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ABSTRACT

One of five modules in the administrative series of the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into four sections, each based on one of the goals. The first section concerns determining needed skills and attitudes. Discussed are involvement of teachers, supervisors and administrators, and the community; and staff development goals. The second section is about exploring available staff development information and includes sources, presentation of information, and selecting appropriate staff development strategies. The third section is on preparing for staff development, while section four considers evaluation of staff development activities. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include a self-check, responses to the self-check, and recommended references. (YLB)

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VOCATIONAL EDUCATION CURRICULUM SPECIALIST

CE 031 820

STAFF DEVELOPMENT

Module 16

a project to field test vocational education curriculum specialist materials

AMERICAN INSTITUTES FOR RESEARCH

This module is based upon work done at the American Institutes for Research and Washington State University during 1974-1977 pursuant to contracts with the Office of Education, U.S. Department of Health, Education, and Welfare.

STAFF DEVELOPMENT

Module 16

Barbara Pletcher

Developed by the American Institutes for Research under support from the Office of Vocational and Adult Education, U.S. Department of Education. 1981.

ERIC

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Introduction

The purpose of this module is to prepare the vocational education curriculum specialist to develop, implement, and evaluate staff development activities. The curriculum specialist's staff development responsibilities will vary from district to district. At the very least, this individual will be responsible for helping to implement new vocational education curriculum. It is conceivable that he or she might also be responsible for the entire range of staff development activities conducted for vocational education staff members. In either case, it will be important for the curriculum specialist to assess what type of activities are needed, determine appropriate strategies, carry out those strategies, and evaluate the results.

This module is closely linked to all the other modules in this series because it deals with the essential task of encouraging teachers to incorporate new ideas into their daily routines.

Overview

This module focuses on the planning, implementation, and evaluation of staff development activities for vocational educators. The text is divided into four sections.

The first section discusses how to establish a need for staff development activities by determining the discrepancy between the skills and attitudes desired and the skills and attitudes available on your staff. This step involves surveying the vocational education community and writing staff development goals.

A second section provides information on how to create staff development strategies. This section lists a number of sources of staff development information and contains a chart of delivery methods you might use to bring this information to your staff. Also included here are criteria for use in selecting acceptable staff development strategies.

The module also provides preparation and implementation checklists. These checklists focus on preparing participants, consultants, facilities, and materials and include references to closure, timing, and tone of activities.

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A second section provides information on how to create staff development strategies. This section lists a number of sources of staff development information and contains a chart of delivery methods you might use to bring this information to your staff. Also included here are criteria for use in selecting acceptable staff development strategies.

The module also provides preparation and implementation checklists. These checklists focus on preparing participants, consultants, facilities, and materials and include references to closure, timing, and tone of activities.

A final section considers the formative and summative evaluation of staff development activities. It includes a discussion of activities designed to evaluate participants' mastery of staff development goals as well as activities in which participants evaluate the staff development program.

Instructions to the Learner

The Self-Check items and possible responses to them are found in the appendices. These questions have two purposes. First, before you begin work on the module, you may use them to check quickly whether you have already learned the information in previous classes or readings. In some instances, with the consent of your instructor, you might decide to skip a whole module or parts of one. The second purpose of the Self-Check is to help you review the content of the modules you have studied in order to assess whether you have achieved the module's goals and objectives.

You can also use the list of goals and objectives that follows to determine whether the module content is new to you and requires in-depth study, or whether the module can serve as a brief review before you continue to the next module.

Goals and Objectives

Goal 1: Assess the need for staff development.

Objective 1.1: Determine needed skills and attitudes.

Objective 1.2: Assess skills and attitudes available on your staff.

Objective 1.3: Select skills and attitudes for which staff development activities are appropriate.

Goal 2: Plan staff development strategies.

Objective 2.1: Explore available staff development strategies.

Objective 2.2: Select appropriate staff development strategies.

Goal 3: Conduct staff development activities.

Objective 3.1: Prepare for staff development.

Objective 3.2: Implement staff development.

Goal 4: Evaluate staff development activities.

Objective 4.1: Determine what to evaluate.

Objective 4.2: Determine what evaluation methods to use.

Objective 4.3: Use evaluation results.

Resources

You will not need additional publications to complete the learning activities in this module.

GOAL 1: Assess the need for staff development.

Determine Needed Skills and Attitudes

The curriculum specialist's staff development responsibilities will generally be linked to the installation of new or revised curriculum materials. To successfully use new materials, school and district staff members will need to demonstrate mastery of certain skills and to develop a positive attitude toward the new materials. The discrepancy between the staff's current and ideal skills and attitudes defines a problem area that might be addressed by staff development activities. When determining problem areas, it is crucial that all staff members and interested community members be involved.

Involvement of the Vocational Education Curriculum Specialist

The curriculum specialist is usually the person most acutely aware of the skills and attitudes required to successfully implement a new curriculum since he or she has been directly involved in its adoption or design. In this module it is assumed that the curriculum specialist will coordinate all staff development activities related to the installation of new or revised instructional materials.

Involvement of Teachers

Many vocational education teachers can list their strengths and weaknesses and provide you with a list of problems they must deal with on a daily basis. When teachers have been involved in the development of new materials, they will be in an especially strong position to help you determine the skills and attitudes needed to implement that curriculum. Meetings with teachers will also help you monitor the degree of resistance to change that exists in your district.

Involvement of Supervisors and Administrators

Supervisors and administrators frequently serve as liaisons between the community and the school and are aware of the successes or failures of recent graduates. They may also have suggestions for staff development topics based on their observations of vocational education classes and on complaints or suggestions they have received from teachers, supervisors, and parents.

