IMPROVEMENT OF IN-SERVICE EDUCATION FOR TEACHERS
IN THE REDFIELD COMMUNITY SCHOOL, 1958-59

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Statement of the program to be given below:

1. To survey the present in-service education program at Redfield Community School at the beginning of the 1958-59 school year.

2. To develop a plan for improving the in-service education program.

3. To keep a record of the improvements made.

4. To evaluate the effectiveness of the in-service education program throughout this year.
CHAPTER I

INTRODUCTION

In-service education, added to supervision and curriculum planning, is considered a method of improving instruction. Being relatively new, it is receiving a great deal of attention in many schools. The method appears to have many possibilities for improving instruction. For this reason there are many different plans in action. In due time, after many programs have been evaluated, educators may be able to choose those which have proved most successful.

I. THE PROBLEM

Statement of the problem. It was the purpose of this project:

1. to survey the present in-service education program in the Redfield Community School at the beginning of the 1958-1959 school year;
2. to develop a plan for improving the in-service education program;
3. to keep a record of the progress of the in-service education program;
4. to make an appraisal of the in-service education program at the end of the 1958-59 school year.

II. DEFINITION OF TERMS USED

In-service education. The term "in-service education" is used throughout this study. It is interpreted to mean any endeavor which will bring about professional and personal growth on the part of the
teacher while in service. The growth activities may either be cooperate-
tive or individualistic in nature.

Language arts. Language arts is a term used to refer to the
various ways by which people communicate with one another, namely, by
speaking, listening, reading, and writing.

Survey Q3R method. The term "survey Q3R method" is a study
method developed to increase speed and comprehension in reading. The
title is composed of the steps in an abbreviated form—survey, question,
reading, recite, and review.

III. HISTORY OF IN-SERVICE EDUCATION

REDFIELD COMMUNITY SCHOOL

During the 1956-57 school term the first formal in-service edu-
cation program was started in the Redfield Community School. Prior
to that time, in-service education was of the unplanned type. There
was in-service growth, but most of this was individual in nature.
Faculty meetings were held primarily to take care of routine matters.
The administration felt there was a great need for developing a formal
in-service education program. The faculty met in the spring of 1957
and planned a program for the remainder of the school year.

Topics for study during the 1956-57 term were visual aids, salary
schedules, personnel policies, school legislation, school board policies,
school budget, grading, and promotion. Faculty members were pleased
with the program but recommended that future programs be more closely
associated with the improvement of instruction.¹

In attempting to relate in-service education more closely to
instruction, the 1957-58 faculty studied such problems as improving
reading, improving testing, improving mathematics, professionalism,
controversial issues, changing community attitudes, and guidance.
Most of the meetings were panel discussions with the entire faculty
making contributions to the discussion. Dr. Stuart Tiedeman of Drake
University was the guest speaker at the guidance meeting. Reverend Clar-
ence Morrison, the local Methodist minister who had been making a special
study on the problem of changing community attitudes, talked on that
subject.

According to the opinions of some of the faculty members, the
program had been an improvement over that of the previous year. How-
ever, the faculty felt that many of the areas studied had little or no
bearing on the improvement of instruction and that topics which were
related to instruction were too broad for a complete study. The faculty
recommended that the 1958-59 staff do more thorough planning for the
in-service education program for the year, so that it would more nearly
meet the needs of the faculty.

¹Harold E. Hester, "An Evaluation of the In-Service Training
Program for Teachers, Redfield Community School, Spring Semester, 1957,"
(unpublished Master's thesis, Drake University, Des Moines, 1957),
pp. 3-4.
The project for improving the in-service education program in the Redfield Community School for the 1958-59 school term had its beginning in the pre-school workshop, which was held August 29 and 30, preceding the opening of school on September 1. The pre-school workshop is an orientation period for new teachers and a planning period for the entire faculty. Planning the in-service education program was one of the items on the agenda. It was the opinion of the faculty that good advanced planning was necessary to develop an improved in-service education program and that a systematic approach should be taken.

On August 29 the faculty selected a committee to make a survey of the previous in-service education programs, to determine where improvement was needed. With this information a better plan could be developed for the 1958-59 term. The committee reported back to the faculty on August 30 with the recommendations that: (1) committees be appointed from the faculty to establish objectives in each of the instructional areas; (2) the same committees present methods, in outline form, for achieving these objectives;\(^1\) and (3) the in-service education program be confined to one instructional area for the 1958-59 school year.

The committee thought by confining in-service education to one

\(^1\)Curriculum Objectives, 1958-59, compiled by the Redfield teachers, Office of Superintendent, Redfield Community School. ( Mimeographed.)
instructional area achievement could be measured. This expected show of achievement would be a motivating factor for the faculty and should bring about better support of the program. The choice of the area for instructional improvement was delayed until all objectives had been established and compiled. October 1 was set as the time for completion of this task.

On October 6 the faculty met to select an instructional area for improvement. They decided on the field of language arts for the following reasons: (1) school records showed that achievement in language arts was mediocre at best; 1 (2) the inability to communicate makes it difficult to succeed in other subject areas. The language arts committee was asked to prepare recommendations to be presented to the faculty at the next meeting.

On October 13 the faculty met and received the report of the committee. The committee reasoned that individual instructional methods applied by the various teachers might not achieve the objectives wanted. Children advancing from room to room and teacher to teacher might find the adjustment easier and achievement better if instructional continuity extended throughout the entire school.

The committee reasoned that improvement of instruction must be preceded by good advanced planning. A complete list of objectives

\footnote{1}Truman Kelley, Richard Madden, Eric Gardner, Lewis Terman, and Giles Ruch, Stanford Achievement Test (New York: World Book Co., 1953), Form K.
was presented to the faculty, along with an elaborate list of approved teaching techniques. After considerable discussion, the faculty decided on the objectives and instructional methods to be used.

The next procedure was planning the remainder of the in-service education program for the year. A committee of two teachers from each the primary, intermediate, junior high, and high school departments was appointed by the administration to plan and submit a program.

The committee made their report to the faculty on October 20 and suggested the staff attempt to continue their growth by doing such individual projects as reading, research and experimentation, interschool and intraschool visitation and observation, and college work. Cooperative efforts might be workshops, teacher committee work, study groups, and faculty meetings. The committee recommended the continuation of regular monthly meetings for the purpose of group concentration on the problems to be studied. The following general suggestions were made relative to the meetings:

1. That there be eight more in-service education meetings, one to be held during each remaining school month.

2. That an agenda be prepared and distributed to the teachers at least three days in advance of the meetings.

3. That the teachers themselves plan and present the lessons. Lesson preparation should bring about greater professional growth. Panel discussions were to be given high consideration.

4. That the professional library be expanded to provide more materials for study of problems.
5. That school be dismissed forty-five minutes earlier on the
days of in-service meetings.

