A report is given of a major study on effective staff development and its role in school improvement efforts. A review of research literature identified key process variables that foster effective staff development activities within successful school or district change efforts. Questions guiding the review of research included: (1) What processes (factors) were described and discussed in research studies on staff development and school improvement? (2) How were such factors significant in contributing to the effective change strategy? How was significance determined? (3) What staff development processes correlate with successful change efforts? (4) What factors from the research on effective schooling correlate with factors identified in research on organizational development? (5) What factors (across research bases) are identified as supportive of effective and lasting change in schools and programs? and (6) What application assumptions can be derived from the research-based factors (variables) identified? Appendices include samples of forms used in program evaluation, significant professional development findings, and guidelines for effective needs assessment. (JD)
STAFF DEVELOPMENT: THE EDUCATOR'S CHANGE PROCESS

Final Report of the Regional Study Award Project

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Milwaukie, Oregon

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STAFF DEVELOPMENT: THE EDUCATOR'S CHANGE PROCESS

Introduction

This document constitutes the initial report on a major study being conducted by the Northwest Regional Educational Laboratory on effective staff development and its role in school improvement efforts.

The review of research literature upon which this particular report is based was conducted for the purpose of identifying key process variables which foster effective staff development activities within successful school or district change efforts. Questions guiding the review of research included the following:

1) What processes (factors) were described and discussed in research studies on staff development and school improvement?

2) How were such factors significant in contributing to the effective change strategy? How was significance determined?

3) What staff development processes correlate with successful change efforts?

4) What factors from the research on effective schooling correlate with factors identified on research on organizational development?

5) What factors (across research bases) are identified as supportive of effective and lasting change in schools and programs?

6) What application assumptions can be derived from the research-based factors (variables) identified?
Since the 1960s, when change in education became one of many "bandwagons" and "standard operating procedure" for school people, educators have increasingly attempted change and self-renewal via installation or implementation of innovations. These efforts have been in direct response to the growing complexities of today's world where little commonality can be found among goals and purposes; where much disillusionment is felt by the public for their schools; and where high expectations are held by everyone for excellence and individual fulfillment. Today, schools are scrutinized as never before and educators face accelerating pressure from every direction to perform better; that is, to teach the basics better and improve learner outcomes. In addition, school people are expected, in the face of dwindling resources, to expand and enrich the curriculum to provide for individual student needs and interests including physical, personal and social requirements. It is therefore not surprising that the majority of educators feel they must develop viable strategies for school improvement and continuous self-renewal.

However, at the same time educators have been increasing their endeavors to initiate change and implement innovations to solve many of their problems, they have also reacted strongly and negatively against those changes felt to be imposed, perceived as worthless, or introduced in an ad hoc manner. Indeed, the bulk of the innovations put into place during the 60s no longer exist.

All these efforts and activities—simultaneously initiating and resisting change—often resulted in liberating, yet confusing, school climates where no sound conceptual basis existed for the changes being made. Lack of systematic attention given to the identification of a reliable process
by which schools could become self-renewing resulted in most change efforts being abandoned. Teachers were reinforced in their attitudes that any change attempt was only temporary at best, and therefore, not worthy of personal and professional commitment.

Such contradictions surrounding acceptance or rejection of change and innovation by educators are currently being examined as part of our inquiry into those factors which lead to effective staff development and, ultimately, successful and lasting change. (For the purpose of this discussion, staff development includes all activities which necessitate a change in the behavior of school people.)

**Planned Change Through Staff and Organization Development**

Research has shown that, in spite of the problems besetting schools, including dwindling resources and decreasing public confidence, educators remain determined and optimistic regarding improvement of their schools and of those who work in them. The goal of many school administrators today is to develop a systematic and comprehensive plan or process for self-renewal and improvement via the staff development or organization development mode. An overarching goal of staff and organization development, then, is to communicate to teachers the expectation that they will not only teach to the best of their current abilities, but also, will seek and apply constructive change for the purpose of personal self-renewal and professional growth and improvement.