Involvement of the Community

In addition to the information brought to you from the community via administrators and supervisors, you can also obtain important information by noting the suggestions of the school's vocational education advisory committee(s); observing the results of public opinion polls; talking directly with employers of recent vocational education students; and listening to parents' comments on such topics as grading, reporting, and grouping procedures.

Using surveys, interviews, and monitoring techniques to analyze problem areas is discussed in more detail in the module in this series devoted to needs assessment.

Staff Development Goals

It is generally accepted that goal statements should identify:

- the target population exhibiting the need,
- the behavior in which the discrepancy exists, and
- the amount of deficit to be overcome.

The example below shows how a goal statement might be derived from an analysis of desired and actual skills:

- Desired: Auto shop teachers are capable of including handicapped students in regular auto shop classes, as mandated by federal legislation.
- Actual: Two-thirds of the auto shop teachers in the Patterson High School District were trained in the early 1960s. At that time they received no instruction on how to adapt instructional activities to meet the needs of handicapped students.

- Discrepancy: Two-thirds of the auto shop teachers are unable to comply with federal legislation.

- Goal: The auto shop teachers who have had no training in adapting instructional activities to meet handicapped students' needs will receive such training and will demonstrate their ability to make such adaptations.

Once you have isolated potential staff development goals, you will need to develop criteria for determining which of these goals you will address and in what order. Listed below are samples of the criteria you might consider using:

- The extent of the problem
- The types of staff members affected
- The degree to which the problems identified would undermine your effort to implement a new curriculum
- Funding, equipment, and staff members available to support meaningful staff development activities in problem areas
- Legislative implications

Individual Study Activity

1. Interview a vocational teacher, an administrator or supervisor, and a community member in your district, all of whom are involved in vocational education activities.

   - Ask them what they feel are the most significant discrepancies in their district between desired and actual teacher skills and attitudes.
   - State these discrepancies as goals.
   - Select two goals that you believe deserve the most immediate attention and explain why.
   - Save your notes from this activity, since you will need to use them for the Individual Study Activity in the next section.

Discussion Questions

1. Discuss the virtues of voluntary versus mandatory participation in staff development activities.

2. Discuss problems that could occur in your district if teachers, community members, or administrators and supervisors were left out of the needs assessment process. What do you think would happen during and after staff development activities that were designed without their involvement?

Group Activity

1. Using the case situation that follows, discuss in a small group how you would establish staff development objectives designed to promote the implementation of the new inhalation therapy student workbook.

Case Situation

Assume that you are the curriculum specialist in a large school district that includes four junior high schools and three high schools. You have been asked by the superintendent to organize and coordinate the efforts of all the inhalation therapy staff in solving the following problem:

Six members of your inhalation therapy faculty participated in a summer workshop devoted to the study and development of a student workbook designed to be used with the newly adopted textbook for the coming year. The district paid the summer registration fees for the participants. The workbook was developed for grades 10, 11, and 12 on three levels of difficulty. Copies of the workbook were sent to all inhalation therapy instructors, who were to review them during the year. At the end of the year, these instructors were to turn in their corrections, recommendations, suggestions, and evaluations of each unit.

In a meeting you discover that:

- Half the members of the inhalation therapy staff did not approve the adopted text.
- One school did not have representation at the summer workshop. Also absent from the workshop was the inhalation therapy instructor from the evening school.
- Many of the teaching staff resisted the effort, indicating that "our program is good enough."

Goal 2: Plan staff development strategies.

Explore Available Staff Development Strategies

In this section, you will find a list of possible sources of vocational education information and a chart detailing eleven methods you might use to bring this information to staff members. Neither the list nor the chart is meant to be all-inclusive. Both are designed to help you start thinking about sources and methods to meet staff development goals in your own setting.

Sources of Staff Development Information

The sources of staff development information listed here may work by themselves or they may lead you to other sources. During this planning stage, you should explore as many sources as possible. The discussions that follow are designed to help you start thinking about the type of help you might receive from community members, your own staff, regional educational laboratories, other schools or districts, colleges and universities, professional organizations, commercial firms, and outside consultants.

Community members. Parents; students; representatives from business, industry, and labor; the school; and the Board of Education may provide your program with funds, ideas, publicity, and volunteer talent. Local representatives from business, industry, and labor have much to offer vocational education staff members who wish to become acquainted with community resources. Interested and informed community members may be located through local school associations (Parent Teacher Association, Vocational Advisory Committees), local civic organizations (Kiwanis, Rotary, League of Women Voters, American Association of University Women), or through staff recommendations.

Present staff. Even if the majority of your staff members felt they needed more inservice in a particular area, you may still be fortunate enough to have a highly trained expert in

your midst. If this expert is able to teach as well as perform his or her particular skill, he or she will probably be the least expensive consultant available and will provide the best possible insights into your current problems.

You may find that the collective expertise of your staff is far superior to other available information. If this is true, your staff development program might stress helping staff members share their competencies and attitudes with others.

The state. Your state department of vocational education has a Personnel Development Coordinator assigned to assist local secondary, community college, and college or university teachers in developing, implementing, and improving their curriculum. Your district vocational director will have the name and phone number of the state Personnel Development Coordinator.

Most states also have a Research Coordinating Unit (RCU) that funds vocational research and disseminates information you might use in designing curricula. The RCU in each state is usually located at the state department of education or a vocational teacher training institution.

National Network for Curriculum Coordination. The National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) is funded through contracts renegotiated periodically with the U.S. Department of Education. The NNCCVTE's goal is to improve coordination of curriculum development and dissemination among the various states. It consists of six regional Vocational Curriculum Management Centers, each encompassing several states. State, regional, and national information searches can be initiated by contacting your state liaison representative or your Vocational Curriculum Management Center. Listed below are the current addresses of the six regional centers.