6. That meetings should be planned to last for one and a half
hours.

7. That other group meetings be scheduled and planned as the
need arises.

The following topics for study and dates for meetings were pre-

sented by the committee:

October 27  Spelling and Writing
November 17  Improving the Mechanics of Language
December 15  Use of Language in Creative Endeavor
January 12   Making Language Work for Us
February 23   How to Solve Reading Problems
March 16     Reading for Information
April 13     Creating Interest in Reading
May 11       Evaluation of the Year's Program

The topics were accepted by the faculty and administration as presented.

The committee recommended the following list of objectives for
the in-service education program. They were unanimously accepted by
the faculty:

1. The program should help teachers keep abreast with new knowl-
dge.

2. The program should promote growth and learning among staff
in order to complete an report. Teaching materials should be made
by the faculty members.
3. The program should develop good relationship in cooperative action research.

4. The program should define common objectives of the school.

5. The program should build professionalism and high morale.

6. The program should increase knowledge of teaching methods.

7. The program should increase skill in providing for individual differences.

8. The program should provide for definition of responsibilities.

9. The program should provide for individual activity appraisal.

**Method of evaluation.** The following techniques were used to determine the success of the project:

1. Teacher interviews. On March 15 the teachers were asked individually to give personal reactions to the success of the program. The interview was based on the mechanics of the in-service education program.

2. Questionnaire. On March 17 the teachers were asked to answer a questionnaire concerning the in-service education program. Questions asked in the questionnaire were related to the objectives.

3. Evaluation meeting. At a meeting on March 19 the faculty made an evaluation of the in-service education program in relation to the improvement of language arts instruction. The evaluation meeting had been originally scheduled for May 11 but was changed to March 19 in order to complete this report. A record was kept of the comments made by the faculty which might be beneficial for improving future programs.
V. ORGANIZATION OF THE REPORT

Chapter II contains a review of the literature on in-service education. Chapter III contains data collected from the progress of the project. Chapter IV consists of an evaluation of the project. Chapter V includes a summary and conclusions.
CHAPTER II

A SURVEY OF LITERATURE ON IN-SERVICE EDUCATION

Need of in-service education. Our public school system is established to provide educational services for a society which is constantly changing. Because we Americans live in a democratic society there is constant change and seeking of improvement. There is constant change in school population, school staffs, school committees, school boards, social conditions, parental interest, and many others too numerous to mention. When changes occur in one part of the school program, there will be changes in others.

For those who take part in meeting the responsibilities of education, there is a need to examine goals in each school system and to make needed adjustments to achieve these goals. This can be done successfully only when all persons involved work together in solving the problems. This working together for the improvement of an education program is in-service education.1

Greater attention is being given to in-service education today than any other time in history. This interest results in part from a need to give more training to large numbers of new teachers in the profession and to re-orient teachers returning to the profession. The

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most important factor in interest development in in-service education is the great change in educational objectives and problems arising from conditions of growth in the schools. More children are coming to school and more are staying longer. These factors alone create a great need for in-service education.¹

Douglas and Mills clearly made a case for the continuous personal and professional growth of teachers saying:

When a certain level of teaching competence is attained, continuous effort is necessary to maintain that standard. It cannot be permanently established at a fixed point on a finite scale. Teaching competence can be represented only by a continuum of personal and professional teacher growth. Aware of both the need and the opportunity for continuous education, the conscientious teacher remains a student of the problems of teaching throughout his career. In no other profession is it quite so imperative that he continue his education after he enters upon his professional work as in teaching.²

The question has always been: How will this continuous growth plan be carried out? In answer to this question the in-service education idea was developed.

Pre-service education of teachers has done little more than basically prepare them for service. It is true that teacher training institutions have made many improvements in their programs, but the short period of training makes it impossible to adequately train the


personnel. Too little has been done in the way of blending principles and challenging daily problems. Too often the new teacher is overcome by the impact of responsibility and principles of education are sadly neglected for some kind of defense mechanism.

Human knowledge has become so expanded in the last fifty years that dynamic teachers are needed to help youth keep up with the times. This requires a major effort on the part of the teacher to continue his professional growth. Through experimentation and research, educational methods have been constantly evolving. Instructional materials are in a process of constant change. Continuous study is essential to maintain an enlightened faculty to educate youth for tomorrow instead of today.1

Harold Spears had this to say about in-service education:

There has always been a shortage of well trained teachers. There has always been a noticeable turnover of teachers, calling for attention to the new ones. There have always been new developments in education to be carried to the schools. But perhaps the in-service idea finds its true function even beyond these three accepted duties of supervision. Behind in-service is the recognition of the fact that even the best teacher or administrator is a person who has the right—and should have the opportunity—to continue his professional development.2

A majority of the professions encourages individualism rather than cooperative effort. This is understandable, however, because other

1Ibid., pp. 541-44.
professionals are judged on individual effort. Teachers are judged on only a part of the education of pupils and this part is an unmeasurable thing. Every teacher is a part of a team, whether he realizes it or not. So often the statement is made at faculty meetings to the effect that teachers either sink or swim together. In other words, the task can be done only in a collective way. Well-planned in-service education meetings can do much toward the development of team effort.\(^1\)

C. Glen Hass listed three major purposes for in-service education:

1. Continuous in-service education is needed to keep the profession abreast of new knowledge and to release creative abilities.

2. Give much needed help to teachers who are new in a particular school and to those who are entering a new responsibility or a new field of work within the profession.

3. Eliminate deficiencies in the background preparation of teachers and of other professional workers in education.\(^2\)

Of the three purposes of in-service education listed above, the most important is the necessity of the entire staff to keep up with new knowledge and professional subject matter.\(^3\)

The following list compiled by Hass contains some typical in-service education needs of teachers, principals, and supervisors:


\(^3\) Ibid., p. 14.
1. Maintenance of familiarity with new knowledge and subject matter.


3. Improved knowledge of teaching methods.

4. Increased skill in providing for the individual differences among pupils.

5. Improved attitudes and skills involved in cooperative action research.

6. Greater skill in utilizing community resources and in working with adults.

7. How to learn a new job.

8. The development and refinement of common values and goals.

9. The building of professionalism and high morale.\(^1\)

Types of activities which are generally included in an in-service education program. Teacher in-service growth may result through cooperative activities or individual activities. Douglass and Mills listed the following activities under each of the two types of in-service education:

Characteristically cooperative enterprises: faculty and staff meetings, teacher councils, study groups, workshops, demonstration centers, study clinics, planning school buildings, orientation of new teachers, group excursions in community, planned visitation and observation, and teacher committee work.

