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### Interviews Conducted by State and User Group

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INTERVIEW ANALYSIS GUIDE

INTERVIEW DESCRIPTION

1. Date of interview
   1. September
   2. October

2. Present position of interviewee
   1. Teacher
   2. School Administrator
   3. Higher Education Faculty: College of Education
   4. Higher Education Administrator
   5. Other
   6. Teacher Organization Representative

3. Location
   1. Urban
   2. Rural
   3. Suburban
   5. Other

4. Type of population area
   1. Metropolis
   2. Small City
   3. Small Town
   4. Rural
5. Years of service in education
   1. 0-3
   2. 4-9
   3. 10-20
   4. Over 20

6. Ethnicity
   1. American Indian
   2. Anglo
   3. Asian American
   4. Black
   5. Other
   6. Mexican American/Chicano

7. Sex
   1. Male
   2. Female

TOPIC 1: INCENTIVES AND MOTIVATION

It is generally believed that present arrangements do not provide adequate incentives for teachers to participate enthusiastically in ISTE activities.

ISSUE 1: Is this true?
   1. Yes (Agree) (True)
   2. No
   5. Other
   8. Did not discuss
   1. Did not know
ISSUE 2: If so, why? What are the major shortcomings of present arrangements?

1. Time related reasons: We are expected to teach all day and participate in inservice.
2. Money related reasons
3. Time and money
4. Disorganization of program
5. Other
6. Irrelevant
7. Inconvenient location
8. Did not discuss
9. Did not know

ISSUE 3: What suggestions do you have for improving the "incentive system?"

1. Better planning and organization, i.e. more teacher input, meet local needs, long range plans
2. More incentives to encourage participation, i.e. general statements such as more rewards
3. More incentives to encourage participation, i.e. time related statements, such as released time
4. More incentives to encourage participation: money related
5. Other
6. Time and money
8. Did not discuss
9. Did not know

ISSUE 4: What are the chief obstacles to reform in this area?

1. Attitudinal - teachers, i.e. teachers' resistance to change
2. Attitudinal - administration; lack of enthusiasm from administration
3. The lack of incentives for teachers
4. Lack of financial support for inservice teacher education
5. Other
8. Did not discuss
ISSUE 5: What are the chief issues and problems to be solved in developing and implementing better incentive systems?

1. Need for better planning and organization, i.e. teacher participation in planning
2. Need for an attitudinal change on part of teacher and/or administration
3. Need for staff awareness for need of inservice teacher education
4. Lack of financial support
5. Other
8. Did not discuss
9. Did not know

TOPIC 2: RESPONSIBILITY FOR ORGANIZATIONAL STRUCTURE OF ISTE

ISSUE 1: What agencies and groups should have the greatest responsibility for initiating and organizing ISTE? (Deciding on overall patterns of offerings, teacher centers, etc.)

1. Teachers
2. Cooperative effort between teacher and school district
3. Administration/school district/LEA
4. Cooperative effort between school district (LEA) and higher education institution (university)
5. Other
8. Did not discuss
9. Did not know
ISSUE 2: Who should determine the content and process of ISTE? (What materials will be focused on and what methods will be used.)

1. Cooperative effort between school district and teachers, i.e. teachers and administration
2. Cooperative effort between school district and universities
3. Cooperative effort between various agencies
4. School districts/administration
5. Participants (teachers)
6. Other
8. Did not discuss
9. Did not know

ISSUE 3: Who should evaluate programs of ISTE? (i.e., state officials, local school boards, building principals, teachers, etc.)

1. Cooperative effort between school district and teachers
2. Cooperative effort between school district, teachers, and other participating agencies, i.e. community, higher education institution, outside agencies
3. School district/administration
4. Teachers
5. Trainers
6. Other
8. Did not discuss
9. Did not know

ISSUE 4: What should be the relative roles, overall, of: (1) state education agencies; (2) school districts; (3) teacher organizations; (4) community groups; and (5) higher education personnel in the determination of policy? (List in rank order from most significant role to least significant role.)

1. State education agencies
2. School districts
3. Teacher organizations
4. Community groups
5. Higher education personnel  
6. Other

TOPIC 3: INSTRUCTIONAL PERSONNEL FOR ISTE

Presently, college faculty are the most frequently used source of instructional personnel, with curriculum supervisors and consultants involved less frequently.

ISSUE 1: Please select a particular training objective that you perceive as significant and identify the best source of instructional personnel for it.