Any discussion of school improvement must include the exigent factors of staff and organization development, as school improvement combines both these complementary and human processes. Both elements are dynamic, complex and critically interwoven to the process of deriving maximum

1040s
growth and lasting change. Staff development has been defined as "a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim, better learning for students and continuous, responsible self-renewal for educators and schools" (ASCD 1981). Organization development has been defined as "the process undertaken by an organization, or part of an organization, to define and meet changing self-improvement objectives while making it possible for the individuals in the organization to meet their personal and professional objectives" (ASCD 1981). Clearly, staff and organization development factors exist as dependent correlates; the potential for significant and lasting change is greatly reduced if either factor is isolated from the other.

Research empirically demonstrates that the key to effective learning by students is the teacher. Research also strongly suggests that the key to achieving maximum effectiveness of teachers is through the provision of a positive, supportive and challenging school environment. For each teacher to achieve maximum potential then, the educational setting must play a pivotal and significant role in enhancing the motivation and ability of each individual, teacher, group of teachers or subsystems of the organization, to seek out and attempt self-renewal and improvement. Staff and organization development, when carried out as a planned and systematic process, provides the mechanism whereby the desired school improvement goals can be attained.

**Purpose of the Study**

The purpose of this study is to determine those staff development process...
variables that effect and allow for successful and lasting change.

Process variables include those characteristics that 1) have been predetermined prior to implementation of change; 2) are a planned part of the change process; and 3) are implemented as key factors in the change strategy. Without these characteristics or process variables, the potential for success of the innovation becomes severely limited.

Our inquiry into staff development process variables or what constitutes effective and lasting change is premised on the assumption that effective schools research and its practical application holds great promise as an invaluable resource to this study. Therefore, a synthesis of current literature and research findings, focused on the juxtaposition of effective schools research with educational staff and organization development research, is being undertaken to discover and isolate the significant process variables that can be shown to effect positive and lasting change as well as allow for institutionalization of change and innovation.

The synthesis will seek to confirm those process variables which positively and significantly correlate with effective staff development as well as determine any additional factors which have potential for increasing the likelihood of success and, therefore, should also be considered in the change process.

Research topics to be studied in addition to those directly related to effective schooling, staff and organization development include: characteristics of change and innovation; human motivation; staff and organization development in noneducational settings; human and adult learning.
Results of the study will be synthesized to develop a collection of related process variables which, when applied to staff and organization development efforts, will accomplish the following:

1) Enable change and innovation to be more efficiently and effectively implemented
2) Increase the probability that change and innovation will continue and become institutionalized
3) Increase the effectiveness of staff development efforts in the future

(See Appendix C for a brief description of precursory research findings related to process variables.)

**Study Methodology**

A preliminary review of the research reveals that three primary themes or topical areas for organizing the data merit further study and attention. These themes reflect various levels or degrees of staff development process involvement and include: 1) participation; 2) collaboration, and 3) individualization. Though an obvious overlap exists among the three, it is felt that each can be uniquely defined and each can serve as a major category around which research findings can be organized or clustered.

(For a brief discussion of these preliminary process variables, see Appendix C.)

Research topics to be explored in that part of the study focusing specifically on staff development as it relates to the change process include:
1) **Target Audience**

The ideal staff development process is targeted to all persons working within the educational organization, including members of the board, superintendent, administrators, teachers and classified personnel. However, most current staff development efforts are targeted to the individual teacher, with the goal of improved student performance. Questions to be answered by the research in this domain include the extent to which student learning is, in fact, improved given sporadic and individual efforts as opposed to the benefits derived from a more systematic process of staff development that includes all levels of the educational organization.

2) **Needs Assessment**

Before new knowledge and skills can be effectively delivered via the staff development process, a comprehensive needs assessment of the situation must be initiated. Needs assessments generally take three forms (ASCD 1981):

- Persons in supervisory positions determine needs from their assessment of the quality of work being performed by those reporting to them (a process more commonly applied to classified personnel).

- Individuals are asked to state their own perceived needs or to respond to a checklist or similar instrument (a process more commonly applied to professional personnel).
Groups and individuals such as teams, departments or schools, respond to various internal or external pressures by planning collaboratively to bring about specific change (a process supported by change research that builds on the idea that individuals are more committed to carrying out plans which they feel reflect a genuine need and which they have helped to develop.)