Characteristically individual endeavors: authorship, college work, reading, research and experimentation, travel, inter-school and intra-school visitation and observation, educational addresses, membership and participation in organizations, and self-evaluation.\(^2\)

\(^{1}\)Ibid., pp. 21-31.  \(^{2}\)Douglass and Mills, op. cit., p. 544.
Harold Spears spoke of two types of in-service education, individual and the educational workshop. The individual activities mentioned are very similar to those of Douglas and Mills. He classified all of the group activities under the general heading of educational workshop.¹

In looking over some of the nation-wide studies on in-service education it becomes quite evident that there is a wide variety of activities included in in-service education programs. There is no one best activity. The activity should be one that is applicable to that particular situation. It should be a problem or interest of that one particular group at that time. The planning and carrying out of the in-service education program by the staff takes advantage of their interests and abilities.²

The University of Maryland sponsored a unique in-service child study program. Teachers, administrators, and supervisors of all grade levels voluntarily organize and meet every two weeks for the purpose of studying children to gain knowledge as to certain behaviors and developments. Each member of the group selects a child in his classroom and develops a case record of data about the child which is shared and analyzed by the entire group. This type of a procedure has developed great understanding of behavior and child development among some odd 40,000 participants. This understanding of children by the teachers

has made teaching more satisfying and more effective. ¹

Criteria which may be used by individuals or groups in planning, organizing, and conducting in-service education activities. The success of in-service education activities depends in no small part on people working on problems which are significant to them. Parker listed reasons why a better program can be developed if teachers work in groups: (1) it is common knowledge that group decisions help individuals make behavior change; (2) group decisions make a closer approach to objectivity; (3) greater resources are available in a group. Each member is superior to all others in some respects. The best ideas should always be available for group use in problem solving; (4) schools have need for continuity and stability. Important decisions made by groups rather than individuals will help preserve these.² Briggs and Justman had this to say about group activity: "Only through cooperative endeavor, the pooling of judgments, and many-sided experimentation and evaluation can educational progress be insured."³

The people who work on problems should formulate the goals and


³Briggs, op. cit., p. 94.
plan the procedure. The temptation is strong for an administrator to dictate a procedure with which he is particularly impressed. This does not mean that the administrator should be free of responsibility of suggesting goals and means of gaining them. More often than not a group will welcome suggestions for procedure. One procedure that has been quite effective in an approach to instructional improvement is encouragement of groups to concentrate on limited goals or areas. If the area is too large teachers will frequently become discouraged and the program fails.\(^1\) Harold Spears thought in-service groups should limit the size of area covered. He said:

It stands to reason that teachers are going to have a lot of interesting and profitable experiences, but if the in-service tent is stretched wide enough to encompass all of them, then the concept loses any significance it might have had.\(^2\)

In-service education presents many opportunities for people to relate themselves to each other. Interpersonal relations in a school system play no small part in the successful operation of a school. Probably the most available and effective way for people to relate themselves to each other is through in-service education. This may be done through the small-group approach, such as committees which are problem-centered. Not all people do their best work in large groups. Others are more effective working by themselves with occasional contact with the group. General faculty meetings group all personnel in dealing with all-school problems. Not to be forgotten are the completely

\(^1\)Parker, op. cit., pp. 103-7. \(^2\)Spears, op. cit., p. 381.
informal contacts. Much has been done in the way of problem solving when two or more people meet casually.

In-service education programs will be more successful if the staff includes a person capable of providing expert help in individual and group problem-solving processes. There is no one set pattern to follow in problem solving. Each group should make their own plans, but there are certain specific aspects of problem solving which should be given consideration. J. Cecil Parker suggested the following:

1. Do we have realistic goals?

2. Are we working on specific problems?

3. Are we moving from identification of problems to an attack upon a problem?

4. Are we utilizing all potential resources—group members, consultants, research, facts, feelings, experiences, opinions?

5. Are we planning and utilizing a variety of procedures?

6. Are we achieving variety in the role of structure in the groups?

7. What are our strengths and weaknesses in communications?

8. Have we agreed on methods of making decisions?

9. Have we developed means of assimilating new members and late arrivals?

10. Are we studying the relationships of our groups to all related individuals and groups?

11. Have we perfected means of moving from decisions into actions?

12. Are we making evaluation, testing, and assessment of consequences significant at all times?

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1Parker, *op. cit.*, pp. 107-11.
13. Are we accepting the facts of differences in perceptions of group members?¹

A successful in-service education program will create an atmosphere where all group members feel free and are able to express their true opinion. A terrible state of affairs exists when teachers are saying only what they are expected to say. These group procedures should bring out the best that the group and individuals have to offer. People who differ in philosophy, educational background, and value system can function cooperatively.

One of the problems of in-service education is that of making existing resources available to groups when needed. Too frequently the resource is within reaching distance, but unknown to the group who needs help. It has been suggested that school systems expand professional libraries to include work "studios" as a place for groups to work together. Material with which to work could be assembled and organized so that work groups could efficiently go about the task of problem solving. Three kinds of resource assistance needed most are: (1) resource material that deals with the content of the instructional problem being considered, (2) material related to human relations and cooperative group-operations skills, and (3) material dealing with problem solving. Resource materials are found in strange places. Schools need to assign some employee the responsibility of locating and coordinating all resource materials so it could be put to use by in-service groups.²

¹Ibid., pp. 111-12. ²Ibid., pp. 112-16.
Hagman stressed the importance of a professional library when he said:

For both the inadequately trained teacher and the well trained teacher, the professional literature affords a ready means of teacher improvement. A professional library in each school building with adequate provisions for current educational books and periodicals should be provided.¹

Too often in-service groups have had the experience of working on a problem which resulted in action ideas and proposals which never became a reality. Group decisions must be put into effect if high interest and participation are to continue. It is true that the veto power must be used occasionally, but good reasons should be supplied by the administrator. Too frequently the action is vetoed because the administrator is not working closely enough with the group. Administrators who want better teaching in their schools should be ready to act quickly on decisions made by committees. In addition, they should encourage experimentation by the faculty.²

Hagman felt that teacher groups who have ideas on problem solving should be heard. He said:

There cannot exist the superior-subordinate type of relationship. It must be a psychological atmosphere in which teachers and supervisors manifest a mutual interest in problems, have a mutual concern for the improvement of practices, and participate co-operatively in arriving at better solutions.³

²Parker, op. cit., p. 117. ³Hagman, op. cit., p. 155.
There should be constant encouragement to test and to try ideas and plans in real situations. In the school these ideas and plans can be put into practice. If in-service education programs are to move out of the talking stage teachers will have to do it. The administrator must be ready to support the teacher and be ready to give encouragement when needed. Great things can result in a school where an experimental climate has been developed. Improvement can result only when new ideas are tried. In-service meetings are highly beneficial when teachers have been trying new things between meetings. They die when nothing happens in between meetings.