- Western Curriculum Coordination Center
  College of Education
  University of Hawaii
  1776 University Avenue
  Honolulu, Hawaii 96822

- East Central Curriculum Coordination Center
  100 North First Street
  Springfield, Illinois 62777

- Midwest Curriculum Coordination Center
  Oklahoma State Department of Vocational
  and Technical Education
  1515 West Sixth Avenue
  Stillwater, Oklahoma 74074

- Southeast Curriculum Coordination Center
  College of Education
  Mississippi State University
  Box 5365
  Mississippi State, Mississippi 39762

- Northeast Curriculum Coordination Center
  Bureau of Occupational and Career
  Research Development
  Division of Vocational Education
  New Jersey Department of Education
  225 West State Street
  Trenton, New Jersey 08625

- Northwest Curriculum Coordination Center
  Building 17 - Airdustrial Park
  Olympia, Washington 98504

Educational laboratories. These laboratories frequently conduct research in the area of vocational education. They may prove to be an excellent source of materials and consultants. Listed below are the names and addresses of several of these laboratories.

- American Institutes for Research in the Behavioral
  Sciences
  P.O. Box 1113
  Palo Alto, California 94302

- Appalachia Educational Lab
  P.O. Box 1348
  Charleston, West Virginia 25325

- CEMREL, Inc.
  10646 St. Charles Rock Road
  St. Ann, Missouri 63974

- Center for Urban Education
  105 Madison Avenue
  New York, N.Y, 10016

- Education Development Center
  55 Chapel Street
  Newton, Massachusetts 02160

- Far West Laboratory
  1855 Folsom Street
  San Francisco, California 94103

- Mid-Continent Regional Educational Lab
  104 East Independence Avenue
  Kansas City, Missouri 64106

- Northwest Regional Educational Lab
  Linsay Building
  710 Southwest Second Avenue
  Portland, Oregon 97204

- Research for Better Schools
  1700 Market Street, Suite 1700
  Philadelphia, Pennsylvania 19103

- Southwest Educational Development Lab
  800 Brazos Street
  Austin, Texas 78767

- Southwest Regional Lab
  4665 Lampson Avenue
  Los Alamitos, California 90720.

Staff members of these and other research and development laboratories may provide you with consultants, refer you to local experts, share their library resources, or help you in some other way with your staff development activities.

The National Center for Research in Vocational Education (NCRVE) at Ohio State University. The NCRVE distributes all of the following vocational education publications.

- The Centergram is a monthly newsletter which describes projects, products, and services at the NCRVE.

- FOCUS is a quarterly newsletter on Native American vocational education.

- MEMO is a quarterly newsletter covering a wide range of dissemination and utilization issues, products, and techniques.

- VOCATIONAL EDUCATOR is a semi-annual tabloid featuring NCRVE products.

- ERIC Clipboard is a quarterly newsletter on issues relating to adult career and vocational education in the ERIC system, one of the most comprehensive national compilations of educational information available.

- Resources in Vocational Education (RIVE) is a bimonthly publication which has four major sections. The document résumé section contains vocational education materials and subject, author, and institution indices. The projects in progress section describes currently funded projects in vocational and career education administered by the state and federal governments. The dissertations in progress section announces ongoing vocational education research conducted at the doctoral level. The organizational resources section includes directories of research coordinating units, curriculum coordinating centers, special associations, journals and magazines related to vocational education, and profiles of information systems.

Schools or districts with similar vocational programs. Programs similar to yours can provide you with a wealth of practical information and training. This information will probably be available at a negligible cost unless travel expenses are involved. When searching for model vocational education programs, consult state, federal, and county educational agencies and laboratories. You might also scan bibliographic references in professional journals and seek information about other programs available for adoption through the National Diffusion Network.

Colleges and universities. Colleges and universities offer correspondence and extension courses, lecturers with theoretical and practical knowledge of the latest vocational education strategies, courses leading to advanced degrees, up-to-date libraries, and a place for the exchange of new ideas. To facilitate staff enrollment in college or university courses, course catalogs can be circulated regularly among program staff. Talks with professors, counselors, and students can help you and your staff determine whether specific courses are relevant to your staff development objectives. If enough staff members are interested in the same course, a local professor might even be persuaded to offer that course at your school under university auspices or on his or her own time.

If the need for a given course is not sufficient to justify its being offered in a local college, a correspondence course might be appropriate. When searching for correspondence courses, you might request information from the following sources:

National University Extension Association (NUEA)
University of Minnesota
(The NUEA publishes a guide to correspondence study. The guide lists correspondence study courses available at approximately 110 colleges and universities.)

The National Home Study Council
1601 18th Street, N.W.
Washington, D.C. 20009
(This council can provide you with a Directory of Accredited Private Home Study Schools, and with publications such as Home Study Courses for Industry, Facts you Should Know About Home Study Schools, and Accreditation of Private Home Study Schools.)

Professional organizations. The Association for Supervision and Curriculum Development in Washington, D.C., the National Education Association, the American Vocational Education Research Association, the American Vocational Association, and their subdivisions compile information on the latest trends in vocational education, sponsor conferences, publish journals and monographs, and have access to lists of outside consultants and commercial staff development packages. Your own staff members, the librarian in your nearest professional library, or bibliographies in such professional journals as VocEd or the Journal of Vocational Education Research can help you locate these professional organizations.

Commercial firms and outside consultants. Commercial firms and outside consultants can help you to plan, conduct, and evaluate a staff development program. They may offer a breadth of information not available from local consultants and they may command more respect than a local expert.