All three forms of needs assessment for staff development efforts can be found in school districts around the country. Advantages and disadvantages of each process will be determined through analysis of the research data. In addition, recommendations regarding the most viable needs assessment strategies—given specific conditions and settings—will be included as an integral part of the synthesis. (See also Appendices E, F, G, and H for some preliminary awareness materials on needs assessment.)

3) Assessment and Evaluation

Results of a number of staff development activities are currently measured by the opinions of the participants, by having those persons indicate their feelings as to the value and personal enjoyment derived. Such evaluation is limited, though, often by the lack of clear and explicit statements of learning outcomes which can be measured. Consequently, those with staff development responsibilities often select
outcomes that may be relatively unimportant to the overall evaluation of the activity, but which can be easily measured. The research, however, is beginning to produce data which indicate that many educators are now attempting to be clearer about anticipated or expected outcomes and to develop more sophisticated and meaningful measurements. The synthesis will explore these data and offer suggestions for improving statements of learning outcomes as well as for improving assessment and evaluation techniques.

To be included in that part of the study focusing specifically on organization development as it relates to the change process are the following:

1) **Analysis of what works in industry**

Some recent research findings indicate that, although organization development techniques have been successfully used in industrial settings for more than two decades, educators are only beginning to realize the value and potential of these efforts when applied to the school environment. A major finding of industrial organization development research suggests that lasting and meaningful change cannot occur unless some type of group process provides for problem solving and decision making capabilities; human and financial support for those involved in
change; motivation techniques; and methods for encouraging and enabling the exchange of ideas, problems and concerns. Two basic assumptions are made by practitioners regarding organization development (ASCD 1981): a) maximum productivity and personal satisfaction are dependent on change in both the individual and the organization; and b) there are processes which can be adopted/adapted or incorporated which will provide for positive growth in both. These assumptions, as well as what else is known about staff development in business and industry and its relationship to educational organizations, will be explored and discussed in the synthesis along with workable strategies for adapting specific processes and techniques.

2) **Discussion of organization development theory**

As yet, no comprehensive, empirically validated research base exists which can prove organization development theory is an acceptable process for school improvement. Indeed, there is no universally accepted theory of organization development, as researchers disagree about the value of organization development change efforts for schools. However, researchers do agree that organization development, when seen as a long-range process to improve a school's ability
to communicate, problem solve, collaborate or deal with conflict, is, in fact, a legitimate and worthwhile undertaking. These and other views will be presented and discussed in this part of the synthesis.

3) **Purpose and goals of organization development**

The various purposes of organization development as they currently exist in schools will be described as well as what its goals should be. Illustrative examples of organization development goals and conditions will also be enumerated in this section.

**Preliminary Materials Collected/Developed to Date**

To help school people begin to look at the role of staff development in school improvement practices and policies, some preliminary awareness materials have been collected and/or developed. These sample materials are representative of those evolving from the study and are designed to be used with educators in the region as they explore the role of staff development in their schools. The materials are appended to this paper and include:

Appendix A: **Evaluating the Staff Development In-Service Plan—NWREL**

Designed as a checklist, this instrument helps educators assess the quality and comprehensiveness of current staff development or in-service efforts. Responses to 21 statements will give teachers and administrators data regarding positive and negative
aspects of their present and ongoing staff development activities as well as indicate areas that require attention and improvement.

Appendix B: **Grid of Evaluation Concerns—Baden, Donald J.**

This resource, presented in grid form, assists educators in knowing when and how to evaluate specific concerns related to staff development or in-service activities. Evaluation concerns include: a) content of in-service activity; b) presenter of in-service activity; c) participant learning (immediate); d) participant learning (long-term); and e) student learning.

Appendix C: **Effective Professional Development Findings—NWREL**

Ten significant findings can be defined as process variables. Each is consistently mentioned in the literature as a "way of doing business" and can enhance or impede the success of a program depending on the extent to which it has been involved in the process. Process is a key to success and can be considered more powerful than content. This one-page summary briefly lists and describes the ten process variables, and gives a short bibliography.

