each item as briefly and sincerely as possible. Your opinions and suggestions are essential and extremely vital in the assessment and modification of staff development activities. All information will be reported as group data and therefore will be confidental. Please return questionnaire to your principal.

Thank you for your cooperation.

Approved _____
              Van Riggins, Superintendent of Schools

Approved _____

              Bill Cherry, Supervisor of Instruction

APPENDIX B. Questionnaire

Form I

Questionnaire

I. Personal Data

1. Please check the area you are teaching in at this time:

Elementary (K - 6)

Librarian   _____
Math   _____
Language Arts   _____
Science   _____
Social Studies   _____
Other   _____

Junior High (7 - 9)

Librarian   _____
Math   _____
Language Arts   _____
Science   _____
Social Studies   _____
Other   _____

2. Sex

Female   _____
Male   _____

3. Number of years teaching experience

0 - 2 years   _____
3 - 5 years   _____
6 - 10 years   _____
11+ years   _____

Secondary (10 - 12)

Librarian   _____
Math   _____
English   _____
Science   _____
Social Studies   _____
Other   _____

4. Highest degree held

No Degree   _____
Bachelor's Degree   _____
Master's Degree   _____
Master's Degree + 45   _____

5. Are you scheduled to or have you served on a planning committee of the system wide program?

yes   _____
no   _____

II. Evaluation of the Professional In-Service Program
Directions for (6) - (22): Write the numeral you select (1 - 5) in the
appropriate blanks on the Response Sheet.

The Program

		Low				High
(6)	Relevance of the content	1	2	3	4	5
(7)	Flexibility of the activities offered	1	2	3	4	5
(8)	Variety of the activities offered	1	2	3	4	5
(9)	Opportunities for adequate involvement of teachers	1	2	3	4	5
(10)	Opportunities for teachers to participate in the activities	1	2	3	4	5
(11)	Time and place was convenient for teachers	1	2	3	4	5
(12)	Effectiveness of program for providing professional growth	1	2	3	4	5
(13)	(Overall Rating)	1	2	3	4	5

Hour Index

(14)	Effective technique for planning individual programs	1	2	3	4	5
(15)	Reliable method for reporting hours earned	1	2	3	4	5
(16)	The specified number of hours tend to restrict or place limits on continuous professional growth	1	2	3	4	5

Time & Place Preference

(17)	One hour afternoon sessions	1	2	3	4	5
(18)	Two hour afternoon sessions	1	2	3	4	5
(19)	Saturdays	1	2	3	4	5
(20)	During school hours with children absent or supervised by others	1	2	3	4	5
(21)	All in local school	1	2	3	4	5
(22)	A combination of local school, system-wide meetings and college credit	1	2	3	4	5

Form II
Professional In-Service Evaluation

Directives: Please respond as briefly and as accurately as possible to 1 - 10
             questions of this survey.

Fact I: Personal Data
         Please check the appropriate response (s) for items 1 - 4.

1. Your present position in the Stewart County School System:

Principal   Assistant Principal
   Elementary _____   Elementary _____
   Secondary _____   Secondary _____

                        Guidance Counselor
                        Secondary _____

Elementary   Junior High   Secondary

Librarian _____   Librarian _____   Librarian _____
Math _____   Math _____   Math _____
Language Arts _____   Language Arts _____   Language Arts _____
Social Studies _____   Social Studies _____   Social Studies _____
Science _____   Other _____   Other _____

2. Sex

    _____ Female
    _____ Male

3. Number of years teaching experience:

    _____ 0 - 2 years

    _____ 3 - 5 years

    _____ 6 - 10 years

    _____ 11+ years

4. Highest degree held:

    _____ No Degree

    _____ Bachelor's Degree

    _____ Master's Degree

    _____ Master's Degree + 45

Fact II: Evaluation

5. Please list some of the <u>most</u> successful or outstanding professional
    in-service activities that you have attended.

Name of Activity	Subject Area	Place	Approximate Date

6. Please list some of the <u>least</u> successful in-service activities that you
    have attended.

Name of Activity	Subject Area	Place	Approximate Date

7. What are the major strengths of the In-service Program?

_____

_____

_____

_____

_____

8. What are the major <u>weaknesses</u> of the In-service Program?

_____

_____

_____

_____

_____

9. What are the major <u>problems</u> associated with attending the In-service Program?

_____

_____

_____

_____

_____

Fact III: Recommendations

10. What are your recommendations for future In-service Programs relating to:

A. Activities _____

_____

_____

_____

_____

B. Time _____

_____

_____

_____

_____

C. Location _____

_ _____

_____

_ _____

_____

D. Clock Hours _____

_____

_____

_____

APPENDIX C

REVIEW OF THE LITERATURE
CLARKSVILLE-MONTGOMERY COUNTY
IN-SERVICE PROGRAM FOR PROFESSIONAL PERSONNEL

MONETARY INCENTIVE

The state provides a monetary incentive for all Tennessee
teachers to improve the instructional program through improved
teacher competence by giving financial support to ten (10)
days of in-service education during the school year.