When choosing commercial firms or outside consultants, read their literature, talk with their representatives, and ask for references from their previous employers.

If you find that the cost of hiring an outside consultant is prohibitive, remember that many commercial firms and consultants have written books, journal articles, or brochures in which their ideas and approaches may be available. Conference abstracts containing speeches made by these consultants are often available at a nominal cost.

You may also wish to tap the expertise of publishing company representatives. Paid by their company, publishing representatives may offer to speak at staff development sessions, demonstrate their materials, and even provide trial runs of certain programs.

Methods of Presenting Staff Development Information

Once you have located a source of information, you must decide how to share this information with your staff. The methods you choose will depend on the size and experience level of the staff you are developing, the staff's preference for various methods, and the facilities and financial resources you have at your disposal.

The following chart lists the major characteristics of eleven possible delivery methods. None of the methods listed is mutually exclusive. In fact, conferences and workshops usually combine these and other methods to vary the tempo of the program, to reach the largest possible number of people, and to allow each method to carry the message to which it is best suited.

METHODS OF PRESENTING STAFF DEVELOPMENT INFORMATION

METHOD	GROUP SIZE	COST	FACILITIES AND EQUIPMENT	MAJOR FEATURES	CAUTIONS
Lecturers	•Should be considered when group is over 20 people	•Depends on speaker (free to $1,000 per day) •Cost may be shared with other districts	•Adequate size room •Microphone •Visual aids •Comfortable seats	•Useful in introductions or overviews •Effective when providing factual information or explanations •Use when gap between learner and lecturer is large •A lecturer can cover in 5 minutes what it might take 30 minutes to cover in a group	•Boring if speaker not organized or not easily heard •Provisions need to be made for feedback and practice •Lecturers impart knowledge more easily than they change attitudes
Reading Materials	•Individual	•Cost varies •May be bought or borrowed	•Access to journals, ERIC, conference reports, monographs, dissertations	•May provide an overview and/or specific information •Best suited for a self-motivated learner	•Materials may be difficult to obtain •Provisions need to be made for feedback and practice
Graphics (including charts, graphs, bulletin boards, flannel boards, posters and cartoons	•Can be adjusted to large group, small group, or individual needs	•Can be elaborate or done simply and locally for less	•Made from whatever materials available •Need display area	•Indicate basic relationships •Help staff recall key concepts •Arouse interest •Serve as productive room decorations	•Should be brightly colored to arouse interest •Should be large and simple enough to be understood by all
Auditory Aids (including cassettes, tape recorders, and record players)	•May be adjusted to large groups, small groups, or individual needs	•Commercially produced tapes and records more expensive than locally developed tapes •Cassette players, record players, and tape recorders may be rented	•Players for tapes or records •Storage for tapes, records, and players	•May provoke interest by bringing a slice of life into the classroom •May be stopped and played again •May be used to share conference experiences with all staff members •May be used on listener's own time (in car, at home, during preparation period)	•Check for relevance and clarity of sound reproduction •Maintain machines to prevent mechanical failure •Make provisions for participants to react to presentation

(continued)

METHODS OF PRESENTING STAFF DEVELOPMENT INFORMATION (continued)

METHOD	GROUP SIZE	COST	FACILITIES AND EQUIPMENT	MAJOR FEATURES	CAUTIONS
Films, Slides, and Filmstrips	•Can be adjusted to large group, small group, or individual needs	•Commercially produced film averages $1,000 per running minute •You may rent films for less •You may share costs with other districts	•Production and storage facilities •Projector •Screen •Dark room •Adequate acoustics	•Useful as an introduction or overview •May overcome language and experience barriers •Provide views of action difficult to observe first hand •May be stopped, and played again •Often used to motivate, to dramatize, or to pose a problem	•Check commercially made for relevance •Maintain machines to prevent mechanical failure •Make sure all participants can see and hear •Make provisions for participant to react to presentation
Demonstrations (including exhibits and field trips)	•Can handle large numbers of people --often in groups	Vary with: •travel •lodging •entrance fees •consultant fees	•Room where all can see and hear •A camera or recorder to document demonstration	•Motivate staff •Expose staff to new methods and materials •Prepare staff to try out new skills	•Check demonstration content for relevance before attending and again before applying what you saw or heard to your particular situation
Programmed Learning (student works through a series of small steps with built-in feedback)	•Individual	•Cost varies •Expensive to develop unless used by large numbers of people	•Books •Learning machines	•Suited to a self-motivated learner who has needs in a specific field that are not necessarily related to the needs of other staff members	•Check for relevance
Video Tapes	•May be adjusted to large or small group needs	•Expensive, but may be shared with other districts or rented	•Camera •Tapes •Playback equipment •Storage facilities	•Staff members' performance may be played back and analyzed •Tape may serve as a model for new staff members	•Staff must agree to being videotaped •Equipment must be maintained to guard against mechanical failure

(continued)

METHODS OF PRESENTING STAFF DEVELOPMENT INFORMATION (continued)