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<td>2. Diagnostic and prescriptive</td>
<td>2. University personnel</td>
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<td>4. New teaching strategies</td>
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ISSUE 2: Who should select the instructors in a local ISTE program?

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ISSUE 3: Why would you elect to participate in a program of ISTE?

1. For professional growth, i.e. for better performance in my classroom, to keep abreast of trends
2. To receive incentives, i.e. salary increments, university credit
3. Part of job
5. Other
8. Did not discuss
9. Did not know

ISSUE 4: On what basis would you like to receive benefits if you were to teach in an ISTE program? (i.e. part of regular teaching load, supplementary pay, released time, etc.)

1. Part of regular teaching load
2. Supplementary pay
3. Released time
4. No preference
5. Other
8. Did not discuss
9. Did not know

TOPIC 4: PRIORITIES AND OBSTACLES

ISSUE 1: What is the most important issue that ISTE must focus on at the present time? (i.e. what areas do you see as needing immediate attention?)

1. Individualized instruction
2. Special education
3. Multicultural education/bilingual education
4. Humanistic goals
5. Other
8. Did not discuss
9. Did not know
ISSUE 2: Do you feel ISTE is satisfactory at present?
1. Yes
2. No
5. Other
8. Did not discuss
9. Did not know

ISSUE 3: Do you feel that any major program of ISTE is needed?
1. Yes
2. No
5. Other
8. Did not discuss
9. Did not know

ISSUE 4: What do you feel are the major obstacles to the improvement of ISTE?
1. Resistance to change (attitudinal)
2. Teachers in general
3. School administration
4. Lack of financial assistance
5. Other
8. Did not discuss
9. Did not know

TOPIC 5: DECIDING PARTICIPATION AND EVALUATION
OF INDIVIDUAL TEACHERS AS TRAINEES IN ISTE

ISSUE 1: Who should decide how frequently an individual teacher will participate, what she/he will study, and how much she/he will study?
1. Teachers
2. Teachers in cooperation with administration/supervisors/principal
3. Principal
4. School district/administration
5. Other
8. Did not discuss
9. Did not know
ISSUE 2: Should all teachers be required to have regular programs of ISTE?
(For example, should there be periodic "cycles" of training with, say, a month per year set aside in each teacher's schedule for ISTE activities?)
1. Yes (including those who say regular basis, ongoing, etc.)
2. No
3. Sometimes/maybe
4. Other
5. Did not discuss
6. Did not know

ISSUE 3: Should participation be on the basis of requirements by local district, self-diagnosis and interests, diagnosis by other teachers, suggestions of principals, supervisors, etc.?
1. All of, or combination of, above
2. Self-diagnosis
3. Self-diagnosis with suggestions of supervisor/principal
4. Local district/school district
5. Other
6. Did not discuss
7. Did not know

ISSUE 4: What form should evaluation of a teacher's performance in an ISTE program take? Who should be the evaluator or evaluators? How should the results be used?

<table>
<thead>
<tr>
<th>EVALUATOR(S)</th>
<th>USE OF EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers</td>
<td>1. Identify future needs for ISTE</td>
</tr>
<tr>
<td>2. Joint evaluation: teachers</td>
<td>2. Improve present programs of ISTE</td>
</tr>
<tr>
<td>and administration</td>
<td>3. Help teachers improve classroom</td>
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<tr>
<td>3. Joint evaluation: administra-</td>
<td>4. General incentive (salary increment,</td>
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<td>tion and higher education</td>
<td>university credit)</td>
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<td>education institution</td>
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<tr>
<td>4. External evaluator</td>
<td>5. Other</td>
</tr>
<tr>
<td>5. Other</td>
<td>6. Did not discuss</td>
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<tr>
<td>8. Did not discuss</td>
<td></td>
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<tr>
<td>9. Did not know</td>
<td>9. Did not know</td>
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</tbody>
</table>
TOPIC 6: DEFINITIONS OF ISTE

ISSUE 1: If you had to define ISTE as it presently exists, how would you characterize it; that is, what is your conception of ISTE?

1. Lacking organization
2. Providing needed services in keeping teachers up to date
3. Inadequate in meeting needs of teachers
4. Management-directed/administration-based program
5. Other
8. Did not discuss
9. Did not know

ISSUE 2: What would you like ISTE to become (if that is different from the above)?