FLEXIBILITY OF OPPORTUNITY

Although ten (10) days of in-service education are
required by the State Department of Education, there are no
exact plans nor rigid time schedules. It is believed by
many that the needs and interests of teachers vary as the needs
and interests of individual pupils, thus a flexible program
on in-service education is desirable for teachers that
includes the flexibility that is considered desirable for
pupils.

Two broad types of activities serve as the framework
for an almost unlimited variety of specific experiences;
namely, learning activities and application activities.
Groups engaged in learning activities are likely to be study-
ing new subject matter, as in the case of mathematics or new
procedures as in the use of a wide variety of media. Groups
engaged in application activities may be developing, evaluating,
and revising the scope and sequence of an instructional area,
as in the science curriculum with desirable learning outcomes
stated in behavioral terms.

The plan for the effective utilization of the ten (10)
days required by the State Department for in-service education
includes five (5) days which are devoted to school planning
activities and five (5) days are reserved for system-wide
professional growth.

SCHOOL PLANNING IN-SERVICE ACTIVITIES

The five (5) days scheduled for school planning
activities involve all personnel at the same time; this
includes professional activities in the individual schools,
evaluation of pupil progress, parent-teacher conferences,
and a general meeting. (A more detailed description will
be given in the school calendar and pre-school information.)

PROFESSIONAL GROWTH IN-SERVICE PLAN

I. Activities

    A. Required

        1. In-service workshops or curriculum development groups (3 hour blocks)
           Hours that must be completed in individual instructional area:

           a. Elementary   9 hours
           b. Secondary   15 hours

        2. New Teacher Orientation Day   6 hours

    B. Options Not Listed in This In-Service Booklet

        1. Travel outside continental United States
           (Attach itinerary to plan of intent)
           1 week - 6 hours
           Maximum - 18 hours

        2. Out-of-system in-service (Attach Summary to plan of intent.)
           Attendance at established in-service program in another school system
           1 hour - 1 hour credit   *Open

        3. Visitations (Attach description and hours spent.)
           Planned visits to activities related to instructional area
           1 hour - 1 hour credit (travel time excluded)
                             *Open

        4. Professional Conferences

           a. TEA Annual Meeting   c. NEA Annual Meeting
           b. MTEA Annual Meeting   d. Other professional meeting
           Choice of Two (2) 6 hours each meeting

        5. Non-paid professional leadership (Specify on plan of intent position held.)

           a. Elected or appointed officers
              1) Executive Committee members of local association   3 hours
              2) National, state, regional officers   3 hours
              3) Local association building representatives   6 hours

           b. Curriculum Coordinating Committee Members   3 hours

2. Teachers will be expected to attend the workshop for which they have registered. Once a teacher has pre-registered for a workshop, he may not drop it and add another unless notified of its cancellation. In the event of cancellation, a new workshop may be selected and the new instructor must be notified.

3. It is expected that professional personnel will assume responsibility for their own participation. Teachers who must be absent are to inform the principal to be approved by the Coordinator of Instruction.

EXPLANATION OF REQUIREMENTS

Each teacher is required to accumulate a total of 30 hours in addition to the 5 days of school planning activities.

Elementary Requirements:

Two (2) days (12 hours) are scheduled in the calendar for parent-teacher conferences. The three (3) remaining days (18 hours) are to be selected from the professional growth activities. Nine (9) of those eighteen (18) hours are to be completed in the individual's instructional area workshops. The remaining nine (9) hours may be selected from the optional activities listed in this brochure.

Secondary Requirements:

Five (5) days (30 hours) are to be selected from the professional growth activities. Fifteen (15) of these thirty (30) hours are to be completed in the individual's instructional area workshops. The remaining fifteen (15) hours may be selected from the optional activities listed in this brochure.

New or Returning Teacher Requirements:

New teachers are required to participate in new teacher orientation day (6 hours). As a result of this additional requirement for new teachers, elementary teachers may select three (3) hours and secondary teachers may select nine (9) hours from the optional activities in this brochure.

> NOTE: Optional hours may be completed within the individual's instructional area workshops, if desired.

III. Workshops

A. Workshops will be offered in instructional areas and in certain interest areas. Two types of workshops are included in the program--general workshops and curriculum development workshops.

3. <u>University Courses</u> - Credit is given for enrichment courses. <u>No</u> credit is given for those leading to a pay increase.

4. <u>Sponsorship</u> - Those sponsors who are paid or are given release time are excluded from receiving credit.