METHOD	GROUP SIZE	COST	FACILITIES AND EQUIPMENT	MAJOR FEATURES	CAUTIONS
Discussions (including conference, buzz sessions, and brainstorming)	•2-20 people in any one group	Depends on: •leader's fees •elaborateness of props	•Quiet, comfortable location •Centralized conferences may have better facilities and equipment than local districts can afford	•Share, develop, and refine participants' attitudes and skills	•Can get off the subject and be time-consuming if not well directed •Topic should be investigated for relevance before attendance and again before generalizations are made that affect your program •Group members must learn to tolerate differences in opinion
Simulations (including laboratory experiences, role playing, case analyses, in-basket techniques)	•8-25 per group •Fewer than 8 people may provide too little group input	Depends on: •leader's fees •elaborateness of props	•May be spontaneous or structured with script and props	•Conceptualize what participants already know •Work on attitudes as well as skills •Participants should have some basic knowledge of the skills involved	•Need to create an open atmosphere in which participants are comfortable sharing their attitudes and skills
Direct Experience (including apprenticeships, job rotations, and supervised implementation)	•Individual	•Paid as you go, and/or •You pay a university to supervise you	•A program similar in resources, students, and objectives to the one in which you will serve	•In-depth learning •High degree of retention •May be for varying lengths of time	•Contract with employer or supervisors to receive varied, relevant training in specific areas •Make sure program in which staff member is training is using valid, up-to-date methods •Provide for frequent checks on participant's progress

Select Appropriate Staff Development Strategies

In this section, several criteria for use in selecting staff development strategies are discussed. These are by no means the only valid criteria, and you will want to add to this list to make it relevant to your needs.

Relation of strategy to staff development goals. The staff development goals selected will determine the strategies suited to your target group and to the performances you wish to encourage. If the goal is primarily to increase knowledge, you will probably select lectures and media presentations, assign readings, and organize question-and-answer sessions. When your primary goal is the acquisition of skills, you will be more likely to select activities in which participants practice those skills. When you wish to change attitudes, you might choose role playing, simulation, or self-evaluation activities.

All of the staff development strategies you choose should relate directly to one or more of your staff development goals. This is the first and foremost consideration.

Cost of the strategy. Among the costs of a strategy are the following:

- Compensation paid to staff development participants and consultants
- Travel expenses
- Purchase, rental, or production costs of material and equipment
- Rent, utilities, and janitorial expenses related to the use of a facility
- Lost work time of staff members involved in staff development activities

Often, the closer to home your source of information is, the less costly and the more specific to your needs will be the instructions you receive. If the cost of a survey is prohibitive and outside funding is impossible, you may have to lower your expectations. For example, instead of hiring consultants to visit your school or workshop, you might read their books, listen to tape recordings of their conference speeches, or send a representative to the consultants' workshop.

Time required to implement the strategy. Staff development strategies may take place after school, during vacation or released time, or on weekends. Participants should be paid for attending required staff development activities. The seriousness of staff members' needs, the resources available to your program, and the deadlines you face will help you determine the total number of hours you wish to spend on staff development activities. This staff development time commitment will, in turn, help you select strategies whose planning and implementation times conform to your program needs.

Adequate structuring for the strategy. It is generally accepted that a five-step process is needed in delivering a new skill. Participants need to be:

- Introduced to the skill
- Given a demonstration of the skill
- Motivated to practice the skill
- Given adequate practice
- Provided with feedback on their use of the skill

As you can see from the delivery methods chart in the previous section of this module, certain staff development methods concentrate more on one of these steps than another. In a well-designed staff development program, all five steps will be adequately covered.

Staff preference for one strategy. Staff members should have a key role in choosing staff development strategies. While this should be assured by the process outlined in this module, it bears emphasizing. To facilitate staff involvement, the coordinator can have staff members fill out questionnaires, talk with them, and invite them to all staff-development planning sessions. Little success can be expected of a program that fails to pay careful attention to this criterion. For example, you may find that one staff member heard the consultant you wish to hire speak on another occasion and that this particular consultant was not a good presenter. You need to discover this at an early date, since one staff member's negative opinion can color the impressions of the entire staff and ruin the impact you hoped to achieve.

Vary strategies. During a single session, participants may be involved in passive and active activities. Listening, reading, watching, or seeing should be blended with speaking, performing, writing, or expressing. Varying the tempo of the program can help keep the learner interested. Additionally, if strategies are varied effectively, each method will carry the message to which it is best suited.

Individual Study Activity

1. Select a strategy for use in presenting two of the goals you developed during the preceding Individual Study Activity.

   - Explain why you selected these information sources and delivery methods.

   - Save your notes from this activity, since you will need to use them for the Individual Study Activity in the next section.

Discussion Questions

1. Discuss staff development methods that would be appropriate for use in the following situations:

   a. A group of business education teachers are uncertain about the merits of a new curriculum.

   b. Two staff members need to review district objectives related to the food services program.

   c. For the first time, distributive education teachers throughout the district will be asked to supervise student work experiences.

2. Discuss the importance of compensating teachers for staff development activities and how this might be done in your district. Are there stipends available or possibilities of released time?

Group Activities

1. Contact the office of your state director of vocational education in order to determine what federal, state, and local resources are available to support staff development activities in the area of vocational education. Are technical assistance, publications, or meetings available to you? If so, how would you arrange to take advantage of these resources?

2. At least one school in Georgia has developed an innovative approach to staff development. Staff members at this school specify the goals and strategies they would like incorporated into their staff development program and invite outside organizations to bid on conducting such a program.

Divide into groups according to your vocational area of expertise and develop a 2-3 page document describing a staff development program you would like to see put into operation by an outside organization.

ERIC

GOAL 3: Conduct staff development activities.

Prepare for Staff Development

The planning checklist that follows includes tasks to be completed when preparing participants, consultants, facilities, materials, and equipment for staff development activities. You should add to this list to make it appropriate for use in your setting. As you work with the list, you will notice that many of the points covered in more detail in other sections of this module are alluded to here.

Prepare Participants

- Explain how participants were selected to participate in these activities and why.
- Describe what procedures will be followed (visits, tests, groupings). Tell particpants what they will be seeing or hearing, what they should look for, and what is significant about these activities.
- Clarify all travel, meal and lodging arrangements.
- Explain the time schedule for all activities.
- Solicit suggestions from participants that might make the strategy more successful.
- Provide participants with incentives (stipends, released time, higher pay after training, a chance to talk with the experts, a more responsible position) for participating in staff development activities.