1. Provide professional development for the classroom teacher
2. Meet local needs
3. Increased involvement of teachers
4. Nothing different
5. Other
8. Did not discuss
9. Did not know

TOPIC 7: CONTEMPORARY ISSUES

ISSUE 1: Some people feel that ISTE should be competency-based; that is, each piece of training should be oriented toward specific, definable skills or concepts. What do you think of this?

1. Agree
2. Disagree
3. Somewhat agree
5. Other
8. Did not discuss
9. Did not know
ISSUE 2: With the present trend toward "mainstreaming," it seems likely that more "handicapped" children will be coming into the "regular" classroom. What do you feel will be the implications for inservice education to work with the following groups?

A. The physically handicapped (blind or nearly so, deaf or nearly so, and the orthopedically handicapped).
   1. More inservice education for teacher (general training)
   2. More inservice education for teacher (specific skill training)
   3. Need for diagnostic prescriptive training
   4. Development of understanding of attitudes of handicapped child
   5. Other
   8. Did not discuss
   9. Did not know

B. The students with serious learning problems
   1. More inservice education for teacher (general training)
   2. More inservice education for teacher (specific skill training)
   3. Need for diagnostic prescriptive training
   4. Development of understanding of attitudes of handicapped child
   5. Other
   8. Did not discuss
   9. Did not know

C. The emotionally disturbed
   1. More inservice education for teacher (general training)
   2. More inservice education for teacher (specific skill training)
   3. Need for diagnostic prescriptive training
   4. Development of understanding of attitudes of handicapped child
   5. Other
   8. Did not discuss
   9. Did not know
ISSUE 3: Multi-ethnic education is developing rapidly, with bilingual and multi-cultural education important aspects of it. Comment on the needs in this area for inservice education.

1. There is a need for inservice in these areas (a high priority)
2. A need, but other areas more important
3. There is no need for inservice in these areas
4. Special need for bilingual teachers
5. Other
8. Did not discuss
9. Did not know

ISSUE 4: Pick a curriculum area (reading, arithmetic, social science, science, performing arts, physical education, etc.). In this area, what are the greatest inservice needs and problems? (For teachers, school administrators, and college faculty only.)

1. Reading: need to meet individual needs and obtain training in teaching strategies
2. Social science (studies): need for training in multi-ethnic education and teaching strategies
3. Individualization
5. Other
8. Did not discuss
9. Did not know

Why?

1. Because teachers need to be familiar with new techniques
2. We have to teach kids to learn to live with one another
3. We have a number of Spanish-speaking kids
5. Other
8. Did not discuss
9. Did not know
If you are a teacher, do you need inservice help in this area?

1. Yes
2. No
5. Other
8. Did not discuss
9. Did not know

What kind?

1. More work on teaching strategies
2. More work on motivational issues
3. Time to review curriculum materials
5. Other
3. Did not discuss
9. Did not know

TOPIC 8: PARTICIPATION: STATE OF THE FIELD

ISSUE 1: What ISTE experience have you been involved in during the last two years in any role (as organizer, trainee, instructor, project monitor, etc.)?

1. Organizer
2. Trainee
3. Instructor
4. Project monitor
5. Other
7. Combination of roles
8. Did not discuss
ISSUE 2: What motivated you to participate in these experiences?

1. Primarily for self-growth and experience
2. To better help the children
3. Forced to attend
4. Saw the need in different schools
5. Other
8. Did not discuss
9. Did not know

ISSUE 3: How satisfactory were the ISTE experiences in which you participated?

1. Excellent
2. Very good
3. Fair (acceptable)
4. Poor
5. Other
8. Did not discuss
9. Did not know

TOPIC 9: DEVELOPING APPROPRIATE FISCAL ARRANGEMENTS

Several agencies presently contribute to the costs of ISTE, and teachers as individuals bear most of the cost.

ISSUE: What kinds of arrangements should be explored in an effort to find an appropriate fiscal base for ISTE? (For example, districts could contract for services from universities; states could fund networks of teacher centers; teacher organizations could contribute toward, or operate, ISTE centers. What are your views on this? What would
you hope to see occur?