II. Requirements

   A. Hours

      1. 5 days (30 hours) in addition to regularly scheduled days in individual schools

      2. Elementary

         a. 2 days (12 hours) parent-teacher conferences required

         b. 3 days (18 hours) activities

      3. Secondary

         a. 5 days (30 hours) activities

   B. Chart

LEVEL	INST. AREA HOURS	OPTIONAL HOURS	PARENT CONFERENCES	NEW TEACHER ORIENTATION
Elementary	9	9	12	
Elem. New Tea.	9	3	12	6
Secondary	15	15		
Sec. New Tea.	15	9		6

   C. Plan of Intent

      1. Each teacher is required to submit a plan of intent to his principal. The plan of intent for the next school year must be submitted in May of the present year.

   D. Workshop Registration

      1. Each teacher must complete a registration blank for each workshop selected. Pre-registration of at least ten (10) participants is required for organization of each instructional workshop. An exception to this requirement may be made in certain areas where a very small number of teachers are employed. The Curriculum Evaluation Committee must approve a workshop with less than ten (10) participants.

6. Workshops in other than instructional area
   (3 hour blocks)   Open

7. Educational Published Materials *(Submit a copy
   for evaluation.)   1-3 hours

8. Community Presentations
   Radio, tv, civic club program   1 hour

9. University Courses*
   1 hour credit for each course not toward a
   degree   2-15 hours

10. Sponsorship*
    Sponsors of school-related activities requiring
    attendance by sponsor after regular school hours
                                                3 hours

11. Attendance of Board of Education Meetings
    1 meeting - 1 hour credit   1-3 hours

12. Home visitations (excluding voc. Home Ec and
    Agriculture) 1 visit - 1 hour credit
    30 minutes minimum visit   1-6 hours

13. Non-Remunerated Pre-school Registration

14. Non-Specified Activities
    Any activities not specified in the professional
    growth plan which warrant credit will be
    evaluated. A non-specified activity form is
    included in this booklet. Complete the form and
    submit it to the Coordinator of Instruction for
    approval by the Curriculum Evaluation Committee.
    Examples of such activities are: instructional
    area conferences, clinics, lecture series.

15. Southern Association Self-Evaluation Study
    Teachers participating in self-evaluation study
    are required to attend only those in-service
    activities involving their individual faculty.

*EXPLANATION OF OPTIONS IN PROFESSIONAL GROWTH IN-SERVICE PLAN

1. Open - The term "open" indicates that the number of
   credit hours received is unlimited.

2. Educational Published Materials - Published materials
   will be evaluated for credit by the Curriculum Evaluation
   Committee. Submit a copy to the Coordinator of Instruction.

B. General workshops are to teach instructional personnel new subject matter and to develop further understandings and skills.

C. Curriculum development workshops are to provide a strong framework for the continuous development of the individual areas. The participants are expected to devote themselves to the task of analyzing the needs of the system, developing guides and related materials, and in general, accepting responsibility for direction in future development.

D. The workshop offerings are to be determined by the system-wide Curriculum Coordinating Committee and Curriculum representatives.

IV. Leadership for the Workshops

A. Classroom teachers, principals, members of the Central Office staff and possibly a limited number of consultants from outside the school system will serve as leaders and instructors for the various in-service courses. All members of the administrative and supervisory staff, including principals and assistant principals are performing their professional service as an integral part of their total responsibility. Teachers who are instructing groups are completing their own added responsibility of leadership. Instructors will receive six (6) hours credit for each three (3) hours taught.

B. Instructors who refuse or are unable to teach a course after accepting the responsibility are to notify the Coordinator of Instruction (Mr. Moorehead). A decision will be made for the situation by the chairman of the Curriculum Coordinator of Instruction. If possible, the instructor should obtain a replacement instructor.

V. Guidelines

A. No in-service credit is given during teaching hours.

B. In-service workshops must be given in three (3) hour blocks. These workshops may begin no earlier than thirty (30) minutes after teacher's school day.

C. Participation in paid activities cannot be considered for in-service credit. This includes participation in or out of the system.

D. Instructional area workshops must be scheduled so that no more than one-half of those offered are before the beginning of the coming school year.

E. A Curriculum Evaluation Committee is composed of the
    Coordinator of Instruction, the appropriate
    Supervisor of Instruction, and the chairman of
    the Curriculum Coordinating Committee.

F. A monthly calendar of professional growth activities
    is included in this booklet. Registered participants
    will be notified of changes.

G. All new teachers will receive in-service information
    from the appropriate Supervisor of Instruction.

H. Instructional area workshops must be scheduled so
    that a minimum of nine (9) hours for elementary and
    fifteen (15) hours for secondary are offered after
    the beginning of the school year.