Prepare Consultants

- Explain the characteristics of staff members with whom they will be working. (What do staff members already know? What do they enjoy? With what do they need help?)

- Negotiate a firm contract stating responsibilities and fees.
- Provide for meals, lodging, and/or transportation of consultants.
- Provide consultants a schedule of all staff development plans.

Prepare Facilities

- Have facilities cleaned.
- Provide enough seats so that all can see and hear the presenter.
- Adjust the lighting and ventilation.
- Provide good writing surfaces.
- Arrange for refreshments.

Prepare Materials and Equipment

- Order or develop materials (charts, filmstrips, etc.).
- Obtain equipment for showing or displaying materials.
- Preview materials to see that they are appropriate and in working order.
- Practice using equipment.
- Arrange materials in order of use, preferably out of sight of audience (if there are charts or posters) so as not to be distracting.
- Make sure that there are enough handout materials for participants (chalk, books, pencils, paper).
- Set up a public address system if needed.

Implement Staff Development Activities

The following implementation checklist includes considerations relevant to pacing, tone, and closure of staff development activities. Again, this checklist is not all-inclusive, and you should add to it so that it will better reflect your needs.

Pacing.

- Begin and end the sessions on time.
- Provide breaks every one to two hours.
- Present as much important information as possible before lunch when participants are fresh.
- Vary the pace (alternate lectures with media presentations and group discussions).
- Allow adequate time for all presentations.

Tone.

- Accept criticism and disagreements.
- Set a relaxed, friendly tone, but make clear the seriousness of the purpose.
- Watch body language and facial expressions and keep concerns and doubts out in the open where they can be resolved.
- Encourage all in attendance to ask questions and to participate in discussions (ask questions of your own, repeat questions so all can hear, look up responses you are unsure of and report back to the group).

Closure.

- Summarize progress made.
- Gather participants' reactions to the worth and intent of staff development activities they have been exposed to.
- Determine whether participants have attained the desired degree of performance on staff development objectives.
- Feed back the results of the evaluation to participants.
- Use evaluation results to plan future staff development programs.

Individual Study Activity

1. Use the format suggested by the Administration Schedule reproduced below to map out a plan for administering, in your school or district, the strategies you selected for use in the last Individual Study Activity section. Drawing on your own ideas and on the checklist in the text, note:

   - what planning and implementation tasks would need to be performed,
   - how much time each task could be expected to take,
   - the sequence in which the tasks should be performed, and
   - the purpose of each task.

Administration Schedule

DATES		ACTIVITY	RATIONALE OR PURPOSE (e.g. to prepare participants, to evaluate performance)
Start	Stop		

Discussion Questions

1. If you were organizing a three-day conference, discuss how you might accomplish each of the following activities in two different ways: as a small-group activity (8-10 people) and a large-group activity (30 people).

   - Introducing participants to one another
   - Viewing a film
   - Reading a case study
   - Reading a series of magazine articles

2. After each person in your group mentions a "pet peeve" related to staff development activities, discuss remedies for the "pet peeve." It will be helpful if participants base their statements on actual problems they have encountered in staff development sessions. Concerns might center around the preparation and implementation considerations discussed in this section or on other problem areas.

Group Activity

1. Using the checklists in this section and your own ideas, make a note of the planning and implementation activities that probably took place or are presently taking place in order to bring you the staff development activity you may now be participating in. Compare your perceptions with what the director of this staff development activity says she or he actually has been doing.

GOAL 4: Evaluate staff development activities.

Evaluate Staff Development Activities

When evaluating staff development activities, you will need to determine what to evaluate, what evaluation methods to use, and how evaluation results should be used. This section provides a brief overview of these evaluation activities. For more information on evaluation, consult the modules in this series that deal with program evaluation.

Determine What to Evaluate

We will use the terms formative and summative evaluation throughout this section. Formative evaluation refers to the collection and utilization of information to improve a functioning program. Summative evaluation will typically take place at the end of a program.

Formative evaluation. Throughout the preceding sections of this module, we have alluded to formative evaluation activities. Involving staff members in all phases of the planning and implementation of staff development activities constitutes a type of formative evaluation, since it gives participants the opportunity to shape evolving activities.

During the hours, days, or weeks that staff development activities are taking place, formative evaluation will be continuous. You will receive constant verbal and non-verbal cues from participants expressing their degree of satisfaction with the program. Perhaps sessions are scheduled for such an early hour that participants persist in arriving late. In this case, you may want to change the hour of the presentations. Perhaps, as you monitor staff development activities, you will notice that role-playing groups are not engaging in the types of discussions you had envisioned. If you feel that this is a function of the small number of people in each role-playing group, you might want to expand the group's size.

In addition to these informal formative evaluation activities, you might want to provide a more structured format by giving participants, at the end of each day or each activity, a brief critique sheet on which they could note positive and negative comments on their recent staff development experiences.

In addition to formative evaluation of program function, another series of formative evaluation activities will be directed toward the degree to which participants are attaining the desired staff development objectives. These evaluation activities will primarily depend on input from the staff developer to the participants and will be based on the condition and criterion statements included in the performance objectives discussed in earlier sections of this module.

Summative evaluation. Summative evaluation activities differ in purpose, but not necessarily in kind, from formative evaluation activities. You will want to develop summative evaluation activities to determine participant satisfaction with staff development activities as well as the degree to which participants attained the program goals.