1. Any combination of above
2. State department of education
3. Joint effort between state department of education, school districts, and teachers
4. State department of education, federal government, and universities
5. Other
6. Local school district
8. Did not discuss
9. Did not know
APPENDIX C

TEACHER CORPS RECRUITMENT AND TECHNICAL RESOURCE CENTERS

Western RTR Center
William C. Hill, Director
University of Southern California
311 South Spring
Los Angeles, California 90015
(213) 625-7204

Midwestern RTR Center
Floyd T. Waterman, Director
University of Nebraska
Center for Urban Education
3805 North 16th Street
Omaha, Nebraska 68110
(402) 554-2773

Great Lakes RTR Center
Barbara A. Vance, Director
Wayne State University
2978 W. Grand Boulevard, 2nd floor
Detroit, Michigan 48202
(313) 577-1618

Northeastern RTR Center
Donald W. Parker, Director
Howard University
1411 K Street, N.W., Suite 420
Washington, D.C. 20005
(202) 737-7868

Southeastern RTR Center
Michael G. Baker, Director
University of Georgia
337 South Milledge Avenue, Room 209
(404) 542-5862

Chief of Center Operations:

Velma Robinson
Teacher Corps
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-8275
## APPENDIX D

### PROJECT CONSULTANT INTERVIEWERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>Ursula Anderson</td>
<td>Midwestern RTR Center</td>
</tr>
<tr>
<td>Roxie Bagley</td>
<td>Western RTR Center</td>
</tr>
<tr>
<td>Michael Baker</td>
<td>Southeastern RTR Center</td>
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<tr>
<td>Wilbert Bledsoe</td>
<td>Great Lakes RTR Center</td>
</tr>
<tr>
<td>James Boyer</td>
<td>Kansas State University</td>
</tr>
<tr>
<td>Elsa Brizzi</td>
<td>University of Southern California</td>
</tr>
<tr>
<td>Carol Bryant</td>
<td>Wayne County Junior College, Detroit</td>
</tr>
<tr>
<td>Roger Bryant</td>
<td>Southeastern RTR Center</td>
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<tr>
<td>Ronald Butler</td>
<td>Carroll County, Georgia School System</td>
</tr>
<tr>
<td>Francine Clemons</td>
<td>Washington, D. C. Public Schools</td>
</tr>
<tr>
<td>Paul Collins</td>
<td>New York Teacher Corps Network</td>
</tr>
<tr>
<td>Suzie Collins</td>
<td>Pasadena Unified School District</td>
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<tr>
<td>Carol Coy</td>
<td>Northeastern RTR Center</td>
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<tr>
<td>Joyce Ellis</td>
<td>Boston Indian Council</td>
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<td>Floyd Falany</td>
<td>Reinhart College</td>
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<tr>
<td>Paul Fisher</td>
<td>University of Southern California</td>
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<td>Eugene George</td>
<td>University of South Carolina</td>
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<tr>
<td>Eileen Goins</td>
<td>University of Seattle</td>
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<tr>
<td>Turner Goodlow</td>
<td>Houston Independent School District</td>
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<tr>
<td>John Green</td>
<td>University of South Alabama</td>
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<tr>
<td>Marilyn Harper</td>
<td>Stanford University</td>
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<tr>
<td>Edith Harrison</td>
<td>Portland COP Project</td>
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<tr>
<td>William C. Hill</td>
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<tr>
<td>Willie Hodge</td>
<td>University of Toledo</td>
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<tr>
<td>Janet Hunter</td>
<td>Compton Unified School District</td>
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<td>Andrew Johnson</td>
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<td>Bruce Joyce</td>
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<tr>
<td>Hal Knight</td>
<td>West Virginia Institute</td>
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<tr>
<td>Margaret Koch</td>
<td>Pasadena Unified School District</td>
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<tr>
<td>Name</td>
<td>Organization/Merchandise</td>
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<tr>
<td>Reba Lassiter</td>
<td>Pasadena Unified School District</td>
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<tr>
<td>Billie Lipsey</td>
<td>Detroit Public Schools</td>
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<td>Mary Logan</td>
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<td>Patricia Matthews</td>
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<td>Donald Mims</td>
<td>Los Angeles City Schools</td>
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<tr>
<td>Lucy Peck</td>
<td>Hofstra University</td>
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<tr>
<td>Lorenzo Reid</td>
<td>Consultant, Washington, D. C.</td>
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<tr>
<td>Terry Rice</td>
<td>Stanford University</td>
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<tr>
<td>Joseph Romo</td>
<td>Western RTR Center</td>
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<tr>
<td>Richard Stroup</td>
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<td>Beulah Tumpkin</td>
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<td>Rupert Trujillo</td>
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<tr>
<td>Roger Wilson</td>
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