Appraisal is an important part of in-service activities. Each activity should be appraised as it progresses. Factual and descriptive data should be used as the basis for a sound appraisal. Care should be taken that value judgements are made after factual data have been accumulated and not before. Resistance to appraisal should be expected and the following are means for reducing it:

1. Include all who are affected in the planning of appraisals.
2. Do a good job in communication.
3. Make every effort to separate descriptive data from value judgements.
4. Make the application of value judgements a joint enterprise of all who are involved.¹

The success of the in-service education program is determined

¹Parker, op. cit., p. 120.
in part on the interrelationships of different groups within the school.
All of the people involved should be aware of the relationships which
exist so there will be less misunderstanding and less undoing the work
of other groups. Participation in informal groups sometimes reduces
the effectiveness of in-service education. Communication from informal
groups is limited and so in many cases has an adverse effect on in-service
education.

Individual differences must be recognized and accepted in group
activity. The leader of the group has the obligation to present his
point of view but should not coerce or take advantage of his position.
The way he feels, his logic, his knowledge should make its own place
in the final solution of the problem. Each member of a group should
be aware of the self-perceptions of all members and see the problem
through their eyes and learn what the effect of a decision will be upon
them.

Finally, in-service activities can achieve their goals only if
they are based upon educational, cultural, political, and economic
realities. These factors vary from community to community and must
be recognized.¹

Gordon had this to say about what characterizes an effective
in-service education program:

Watch any classroom under a skillful teacher for the first few
weeks or months of school, and you can observe in action those

elements which characterize an effective in-service education program. The superior teacher or the leadership staff of a good in-service program, seeks to maintain the following conditions:

1. Creates an atmosphere of warmth and acceptance.

2. Generates feeling of acceptance and value of the individual by authority figures as well as by peers.

3. Involves entire group in self-selected aspects of common problems.

4. Orient new members.

5. Values differences of individuals, thus encouraging each to develop his unique skills and abilities.

6. Shares all plans for change and new development.

7. Encourages interaction with other individuals and groups.

There is no one pattern for a good in-service education program. There must be constant action, evaluation, and new planning.

Krebs listed the following principles which he feels every good in-service education program should embody:

1. The program should help each individual person to acquire skills or solve problems that are of importance to him.

2. The program should be presented in a way that would enable the participant to work at his own level of understanding.

3. The program should provide help to the participants in constantly evaluating his need for experiences of a particular type.

4. The program should provide for continuing evaluation by the learner of the value of his own learning experiences in terms of his objectives.

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5. The program should be periodically evaluated in terms of its value to the level of educational efficiency within a district.¹

Dusel made the following comments on in-service education:

New teachers, unlike new brooms, rarely begin their lives of service at the peak of efficiency. After their few years of college education, most beginning teachers are figuratively able to do little more than toddle through their world of baffling pupil personalities and unfamiliar subject matter, steadying themselves at frequent intervals against the comforting solidness of workbooks and objective examinations. This is not a criticism of pre-service education; it is simply a reminder that the art of teaching cannot be learned completely in advance. Each new pupil, every new combination of pupils create problems which could not have been anticipated in the most enlightened methods course. And young teachers find that they are usually expected to teach subject matter and use textbooks with which they are incompletely familiar. It is to be expected that the beginning teacher will be less than perfect.²

It is generally expected that teachers just naturally become more effective with experience. Granting salary increments on successful years of teaching experience supports this assumption. This is a false assumption, of course. Experience alone does not guarantee effective instruction. Experience needs to be combined with a good in-service education program.

In-service education for language arts. In the area of language arts there is great need for a definition of responsibilities in teacher education. There are unmistakable signs of confusion and need for


²William J. Dusel, "In-Service Education for the Language Arts," Educational Administration and Supervision, XLI (March, 1955), 153.
coordination: hazy purposes, unrealistic demands, incompetence, misinformation, and apathy. These weaknesses demand attention. All who understand the obligations of our school to young people should join in solving this problem. This is a worthy problem for in-service education.

The in-service education program should help the English teacher increase his mastery over the subject. The fact that knowledge is ever increasing and changing makes this mastery over the subject difficult. English teachers must run to keep from falling behind in this area.

In-service education should contribute to improvement in methodology. Special skills are needed to do an effective job of teaching. Eventually every teacher will work out a way to deal with problems. This may not be the most effective, however. This kind of thing should not be left to chance and it is not when a good in-service program is in effect.¹

Reavis and Judd expressed the importance of improved methodology when they said:

Teachers in-service has the duty of finding out how to present in concrete teaching exercises the knowledge which is available in the fields.²

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¹Ibid., pp. 154-56.

English teachers need guidance in clarifying objectives, so they know what is expected of them. From studies made by Dusel, it was determined that only one-third of participating teachers were provided with curriculum objectives. The others learned of their responsibilities through faculty meetings or worked out their own curriculums. It is only through the combined efforts of a faculty that the language arts program can be substantially improved. This unity can be brought about by a good in-service education program.

The heart of the language arts in-service education program is an organized language arts committee. The committee should consist of people from all departments headed by a competent and energetic chairman. This group should formulate objectives, set up standards of language usage, plan and revise courses of study to develop language competence, review and report on current professional publications and research, and prepare evaluation devices to measure pupils' progress in language competence. ¹

Douglas and Mills emphasised the importance of committee work when they said:

The study of the multiple problems involved in curriculum revision presents excellent opportunities for teacher growth. One of the necessary and highly important phases of curriculum development program is that of preparing courses of study for the guidance of teachers in using the suggested curriculum materials. An examination of a typical course of study will reveal the great variety of problems which a curriculum committee encounters.²

¹Dusel, op. cit., pp. 159-60. ²Douglas and Mills, op. cit., p. 552.
Methods of instructional improvement might include classroom visiting—that is, visiting each other's classes—outside consultants, extension courses, summer school, active membership in professional English organisations, and various other activities. Instructional improvement will result from a good in-service program. Professional growth will begin and continue only if there is incentive and motive.  

William J. Dusel stated it well when he said:

“Everyone involved in the present problem must change a little, grow a little, but first he must want to change. Building all the incentives necessary to effect real improvement in a schools language art program seems, at first glance, as involved a trick as getting the pig over the stile in the nursery tale: "Stick won't beat dog, dog won't bite pig, pig won't go over the stile and I shan't get home tonight."  

Evaluation of in-service education. In-service education programs generally exist in schools for the dual purpose of making staff members better able to fulfill the professional roles they play and to improve instruction. An evaluation program should attempt to determine the amount of change that has come about in the individual teachers and in the quality of the educational program itself. Coffey and Golden presented four areas within which it is important to understand the conditions and processes of change:

2Ibid., p. 182.
aspirations of the individual.¹

Changes that are desired are those which make people more adequate as persons, teachers, administrators, and staff members. In order to determine the degree of adequacy, something has to be done in the way of establishing goals or purposes to be achieved. When this has been done, value judgements can be made.