APPENDIX D

REVIEW OF THE IN-SERVICE PROGRAM
FOR PROFESSIONAL PERSONNEL IN
HOUSTON COUNTY

I. Requirements

A. 10 days in-service is required each day is a 6 hr. day.

1. Two days of orientation county wide (12)
2. Two parent-teacher conferences (12)
3. One evaluation day to work on records (6)
4. Home visitation one day (6)

II. Activity Options

A. Three hours in-service for sponsoring a club.

B. One hour in-service for each one hour graduate credit course a teacher completes.

C. Professional conferences FEA - Nine Hours   NTEA - Six hours

D. Three hours for elected job in the teachers association.

E. If hours are needed work out additional time with your principal.

APPENDIX E

REVIEW OF THE IN-SERVICE PROGRAM
FOR PROFESSIONAL PERSONNEL IN
HUMPHREYS COUNTY

HUMPHREYS COUNTY IN-SERVICE PROGRAM

HUMPHREYS COUNTY IN-SERVICE PROGRAM

50

. Requirements

A. Sixty Hours for each teacher

1. Two parent-teacher conferences (12)
2. Orientation Day (First day of in-service) (6)
3. Work in school (Last day of in-service) (6)

. Activity Options

A. Six hours in-service for sponsoring a club requiring attendance after regular school hours. Total allowed-six.

B. Six hours in-service when a teacher attends an activity on a Saturday or other non-school day as a sponsor of a group. Total allowed-six.

C. Six hours in-service when a teacher chaperones an overnight trip. Total allowed-six

D. Out-of-system in-service. (Attach program). Open.

E. One hour in-service for each one hour graduate credit course a teacher completes. Total allowed-fifteen hours.

F. Visitations (attach description and hours spent). (Planned visits to activities related to instructional area). One visit-one hour credit. (Travel time excluded). (Thirty minutes minimum visit). (Excluding Vocational Home Economics and Agriculture). Open.

G. None-Paid Professional Leadership

1. Elected or appointed office in local association. Three hours
2. National, State, or regional officers. Three hours.
3. Local association building respresentatives. Three hours.
4. Curriculum Co-ordinating Chairman. Three hours.

H. Community Presentations

1. Radio, TV, Civic club programs. One hour up to three.

I. Professional Conference

1. TEA Annual Meeting. Nine hours.
2. MTEA Annual Meeting. Nine Hours.

. Southern Association Self-Evaluation

A. Study teachers participating in self-evaluation study are required to attend only those in-service activities involving their individual faculty.

. One hours in-service for each hour of college credit courses taken, up to a total of 18 hours for any one year.

REFERENCES CITED

1. Adams, Elizabeth. In-Service Education and Teachers Centres. New York: Pergamon Press, 1975, Pp. 10-25.

2. Agne, Russell M., & Ducharme, R. In-Service and Continuing Education. Peabody Journal of Education, January, 1978, Pp. 90-91.

3. Beckerman, M. Training Approach to In-Service Education. School and Community, January, 1976, p. 12.

4. Cane, B. In-Service Training. National Foundation for Educational Research, 1969.

5. Duke, D. L. Developing A Comprehensive In-Service Program for School Improvement. NASSP Bulletin, April, 1977, p. 70.

6. Goddu, Roland. Inservice: The Professional Development of Educators. Journal of Teacher Education, March, 1977, p. 24.

7. Harris, Ben, & Bersent, Wailond. In-Service--A Guide to Better Practice. New York: Dodd, Mead and Company, 1976.

8. Hite, Herbert, & Howey, Kenneth R. Planning In-Service Education: Promising Alternatives. Journal of Historical Implication, 1979, p. 4.

9. Houmes, Gary. Revitalizing In-Service Training for Change. Educational Technology, December, 1974, p. 34.

10. King, James C., & others. Some Requirements for Successful In-Service Education. Phi Delta Kappan, May, 1977, p. 686.

11. Porter, J. In-Service Education. Education Digest, February, 1978, p. 42.

12. Romano, Clara O. In-Service Education: The Need for Continuous Teacher Education. Delta Kappa Gamma Bulletin, Spring, 1977, p. 7.

13. Taylor, P. H. How Teachers Plan Their Courses. National Foundation for Educational Research, 1970, p. 35.

14. Witherton, Wayne, Let's Get Serious About In-Service. Journal of Teacher Education, March, 1977, p. 35.

BIBLIOGRAPHY

Adamson, J. W. A Short History of Education. New York: Cambridge
    University Press, 1922.

Edelfelt, Ray A. "In-Service Education of Teachers: Priority for the
    Next Decade." Journal of Teacher Education, February, 1974.

Swansburg, Russell C. In-Service Education. New York: G. P. Putname
    & Sons, 1968.