Appendix D: **Professional Development Check-Up—NWREL**

This resource helps educators rate their personal experiences with staff development activities against what the research says are important considerations.
Users are given space to list ways to include research findings in their planning in four areas: a) objectives; b) participation; c) collaboration; and d) individualization.

Appendix E: Guide--Factors for Effective Needs Assessing--NWREL
Listed in this one-page summary are factors, extrapolated from the research, that have been shown to have a significant impact on the success of needs assessment strategies.

Appendix F: Professional Development/In-Service--NWREL
Various types of needs assessment strategies are analyzed in this one-page summary from both pro and con perspectives.

Appendix G: Planning and Conducting a Needs Assessment--Davis, Sharon
This three-page handout offers, in abbreviated form: 1) steps in the needs assessment process; 2) an agenda for a needs assessment meeting; 3) a checklist of activities for steps in the needs assessment process; and 4) a priority rating form.

Appendix H: Building Level Effectiveness Questionnaire--NWREL
This questionnaire is designed as a needs assessment tool to help determine the extent to which certain educational practices are used in a school system. Responses to 57 statements will yield valuable data.
regarding those areas in need of attention and improvement.

Appendix I: Effective Professional Development--NWREL

As individual teachers and administrators begin to consider the role of staff development in their schools, this one-page resource assists in helping school people categorize important issues.

Appendix J: Preliminary Bibliography

The bibliography developed to date indicates some of the major references currently under study. It is anticipated that the number of bibliographic entries will increase over the duration of the project.
## EVALUATING THE STAFF DEVELOPMENT/IN-SERVICE PLAN

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Need To Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers participate in decisions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Training is concrete.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Training is teacher-specific.</td>
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<tr>
<td>4. Training is extended over a period of time.</td>
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<tr>
<td>5. Teachers observe each other in applying learnings.</td>
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<tr>
<td>6. Regular meetings occur frequently that focus on practical problems.</td>
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<tr>
<td>7. Materials, to some degree, are locally developed.</td>
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<td></td>
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<tr>
<td>8. Principals are involved in training.</td>
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<td></td>
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<tr>
<td>9. Teachers participate in decision-making.</td>
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<td></td>
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<tr>
<td>10. A norm of experimentation has been established as the design is being implemented.</td>
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<tr>
<td>11. Teachers perceive that the staff development program is geared to enhancing school success.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12. The staff development program is compatible with the realities of work at the building level.</td>
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<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>---</td>
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<td>----</td>
</tr>
<tr>
<td>13.</td>
<td>The purpose of the program is clear and understood by all.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The roles of the administrators and teachers are clear to all.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Teachers have been presented with a description of an actual sequence of implementation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Expectations were made explicit at the outset at which point others' views were mutually valued, sought, credited, and tested.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Ample time is allotted each week for planning and development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Decisions being made that focus on development or modification of curriculum units emerge from teachers' analyses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Criteria for classroom observation are being developed out of shared discussions of theory and practice in advance of formal implementation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Teachers and principals have indicated sustained commitment over time with provision for progressive mastery of new ideas and new practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Attention is given to institutionalizing the new program/project.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Grid of Evaluation Concerns

<table>
<thead>
<tr>
<th>Evaluation Concern</th>
<th>Purpose</th>
<th>Administered To Whom</th>
<th>When Administered</th>
<th>Results Sought</th>
<th>When Administered</th>
<th>Type of Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content of inservice activity</td>
<td>Ascertain if content presented met desired objectives</td>
<td>Participants by planners</td>
<td>Conclusion of inservice activity</td>
<td>Participant assessment of content effectiveness</td>
<td>On site of activity</td>
<td>Likert-type check list</td>
</tr>
<tr>
<td>Presenter of in-service</td>
<td>Ascertain the effect of the presenter on the attainment of objectives</td>
<td>Participants by planners</td>
<td>Conclusions of inservice activity</td>
<td>Participant assessment of presenter</td>
<td>On site of activity</td>
<td>Check list</td>
</tr>
<tr>
<td>Participant Learning: Immediate</td>
<td>Determine whether participants achieved objectives</td>
<td>Participants by presenter</td>
<td>Conclusion of inservice activity</td>
<td>Participant behavior change</td>
<td>On site of activity</td>
<td>Varied based on objectives</td>
</tr>
<tr>
<td>Participant Learning: Long-term</td>
<td>Determine whether behavior change remains after period of time</td>
<td>Participants by self, peers or students</td>
<td>Minimum of two months after activity</td>
<td>Participant behavior change</td>
<td>In participant classroom</td>
<td>Varied based on objectives</td>
</tr>
<tr>
<td>Student Learning</td>
<td>Determine whether students of participants change behavior as result of teacher</td>
<td>Participants by self, peers or students</td>
<td>Before &amp; after teacher behavior change introduced into classroom</td>
<td>Student behavior change</td>
<td>In participant classroom</td>
<td>1. Classroom environment</td>
</tr>
</tbody>
</table>