When evaluating participant satisfaction with the program, you may wish to obtain answers to the following questions:

- Were staff development objectives clear to participants?
- Did the activities meet participants' needs and expectations?
- Were materials appropriate?
- Did participants have enough time (or too much time) to complete the task(s)?
- Did participants feel comfortable with the group?
- Were the instructions clear and adequate?
- Do participants feel confident that they can apply what they have learned?
- What do participants feel was the best (most important, most effective) teaching/learning activity?
- What changes might participants recommend?
- What additional comments would you like to make?

To evaluate the degree to which participants attained the staff development objectives you developed, you need only validate the condition and criterion statements contained in those objectives. So you see, from the first moment you became involved in planning for staff development activities, you were preparing for a successful evaluation. (See Goal 1 of this module for a discussion of the formulation of staff development objectives.)

All formative and summative evaluation activities should be directed toward determining what changes can be made to improve program presentation and participant achievement. The following section describes several evaluation methods appropriate for both summative and formative evaluations.

Determine What Evaluation Methods to Use

The evaluation methods you select will depend on the size of your group, the length of the staff development activity you have proposed, the type of performance you are striving to develop, the money you have available, and your information needs. Paper-and-pencil instruments, performance tests, behavioral observations, and interviews account for 95% of all evaluation activities. Each of these methods is described in more detail below.

Paper-and-pencil instruments. Paper-and-pencil instruments such as rating scales and multiple choice, true/false, matching, completion, or essay tests are frequently used to measure attainment of knowledge as well as attitudinal outcomes. Standardized tests are also included in this category, but they should be used with caution. You will almost never find a standardized instrument related to your goals and objectives, and standardized tests are rarely designed to measure short term gains.

Paper-and-pencil instruments are generally easy to use and score. To maintain scorer objectivity, you should develop scoring keys for all of these instruments, even the essay tests. Identifying information may also be removed from all papers to further eliminate biased scoring.

Performance tests. These tests pose a fixed question or situation and require respondents to do something. The respondent's activity is observed and scored according to predetermined standards. Performance tests are useful when measuring skill and competency outcomes that require more complex response options than those provided on a paper-and-pencil test.

Behavioral observations. Unlike performance tests, behavioral observations do not take place in a prestructured situation. When the person being observed is in a free-response situation, observations should be performed by trained observers. The observer documents behaviors observed and may quantify behaviors into predetermined units. Behavioral observations may be used to determine whether the results of the staff development program remained several months after the staff development session has ended.

Interviews. Individual or group interviews require direct communication between the respondent and the data collector. Questions may be unstructured, open-ended, or structured with limited response options. In addition to providing information on changes in competencies and attitudes, interviews will frequently provide insights into unintended outcomes.

Variations on these four evaluation methods are endless. No matter what method or combination of methods you decide to employ, you should strive for evaluation activities that (1) require little time to complete, (2) are closely related to session objectives, and (3) provide information that can be used to make adjustments in future staff development activities.

Use Evaluation Results

Evaluations are useful to the extent that they can help you make decisions. A well-designed evaluation can be expected to provide answers to the following questions:

- Did participants increase their competencies?
- Did participants develop positive attitudes toward competencies?
- Was the staff development activity responsive to participants' needs?
- Was the staff development activity carried out as planned?
- Should future staff development activities be changed, eliminated, or kept as they are?

Once you receive this information, you will want to make changes in your own staff development plans, provide feedback to participants, and share your results with others in the field.

Make changes in the staff development program. Painful as they may be, poor participant results and criticisms about your staff development program must be attended to. Many of the problems you notice will be dealt with during the course of the program. Other problems will be impossible to solve immediately, since they will have been built into the staff development mechanism you organized. If you are at a loss as to how to make your staff development program more responsive, it would be useful to talk in more detail with those people who seem to be unhappy or unsuccessful. They may be able to suggest positive action you can take. You might also consult with other staff developers and find out how they have solved similar problems.

You should view all positive and negative comments in the light of what really happened. If your staff development design called for meeting in a large conference room, but at the last minute you were unable to use the room, you will hardly need to reflect on participants' reactions to cramped quarters during a lecture.

Soul searching based on evaluation data will result in improved staff development activities the next time around. Presumably, you will also receive numerous positive comments. Enjoy them and share them with participants and your peers.

Provide feedback to participants. In addition to providing information for use in decision making, evaluation activities can provide closure for participants. The discussions, posttests, and follow-up activities that accompany an evaluation provide opportunities for participants to summarize and synthesize what they have learned. As a courtesy to participants, you may want to provide them with a brief written or oral summary of the results of the evaluation. They will, of course, be interested in your evaluation of their participation. Providing feedback is also one more way of reinforcing participants' new competencies and attitudes. Presenters and the other participants in staff development activities may also enjoy receiving a brief summary of evaluation results as a partial thank-you for their contributions.

Share results with peers. Positive results shown to the right people can help you obtain funding and moral support for future staff development activities. Additionally, when members of the vocational education network in your area are kept up to date on staff development activities, it is more likely that they will create a supportive environment in which the results of these activities can flourish.

Negative results, shared with your peers, can help them avoid making the same mistakes you made. Evaluation summaries shared at conferences, staff meetings, or via newsletters should help raise the state of the art of staff development activities.

Individual Study Activity

1. Explain whether you would use paper-and-pencil instruments, behavioral observation, performance tests, or interviews to evaluate each of the following staff development activities. Justify your decisions.

   - Participant comprehension of a reading assignment
   - Follow-up of staff development activities designed to improve implementation of a new curriculum; follow-up to take place three months after termination of staff development activities are completed
   - Participants' attitudes toward team teaching

Discussion Questions

1. Are there any times when evaluations should not take place? Consider a situation in which a superintendent mandates that staff development be carried out in a specific manner or in which there is no available funding to help teachers become acquainted with a new curriculum.