Before change can be evaluated it has to be detected. These changes can be detected only when continuous observations are being made and more adequately when goals are clearly established and improvement efforts clearly directed. Change is then detected by measuring the differences that exist between observations. There are many ways of determining changes in in-service education programs.² Herrick listed five important judgements in the determination of change:

1. The perception of the presence of change in relation to some continuum of behavior.

2. The determination of the amount of change which necessitates the quantification of observable differences in terms of some countable unit.

3. The determination of the rate of change on the quantity of change per unit of time.


4. The determination of the direction of change which requires some goal definition of a determined means-end relationship.

5. The determination of the nature of the relationship that exists among changes.\(^1\)

In the evaluation process itself objectives play the important role. Goals must be defined or evaluation is impossible. When the goals have been established, it is possible to make intelligent observations.

Observations are a necessary means of obtaining data for valuing and making comparisons. Herrick said:

Observations are improved for evaluation purposes when (1) the behavior, problem, or area of activity to be observed is sharply focused; (2) repeated observations are made of given phenomena in the various situations in which it occurs; (3) a number of related observations are made of the various essential components of the problem or situation being observed; (4) more than one observation is made of a single phenomenon at one time; and (5) records are made of observations for the purpose of repeated study and examination.\(^2\)

Evaluation is a necessary part of an in-service education program. Persons other than staff members can evaluate the program, but it is highly advisable to have staff members do the work. It will develop within them greater understanding of the developmental aspects of such a program plus a sense of professional responsibility.\(^3\)

I. SUMMARY

The need for in-service education is greater now than at any

\(^1\)Ibid., p. 314.  \(^2\)Ibid., pp. 321-22.  \(^3\)Ibid., p. 338.
time in history due to our rapidly changing society. There is constant change in school population, school staffs, school committees, school boards, and parental interests. Great changes in educational objectives and problems arising from increased enrollments in our schools are among the most important factors in interest development in in-service education.

In-service education includes both cooperative and individual activities. There is a wide variety of activities included in an in-service education program. The activity employed should be one that is applicable to that particular situation. Reasons why a better program can be developed if teachers work in groups are: (1) group decisions help individual make behavior change; (2) group decisions approach objectivity; (3) greater resources are available to the group; and (4) group decisions help preserve continuity and stability.

Criteria which may be used in planning, organizing, and conducting in-service education activities:

1. The people who work on problems should formulate the goals and plan the procedure.

2. In-service education programs will be more successful if the staff includes a person capable of providing expert help in individual and group problem-solving processes.

3. In-service education should help staff members relate themselves to each other.

4. A successful in-service education program will create an
atmosphere where all group members feel free and are able to express their true opinions.

5. A successful in-service education program will make existing resources available to groups when needed.

6. Group decisions must be put into effect if high interest and participation are to continue.

7. There should be constant encouragement to test and try ideas and plans in real situations.

8. Each activity should be appraised as it progresses.

9. The success of in-service education depends in part on staff awareness of relationships between various groups within the school.

10. Individual differences must be recognised and accepted in group activity.

11. In-service activities can achieve their goals only if they are based upon educational, cultural, political, and economic realities.

In-service education for language arts should provide for formulation of objectives, setting up standards of language usage, planning and revising courses of study to develop language competence, reviewing and reporting on current professional publications and research, and preparing evaluation devices to measure pupil progress in language competence.

In the evaluation process goals must be defined and change detected. These changes can be detected only by continuous observations. Changes to look for are those in (1) knowledge and skills,
(2) attitudes and values, (3) the relation of the individual and group, and (4) the internalized feelings, motives, and aspirations of the individual.
CHAPTER III

PROGRESS OF THE IN-SERVICE EDUCATION PROGRAM

The in-service education program consisted of individual and cooperative projects. The following pages will give a brief description of the projects as carried out by the faculty of the Redfield Community School during the 1958-59 school year.

I. INDIVIDUAL PROJECTS FOR IN-SERVICE GROWTH

Intraschool visitations and observations. The faculty met on December 1 and made plans for intraschool visitations and observations. Visitations of language arts classes were scheduled during the two-week period of December 1-15. Whenever possible, high school teachers made visitations during free periods. When this was impossible, substitute teachers were employed. Elementary teachers made their visitations while their students were attending music or physical education classes.

A second series of intraschool visitations was arranged for the two-week period of March 2-16. The same general plan was followed, with the teachers choosing different classes for observation.

Interschool visitations and observations. Plans for half-day interschool visitations were made by the faculty at a meeting on January 5. The teachers made their own choice as to the school and the teachers they wished to observe, the only requirement being to
observe instruction in the area of language arts. Their choice was submitted to the office of the superintendent and arrangements were made with the neighboring schools for the visitations. Substitute teachers were employed during the teachers' absences. All visitations were completed during the two-week period of January 5-19. Teachers visited classes in the schools of Stuart, Adel, Van Meter, Central Dallas, West Des Moines, and Waukee.

**College work.** Teachers were urged by the administration to take college work to help improve their efficiency as instructors. Eleven members of the staff of twenty-five attended college classes during the school year and several others indicated their intent to attend summer school following the close of the 1958-59 school year.

The board of education, on the recommendation of the administration, adopted a salary schedule granting salary increments for advanced college training. Drake Community College offered Redfield teachers the best opportunities for increased college training.

**Research and experimentation.** The individual staff members experimented with many new instructional techniques. Two major experiments were tried in the field of language arts. One experiment made use of a special technique for improving spelling achievement. The other experiment was a plan for improving achievement in reading.

The technique which was used by the Redfield faculty for improving spelling achievement is a plan which Dr. Hazel Weakly of Drake University
advocates. According to this plan, all students should learn to spell twenty-five new words each week. If they are able to spell any of the new words presented in the speller, then words they are unable to spell are substituted for the known words. If a student is able to spell all of the words in the pre-test, then twenty-five new words, which the student is unable to spell, are substituted. Good students often are responsible for spelling fifty words each week. This plan extends the better students. In the case of very poor spellers, the list of twenty-five words is reduced to a number which is in line with the student's ability. In short, the spelling goal of each student is adjusted to the ability of the student. Each elementary teacher carried on the experiment in her room.

In the beginning there were many complaints from parents. Most complaints came from the parents of good students. These parents thought their children were being discriminated against when their word lists were expanded. Group meetings between parents and teachers clarified the goals of the experiment. When parents understood the goals of the experiment, excellent cooperation was received.

The other major experiment tried was in the area of reading. Each teacher developed a plan to motivate his students to do increased reading of library books. Time was provided each week for students to check out books from the public library. Students were urged to select books that they were able to comprehend. When choosing books from the public library, students were not conscious of grade level of reading
material. Poor students as well as good students read books for enjoyment and the student body on the whole read great numbers of library books during the school year. From September 3, 1958, to March 25, 1959, students checked out 6,324 books from the Redfield Public Library. During the same period the previous year, 1,358 books were checked out by students. Teachers estimated that the number of books checked out from the school library had approximately doubled.