EFFECTIVE PROFESSIONAL DEVELOPMENT FINDINGS

Ten significant findings can be defined as process variables. Each is consistently mentioned in the research as a "way of doing business" and can enhance the success of the program and its participants. Process is a key to success and can be considered more powerful than content. The research findings have been organized under the major headings of participation, collaboration and individualization:

A. Participation

1. Programs are derived from job-related or job-embedded needs or goals.
2. Programs are school based and involve all or a majority of the faculty and administration.
3. Teachers and principals initiate, develop, schedule, conduct and evaluate the program.
4. Principals and district administrators are involved (participate) and ensure that resources are available and allocated for the programs.

B. Collaboration

5. Active learning techniques are used—demonstration, observation, guided practice and specific feedback.
6. Techniques of inquiry and analysis are used to define and refine skills, knowledge and attitudes of groups and individuals using effective teaching research as a guide.
7. A variety of study strategies are available (self-group-college courses) on a continuous basis with specific follow-up on use and transfer to the job.

C. Individualization

8. Programs include concrete, hands-on activities with relevant materials directed at specific individual needs or goals in the classroom.
9. Programs offer opportunities for individual development of skill, knowledge and attitudinal change with ongoing support.
10. Self-growth and responsibility are emphasized with incentives and rewards that are perceived as worthwhile, attainable and professionally enhancing.
Appendix D

**PROFESSIONAL DEVELOPMENT CHECK-UP**

A quick measure of your experience against the research!

<table>
<thead>
<tr>
<th>Research Item</th>
<th>My Experience Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Programs are derived from job-related or job-embedded needs or goals.</td>
<td>GOOD FAIR POOR</td>
</tr>
<tr>
<td>2. Programs are school-based and involve all or a majority of the faculty and administration.</td>
<td>GOOD FAIR POOR</td>
</tr>
<tr>
<td>3. Teachers and principals initiate, develop, schedule, conduct and evaluate the program.</td>
<td>GOOD FAIR POOR</td>
</tr>
<tr>
<td>4. Principals and district administrators are involved (participate) and ensure that resources are available and allocated for the programs.</td>
<td>GOOD FAIR POOR</td>
</tr>
<tr>
<td>5. Active learning techniques are used—demonstration, observation, guided practice and specific feedback.</td>
<td>GOOD FAIR POOR</td>
</tr>
<tr>
<td>6. Techniques of inquiry and analysis are used to define and refine skills, knowledge and attitudes of groups and individuals.</td>
<td>GOOD FAIR POOR</td>
</tr>
<tr>
<td>7. A variety of study strategies are available (self-group-college courses) on a continuous basis with specific follow-up on use and transfer to the job (formative supervision).</td>
<td>GOOD FAIR POOR</td>
</tr>
<tr>
<td>8. Programs include concrete, hands-on activities with relevant materials directed at specific individual needs or goals in the classroom.</td>
<td>GOOD FAIR POOR</td>
</tr>
<tr>
<td>9. Programs offer opportunities for individual development of skill, knowledge and attitudinal change with ongoing support.</td>
<td>GOOD FAIR POOR</td>
</tr>
<tr>
<td>10. Self-growth and responsibility are emphasized with incentives and rewards that are perceived as worthwhile, attainable and professionally enhancing.</td>
<td>GOOD FAIR POOR</td>
</tr>
</tbody>
</table>
GUIDE: FACTORS FOR EFFECTIVE NEEDS ASSESSING