2. In your district, who would benefit from receiving copies of the staff development evaluation? Why did you select these people?

Group Activity

1. Evaluate your use of this module by responding to the following questions:

   - What were your objectives when you began working on this module?
   - Did you achieve your objectives? Why or why not?
   - What additional information on staff development do you feel you need?
   - What suggestions do you have for making this module more responsive to your needs?

   Discuss your responses with other members of your group.

Summary

Effective staff development activities can help vocational educators develop competencies and attitudes needed to implement new curriculum ideas. Without these staff development activities, the work of the curriculum specialist may all have been done in vain.

When determining discrepancies that exist between desired and actual staff competencies and attitudes, the curriculum specialist should be careful to consult members of the vocational education community. The curriculum specialist will then need to state these discrepancies as goals and determine which goals should be addressed first.

Once staff development goals have been determined, the curriculum specialist will want to survey information sources available to satisfy these goals. The curriculum specialist might consult with local colleges and universities, tap on-staff expertise, call in consultants, obtain state or federal assistance, or locate professional associations that can be of assistance. Information from these sources can be brought to staff members using a variety of methods including lectures, assigned readings, role playing, site visits, work experience programs, demonstrations, and displays. The methods chosen will depend on the preferences of staff members, the time and money available, and the appropriateness of each method to the staff development goal.

Preparation and implementation tasks will vary with the strategies the curriculum specialist is using, but they might include preparing participants and guest speakers; previewing equipment, materials, and facilities; providing information on all food, travel, and lodging arrangements; creating a non-threatening atmosphere so that participants will feel free to ask questions; and providing opportunities for program and participant evaluation.

In addition to planning for the evaluation of participants, the curriculum specialist will want to provide opportunities for participants to evaluate the staff development activities. Formative evaluations will take place throughout the staff development program. Summative evaluation will typically take place at the end of the program.

APPENDICES

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Self-Check

GOAL 1

1. Write a staff development goal.

2. List three groups of people the curriculum specialist should consult when determining discrepancies between desired and actual staff competencies and attitudes.

   -
   -
   -

GOAL 2

1. List three delivery methods that might be used for staff development and include a special feature and a caution for each.

   -
   -
   -

2. Which of the following criteria is the most important to consider when selecting a staff development strategy?

   a. Preference of the curriculum specialist for a certain staff development strategy

   b. Availability of money to compensate staff members who participate in the staff development strategy

   c. Relationship of strategy to staff development goals

   d. Preference of the administration for a certain staff development strategy

GOAL 3

1. List three types of information you might provide for staff members whom you are preparing to participate in a staff development session on team teaching.

   •

   •

   •

2. List three tasks that might be completed when implementing a field trip for staff members who wish to observe a vocational education program at another school.

   •

   •

   •

GOAL 4

1. List three ways you might use evaluation data.

   •

   •

   •

2. What four evaluation methods account for 95% of all evaluation activities?

   •

   •

   •

   •

3. Which of the following statements is true of summative evaluation but <u>not</u> of formative evaluation?

Results are obtained

a. using paper-and-pencil tests

b. while activities are still in progress

c. in order to revise the program

d. after activities have been completed

Self-Check Responses

GOAL 1

1. The staff development goal you write should specify:

   - the target population exhibiting the behavior,
   - the behavior in which the discrepancy exists, and
   - the amount of deficit to be overcome.

2. When determining discrepancies between desired and actual staff competencies and attitudes, consult:

   - teachers,
   - administrators and supervisors, and
   - community members.

GOAL 2

1. Any of the eleven methods (with corresponding special features and cautions) listed in the second section of this module could be used to answer this question.

2. c. The relationship of the strategy to the staff development goal is <u>always</u> the most important criterion.

GOAL 3

1. When preparing participants for a staff development session on team teaching, you might provide them with the following information:

   - How participants were selected to participate and why
   - What participants will be doing and what they should watch for during the session
   - Food, lodging, and travel arrangements
   - An explanation of the time schedule
   - Incentives to participate in the session

2. When implementing a field trip, the curriculum specialist might:

- circulate and answer questions as they arise,
- make sure that the group arrives and leaves on time, or
- provide for discussion activities on the bus on the way home.

Other responses related to tone, closure, and pacing might be listed in response to this item.

GOAL 4

1. Evaluation data might be used:

- to change or modify an ongoing program,
- to determine which participants need additional help,
- to obtain support for future staff development activities, or
- to keep others from making the same mistakes you made.

Other responses related to making changes in the staff development program, feeding back results to participants, and sharing results with peers might be listed here.

2. Four evaluation methods that account for 95% of all evaluation activities are:

- paper-and-pencil instruments,
- behavioral observation,
- interviews, and
- performance tests.

3. d.

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VECS Module Titles

Module 1: Vocational Educators and Curriculum Management

Module 2: The Scope of Vocational Education

Module 3: Organization of Vocational Education

Module 4: Legislative Mandates for Vocational Education

Module 5: Priorities in Vocational Education

Module 6: Vocational Education for Students with Special Needs

Module 7: Vocational Needs Assessment and Curriculum Development

Module 8: Conducting Task Analyses and Developing Instructional Objectives

Module 9: Selecting Instructional Strategies and Assessing Student Achievement

Module 10: Relating Learning Differences and Instructional Methods

Module 11: Selecting and Preparing Instructional Materials

Module 12: Evaluating Vocational Education Curricula

Module 13: Conducting Follow-Up Studies and Communicating Evaluation Results

Module 14: Managing Vocational Education Programs

Module 15: Preparing for Curriculum Change

Module 16: Staff Development