II. COOPERATIVE PROJECTS FOR IN-SERVICE GROWTH

Teacher workshop. This project took place August 29-30, 1958, preceding the opening of school on September 1. This was a planning period for the entire faculty and an orientation period for new members. During the workshop period, objectives were established and outlined, as well as ways of achieving them. Because the workshop was the planning period for the entire year, it was considered important in advancing in-service growth in the Redfield Community School.

Teacher committee work. Teacher committees at both the high school and elementary level spent much time in developing the scope and sequence of the various subjects offered throughout the school. This work went beyond the language arts area to all the areas of instruction. This material was presented to the board of education for approval and was accepted.

Faculty meetings. On October 27 the Redfield faculty met and
discussed ways and means of improving the spelling and handwriting program throughout the school. The committee in charge conducted a panel-type meeting. They had done research in these two instructional areas and presented their findings to the group. After their presentation, the meeting was open to a general discussion and questioning period. Objectives for improving spelling instruction were established.

1. Develop an awareness of the need for good spelling and a desire to spell accurately.

2. Develop a knowledge of where and how to look for words they cannot spell.

3. Develop effective habits of studying words.

4. Develop a mastery of the most frequently used words.

5. Develop a mastery of additional words as needed by each one individually as he engages in daily writing activities.

6. Develop the ability to spell automatically as one writes without pondering over spelling of words.

7. Develop the ability to detect errors.

The following objectives for improving handwriting instruction were established:

1. Develop within the child an awareness of the importance of effective handwriting.

2. Develop within children a feeling of pride in being able to write legibly and effectively.

3. Develop the skill of writing to a point where the expression
of thought and ideas may be recorded in an easy, fluent, and legible form for others to read.

4. Develop the skill of manuscript writing, then make the change to cursive as muscular development of children changes.

The second scheduled in-service education meeting was held on November 17. The topic was "Improving Instruction in the Mechanics of Language." A panel of three teachers presented their ideas and the ideas of experts in the field. An open discussion and general questioning period followed.

The following list of objectives was established:

1. Develop a knowledge of words and skill in expression.
2. Develop an appreciation for better written and spoken language.
3. Develop the sharing of experiences, both written and oral.
4. Develop and adjust activities to a wide range of abilities and interests.
5. Develop an awareness in the child of incorrect language usage.
6. Develop a listening readiness.
7. Develop a desire to write legibly as a matter of courtesy and emphasize such penmanship on all written work.

Suggested ways of achieving the above objectives were as follows:

1. Suit the type of practice exercise to the stage of individual learning.
2. Work on errors one at a time.
3. Concentrate on a few major items during a single year.
4. Listen for errors and correct them at the time.
5. Emphasize oral drill but do so as a re-teaching method.
6. Always use a positive, not a negative, approach.
7. Emphasize at all times the personal gain in improving the mechanics of language.
8. Improve first the spoken English, then written English will improve.

The next monthly meeting was held on December 15. The topic was "Use of Language in Creative Endeavor." Teachers from all levels of instruction made up the panel. All panel members had done study and reading on the subject and presented their findings to the group.

The following suggestions were made by the faculty to develop creative ability in students:

1. Develop creativity at an early age.
   a) Young children should have opportunities to gain experience backgrounds—zoo, farm, city, etc.
   b) Hear stories and nursery rhymes.
2. Develop the desire to write and speak creatively.
   a) Study can lead to a desire for writing literature and poetry.
   b) Practice in speaking and writing creatively can show pupils their potentials.
3. Meaningful purpose for creative writing.
a) Real reasons for writing--invitations, announcements, and special occasion.
b) Suggested first lines for poems or suggested plots for stories.

4. Develop mechanics in creative writing.
   a) Help in organization and arrangements of materials.
   b) Teach necessity of revision.

"Making Our Language Work for Us" was the topic for the January 12 meeting. A panel presented information on the subject. It was the feeling of the panel that the ability to use our language correctly at all times in our daily life is taken too lightly. People should be made to realize how helpful and important the use of good language is to us.

The following list of ways language can be helpful was assembled:

1. In everyday situations
   a) Using the telephone
      (1) Knowing the proper use of language for:
         (a) business calls
         (b) taking messages
         (c) informal calls
   b) Letter writing
      (1) Knowing how to use written language in its correct form for:
         (a) business letters
(b) invitations
(c) notices
(d) informal letters

c) Speaking

(1) Impromptu speeches
(2) Informal conversation
(3) Meeting and introducing persons

2. As teachers

a) Setting good examples

(1) Use proper language at all times as a further incentive for your students to copy.
(2) Good use of language is an assist in getting your subject across to your pupils.

b) Activity approach

(1) This method gives the student a chance to make use of and practice language usage.
(2) Gives the faster student a chance for extra research or help the slower student.

3. As students

a) Academically

(1) Proper language is a necessity for good marks either in written or oral work

b) Socially

(1) One who knows how to use language effectively in the
proper instances will be held in high esteem by his fellow students.

c) College work

(1) Proper use of our language at this level will determine whether you will or will not be successful in completing college work.

The topic for study and discussion on February 23 was "How to Solve Reading Problems." A panel of three teachers presented materials pertaining to the topic for the first part of the meeting. Immediately following this presentation, a film, "How Effective Is Your Reading," was shown. The film presented many reading problems and offered suggestions to help solve them. During the last thirty minutes, the teachers divided into elementary and secondary groups to discuss problems relative to their departments.

The following reading problems were discussed:

1. Word readers
2. Lip readers
3. No ability to use several methods of attacking new words
4. No ability to comprehend

The following causes of reading problems were discussed:

1. Mass teaching
   a) If reading could be taught by individual tutoring, failures would be rare.
2. Ineffectual types of teaching
a) Dull or trivial material
b) Methods which require the teacher to tell or explain everything
c) Overemphasis on phonetics and isolated word study
d) Use of material which is too difficult for the reader

3. Home conditions
   a) Overprotection
   b) Hostility and rejection
   c) Ill-treatment
   d) Marked preference for other members of the family
   e) Poor health

   (1) Eyes
   (2) Ears

4. Absence from school

5. Low mental ability

   The following aids were discussed in solving reading problems:
   1. Use of material with high interest text with low vocabulary level.
   2. Make own books about things they are interested in.
   3. Use workbook of lower level, take apart, and bind several pages together to make a small book.
   4. Use a tachistoscope.
   5. Use word-cards—have a pupil teacher help the slow reader.
   6. Use word-study periods to give attention to syllabication, context clues, and various word-attack experiences.
7. Teach word meanings
   a) Try it uniformly, through discussions.
   b) Write the words discussed in context.