1. Use multiple methods.
   a) Existing data analysis
   b) Interviews
   c) Observations
   d) Questionnaires and surveys
   e) Group discussion
   f) Evaluation conferences

2. Attention is given to process and content.
   a) For input, participation, adult learning styles
   b) What is to be learned is clear and understood
   c) Expectations for involvement in decision making is clear and understood

3. Timing is considered.
   a) When to assess is considered/scheduled
   b) Time for thinking and responding
   c) Data gathering is specific and structured

4. Feedback to all is provided
   a) How the data are to be used
   b) When the data are to be used
   c) Results are given to all

5. Evaluate the needs assessing process
   a) Judgments are collected from all
   b) Results are reported and used to improve
CRITICAL FACTORS

A. Extent of involvement by faculty in process and decision making

B. Quality of the needs gathering methods

C. Feedback is timely and carried by those involved to the respondents


IN VolvEMENT=GROUP PROCESSES

Consider:

--- Some skills training for the group in negotiating and mediation

--- Size of the group: 3-9 best working numbers

--- Use a group facilitator and observer (sometimes)

--- Agree on decision making system before serious content debates

--- Agree that group decisions will be

a) Actively supported

b) Selectively supported

c) Neutrally supported

d) Declared to all

e) Without negative support

--- Communicating with the total faculty in planned steps
## Professional Development/Inservice

### Needs Assessment Strategies

<table>
<thead>
<tr>
<th>TYPE</th>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviews</strong></td>
<td>Verification, Clarification, Individual comfort</td>
<td>Skills needed, Time-consuming, Individual administration, small sample</td>
</tr>
<tr>
<td><strong>Questionnaire</strong></td>
<td>Brief, Specific, Time-efficient, Individual or group administration</td>
<td>Time for tabulating, Misinterpreted, Semantics, &quot;Real&quot; need not revealed</td>
</tr>
<tr>
<td><strong>Check List</strong></td>
<td>See above</td>
<td>See above</td>
</tr>
<tr>
<td><strong>Records Review</strong></td>
<td>Specific, Categorization</td>
<td>Legally accessible, Quality of data, Time-consuming</td>
</tr>
<tr>
<td><em>(Content Analysis)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td>Personal, Responsive</td>
<td>Training needed, Time-consuming, Small sample</td>
</tr>
<tr>
<td><strong>Brainstorming</strong></td>
<td>Structured, Time-efficient, Topic-specific</td>
<td>No thinking, Individual dominates, Some don't participate, Facilitation skills needed</td>
</tr>
<tr>
<td><strong>Buzzing</strong></td>
<td>Small group, Topic-specific, Prioritizing, Individuals supported</td>
<td>Facilitation skills</td>
</tr>
</tbody>
</table>

0984s
<table>
<thead>
<tr>
<th>Technique</th>
<th>Thinking Methods</th>
<th>Facilitation Skills Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nominal Technique</strong></td>
<td>Thinking, Exploring, Clarifying, Aggregating needs, Prioritizing</td>
<td></td>
</tr>
<tr>
<td><strong>DELPHI Technique</strong></td>
<td>Groups not assembled, Anonymity, Time to think and judge, Inexpensive</td>
<td>Time lag, Continuing commitment, Clarifying void</td>
</tr>
<tr>
<td>(Opinion Gathering)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Testing</strong></td>
<td>Performance response, Discrepancy, Identification, Specific planning by individual, Measure overtime</td>
<td>Validity, Reliability, Limited to test content</td>
</tr>
<tr>
<td><strong>Hearings</strong></td>
<td>Outside input, Control analysis and rankings</td>
<td>Knowledge versus emotions, Preconceived commitment to change</td>
</tr>
<tr>
<td><strong>Task Force or Committee</strong></td>
<td>Constituents represented, Problem-solving, Priority emphasis, Time-efficient</td>
<td>Left-outs complain</td>
</tr>
<tr>
<td><strong>Slip Writing</strong></td>
<td>Self-analysis/need, Time-efficient, Priorities of group emphasized</td>
<td>Some needs left out</td>
</tr>
<tr>
<td><strong>Card Sort</strong></td>
<td>Self-analysis, Priority by individual need, Priority for known needs</td>
<td>Forced choice</td>
</tr>
<tr>
<td><strong>Study Students</strong> (Teacher Solicited)</td>
<td>Peer assistance, Focused analysis</td>
<td>Translation required</td>
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<tr>
<td><strong>Survey Sampling</strong></td>
<td>Large district for major area focus</td>
<td>Selecting representative respondents, Special knowledge and training, Generalization of data</td>
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0984s
PLANNING AND CONDUCTING A NEEDS ASSESSMENT