8. Improve attitudes
   a) Praise gains, however small.
   b) Let child see and know about his progress.
   c) Let teacher be enthusiastic.

9. On a junior and senior high level emphasize critical reading, appreciation of literature, and locating information for a research type paper.

10. Encourage older students to be creative and to experiment and then to share the results of their efforts.

III. SUMMARY

The in-service education program consisted of individual and cooperative projects. Individual projects were: (1) intraschool visitations and observations; (2) interschool visitations and observations; (3) college work; and (4) research and experimentation. Cooperative projects were: (1) teacher workshops; (2) teacher committee work; (3) study groups; and (4) faculty meetings.

Topics discussed at the faculty meetings were: (1) spelling and writing; (2) improving the mechanics of language; (3) use of language in creative endeavor; (4) making language work for us; and (5) how to solve reading problems.
CHAPTER IV

APPRaisal OF THE IN-SERVICE EDUCATION PROJECT

Three methods were used to evaluate the in-service education project: (1) teacher questionnaire, (2) teacher interviews, and (3) teacher evaluation meeting. The entire staff of twenty-five teachers took part in the evaluation activities. The results obtained are found in the following material.

I. TEACHER QUESTIONNAIRE

The teacher questionnaire contained ten questions based on the objectives that had been established by the faculty at the beginning of the project. All of the questions had four possible answers: very successful, successful, unsuccessful, and undecided. Space was provided for comments on the questions. Reactions to the questions were tabulated in Table I and the results are as follows:

Do you think the in-service education program was successful in helping teachers keep abreast with new knowledge? Seventeen teachers answered "very successful," 7 answered "successful," and 1 answered "unsuccessful." There was a general feeling among staff members that the program helped teachers keep abreast with new knowledge, but they felt too much time had been spent on presenting well-known facts.

1See Appendix.
TABLE I

RESULTS OF THE TEACHER EVALUATION QUESTIONNAIRE BASED ON THE OBJECTIVES OF THE IN-SERVICE EDUCATION PROGRAM, REDFIELD COMMUNITY SCHOOL, 1958-59

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Successful</th>
<th>Successful</th>
<th>Unsuccessful</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you think the in-service education program was successful in helping teachers keep abreast with new knowledge?</td>
<td>17</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Do you think the in-service education program was successful in promoting growth and learning among staff members?</td>
<td>19</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Do you think the in-service education program was successful in developing good relationship in cooperative action research?</td>
<td>15</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Do you think the in-service education program was successful in building professionalism and high morale?</td>
<td>8</td>
<td>12</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5. Do you think the in-service education program was successful in defining common objectives of the school?</td>
<td>17</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Do you think the in-service education program was successful in helping increase knowledge of teaching methods?</td>
<td>15</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Do you think the in-service education program was successful in increasing teacher skill in providing for the individual differences among pupils?</td>
<td>9</td>
<td>10</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>8. Do you think the in-service education program successfully moved from thought and study into one of action?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Don't know</td>
<td>Uncertain</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>9. Do you think the in-service education program was successful in providing for definition of responsibilities?</td>
<td>16</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10. Do you think the in-service education program was successful in providing for individual activity appraisal?</td>
<td>8</td>
<td>11</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
Do you think the in-service education program was successful in promoting growth and learning among staff members? Nineteen teachers answered "very successful," 5 answered "successful," and 1 answered "unsuccessful." The faculty generally agreed that staff members had been motivated to greater learning as a result of the in-service program.

Do you think the in-service education program was successful in developing good relationship in cooperative action research? Fifteen teachers answered "very successful," 9 answered "successful," and 1 answered "unsuccessful." There was general feeling that the relationship was good, but there were instances where individuals failed to carry their share of the load.

Do you think the in-service education program was successful in building professionalism and high morale? Eight teachers answered "very successful," 12 answered "successful," 3 answered "unsuccessful," and 2 answered "undecided." Teachers agreed that the in-service education program generally built professionalism, but they doubted that the extra work load of the program helped teacher morale.

Do you think the in-service education program was successful in defining common objectives of the school? Seventeen teachers answered "very successful," and 8 answered "successful." It was the general opinion of the faculty that the committee work done on establishing objectives of the school had helped a great deal in defining common objectives.
Do you think the in-service education program was successful in helping increase knowledge of teaching methods? Fifteen teachers answered "very successful," and 10 answered "successful." The teaching staff in general indicated they felt the program increased knowledge of teaching methods primarily for elementary teachers.

Do you think the in-service education program was successful in increasing teacher skill in providing for the individual differences among pupils? Nine teachers answered "very successful," 10 answered "successful," 4 answered "unsuccessful," and 2 answered "undecided." Comments by the teachers generally indicated that they felt much more could have been done in this area. Methodology was given the greatest stress by the program.

Do you think the in-service education program successfully moved from thought and study into one of action? Ten teachers answered "very successful," 13 answered "successful," 1 answered "unsuccessful," and 1 answered "undecided." On the major projects teachers felt movement had been from thought and study to one of action, but in most cases teachers went back to their rooms after in-service activity and continued in their old familiar pattern of doing things.

Do you think the in-service education program was successful in providing for definition of responsibilities? Sixteen teachers answered "very successful," 7 answered "successful," 1 answered "unsuccessful," and 1 answered "undecided." Teachers generally felt that responsibilities were well defined as a result of the in-service
program. Many teachers questioned how well these responsibilities were carried out.

Do you think the in-service education program was successful in providing for individual activity appraisal? Eight teachers answered "very successful," 11 answered "successful," 4 answered "unsuccesful," and 2 answered "undecided." Teachers generally realized that individual activity appraisal was weak because of the early evaluation of this program. Many of the activities were scheduled to be appraised at the end of the school year.

II. TEACHER INTERVIEWS

The teacher interviews were based on the mechanics of the in-service education program.

Teachers were asked to rate the in-service activities which were used. Table II illustrates the results. College work was rated the most important in-service activity by the entire faculty, with fifteen of twenty-five teachers rating it first. Teachers thought that educational methods courses were most beneficial to them. Research and experimentation was rated as the second most important in-service activity, receiving four first-place votes and seven second-place votes. Reading was rated number three, followed in order by (4) monthly in-service meetings, (5) workshops, (6) interschool visitations and observations, (7) intraschool visitations and observations, (8) study groups, and (9) teacher committee work.
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In-service Education Activities

REDFIELD COMMUNITY SCHOOL, 1966-67

TEACHERS' RATING OF THE IN-SERVICE EDUCATION ACTIVITIES EMPLOYED IN THE TABLE II
Ninety-five per cent of the teachers were in favor of decreasing the size of area toward which in-service activity would be directed.

Fifty per cent of the staff suggested dividing elementary and secondary teachers for the monthly in-service education meetings. Some teachers suggested that all personnel meet for half of the meeting and separate, according to departments, for the other half.

Elementary teachers favored intraschool and interschool visitations and observations, but secondary teachers saw little value in them.

Workshops were considered valuable by the entire staff. There were some who would like to see the fall workshop extended a day, thereby making two and one-half days. Teachers new to the school system particularly approved of the fall workshop.

Research and experimentation activities were acceptable to everyone. There was general agreement among staff members that they favored experimentation such as that tried in the areas of spelling and reading.

College work and reading were rated high by most of the staff members. Many pointed out the need for a good professional library.

Every teacher admitted that much good could be derived from teacher committee work and study groups. There seemed, however, to be a general dislike for this type of activity. The major objection seemed to be that these activities were extremely time consuming.

All teachers stated that they did not think we should discontinue any of the activities. No additional activities were suggested to expand future programs.
III. TEACHER EVALUATION MEETING

The evaluation was based on the in-service education program in relation to the improvement of language arts instruction.

Faculty members felt that language arts instruction had improved as a result of the program. The greatest improvement in instruction probably came at the elementary level.

Ninety per cent of the teachers admitted that committee work on the language arts objectives played a great part in improving instruction. Teachers more nearly realized their responsibilities in language arts instruction as a result of compiling the language arts objectives.

The faculty, as a group, made the following recommendations for continued improvement in language arts instruction.

1. Continue the experimental spelling program.
2. Continue the expanded library reading program.
3. Have the staff make a concentrated effort to improve the oral use of language by students. All staff members be on constant alert to see to it that students use acceptable oral and written language while under their supervision.
4. Emphasize creative work at all levels in all subject areas.
5. Employ the survey QR method to improve reading of content materials.
6. Each teacher to be extremely conscious of individual differences. Help each child to develop to his maximum.
7. Write at least two themes per week from junior high level through high school.

IV. SUMMARY

Three methods were used to evaluate the in-service education program: (1) teacher questionnaire, (2) teacher interviews, and (3) teacher evaluation meeting.

The teacher questionnaire contained ten questions based on the objectives of the program. These objectives had been established by the faculty at the beginning of the project.

The teacher interviews were based on the mechanics of the in-service education program. The results of the interview showed college work rated first, followed in order by: (2) research and experimentation, (3) reading, (4) monthly in-service meetings, (5) workshops, (6) interschool visitations and observations, (7) intraschool visitations and observations, (8) study groups, and (9) teacher committee work.

The teacher evaluation meeting was based on the in-service education program in relation to the improvement of language arts instruction. The entire staff indicated that they thought language arts instruction had improved and made recommendations for continued improvement.
CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. Formal in-service education in the Redfield Community School had been in practice for two years, having been started during the 1956-57 school year. Improvements had been made each year, but some members of the faculty felt the program still had not lived up to its possibilities. The purpose of this project was: (1) to survey the present in-service education program in the Redfield Community School at the beginning of the 1958-59 school year; (2) to develop a plan for improving the in-service education program; (3) to keep a record of the progress of the in-service education program; and (4) to make an appraisal of the in-service education program at the end of the 1958-59 school year.

Cooperative and individual in-service activities were employed by the faculty. Individual in-service activities used were intraschool visitations and observations, interschool visitations and observations, research and experimentation, college work, and reading. Cooperative in-service activities used were faculty meetings, workshops, committee work, and study groups.

The program was appraised by means of teacher questionnaire, teacher interviews, and an evaluation meeting. The teacher questionnaire was based on the objectives of the program; the teacher interviews on the mechanics of the program; and the evaluation meeting
considered in-service education in relation to its improvement of language arts instruction.

A majority of the faculty thought that the objectives of the program had been realized. There was total agreement by the staff that, in planning future in-service education programs, none of the activities employed during the 1958-59 school year would be eliminated. Improvement of language arts instruction was thought to be greatest in the elementary school because of the nature of the program.

The progress report of the project was limited because this report was made before the end of the 1958-59 school term.

Conclusions. From the evidence gathered in making this study, the investigator has made the following conclusions:

1. The program achieved to a considerable degree the objectives which were established at the beginning of the project. These objectives dealt with the professional development of the teachers.

2. The expansion and use of new in-service education activities during the year helped to broaden the faculty concept of in-service education.

3. Language arts instruction improved through the establishment of objectives and concentrated study in that area.

4. Certain types of in-service education activities, such as teacher committee work and study groups, were opposed on the grounds that too much time was spent on them for value received.
Based upon the findings in this study, the following recommendations are offered:

1. The desire for staff improvement should come from the teaching staff, not from the administration.

2. Faculty meetings should be kept at a high level of interest and be fast moving.

3. Acquaint teachers at the beginning of the program with the various kinds of in-service activities.

4. An in-service education program should move from study into action.

5. Make periodic checks and reports on the progress of activities.

6. Make an appraisal as soon as an in-service activity is completed.

7. Limit the area of study so a more comprehensive study of the problem can be made.

8. Space in-service activities well to prevent overloading teachers with responsibilities.
A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


C. PERIODICALS


D. UNPUBLISHED MATERIALS

Curriculum Objectives, 1958-59, compiled by the Redfield Teachers, Office of Superintendent, Redfield, Iowa. (Mimeographed.)


APPENDIX
QUESTIONS ON THE IN-SERVICE
EDUCATION PROGRAM

1. Do you think the in-service education program was successful in helping teachers keep abreast with new knowledge?

   Very successful ____  Unsuccessful ____
   Successful ______  Undecided _____
   Comments: ______

2. Do you think the in-service education program was successful in promoting growth and learning among staff members?

   Very successful ____  Unsuccessful ____
   Successful ______  Undecided _____
   Comments: ______

3. Do you think the in-service education program was successful in developing good relationship in cooperative action research?

   Very successful ____  Unsuccessful ____
   Successful ______  Undecided _____
   Comments: ______

4. Do you think the in-service education program was successful in building professionalism and high morale?

   Very successful ____  Unsuccessful ____
   Successful ______  Undecided _____
   Comments: ______

5. Do you think the in-service education program was successful in defining common objectives of the school?

   Very successful ____  Unsuccessful ____
   Successful ______  Undecided _____
   Comments: ______

6. Do you think the in-service education program was successful in helping increase knowledge of teaching methods?

   Very successful ____  Unsuccessful ____
   Successful ______  Undecided _____
   Comments: ______
7. Do you think the in-service education program was successful in increasing teacher skill in providing for the individual differences among pupils?

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8. Do you think the in-service education program successfully moved from thought and study into one of action?

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9. Do you think the in-service education program was successful in providing for definition of responsibilities?

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10. Do you think the in-service education program was successful in providing for individual activity appraisal?

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