Sharon Davis

Needs assessment should be designed to be an integral component of the cycle of planning, implementing, and evaluating inservice education programs. When it is planned and conducted in this manner, it becomes an ongoing function of the program.

Steps in the Needs Assessment Process

A successful needs assessment requires the completion of seven major steps:

1. State concerns.
2. Identify people and roles.
3. Plan the needs assessment data collection.
4. Implement the needs assessment data collection.
5. Disseminate results and set priorities.
6. Design the inservice program.
7. Continue to assess needs.
NEEDS ASSESSMENT MEETING
(first in a series of workshops)

I. Introduction

A. Explain "problem solving" format for workshops
   1. To identify teachers' immediate needs
   2. To discuss common concerns/issues
   3. To identify/share "practical" solutions
   4. Other?

B. Identify purpose for meeting: planning
   1. List goals of planning meeting
      a. To identify specific topics to be covered during next several meetings
      b. To identify procedures for covering the topic(s) -- who, what, how, where

II. Identification of Topics

A. Participants brainstorm all possibilities based on immediate needs
   1. No judgments
   2. No discussion re: solutions

B. Leader keeps group on task
   1. Records ideas
   2. Finds similarities/needs, concerns
   3. Encourages participation from all participants

III. Selection of Topics

A. Clarification
   1. Leader reviews list of interests, needs, concerns
   2. Leader asks participants to indicate agreement on "definition" of each topic identified

B. Decision making
   1. Leader asks participants to prioritize topics listed
      a. Discussion can include suggestions regarding how these topics might be covered during workshops; this might help participants in prioritizing topics
      b. Priorities can be established via: commonality of need, interest; urgent nature of specific problem, other
2. Leader asks participants to decide on first topic to be covered at next meeting
   a. Vote - majority rule
   b. Consensus among all
   c. Other

3. Decisions can be facilitated by leader -- (s)he can point out the way different topics may be linked together or sequenced so that participants can have many of topics addressed/needs met

IV. Assigning Responsibilities

A. For topic
   1. Leader asks participants how topic selected might be addressed
      a. Leader solicits suggestions from participants
      b. Leader offers suggestions to participants
   2. Leader can list all suggestions -- who, how, when, where
   3. Decision making procedure described above can be utilized here
   4. Leader summarizes/clarifies decision for participant (this can be also shared in follow up memo to participants)

B. For next meeting
   1. Leader clarifies when, where next meeting will be held
   2. Leader makes arrangements for room with supervisor
A CHECKLIST OF ACTIVITIES FOR STEPS IN THE NEEDS ASSESSMENT PROCESS

1. **State Concerns.**
   - Identify concerns (problems that indicate a need for inservice training).
   - Identify target population (individual or group).

2. **Identify People and Roles.**
   - Determine who will manage the needs assessment.
   - Determine needs assessment planning team.
   - Identify those who will conduct the assessment.

3. **Plan the Needs Assessment Data Collection.**
   - Determine needs assessment goals.
   - Determine needs assessment data collection strategies.
   - Determine and obtain resources required for needs assessment.
   - Develop data collection plan and time-line.

4. **Implement the Needs Assessment Data Collection.**
   - Develop instrumentation and recording procedures.
   - Field test and validate instruments and procedures.
   - Collect needs assessment data.
   - Tabulate data collected and summarize results.
   - Analyze results and report to planning team.

5. **Disseminate Results and Set Priorities.**
   - Disseminate results of needs assessment to respondents and interested constituencies.
   - Prioritize needs for training.
   - Determine feasibility of meeting the needs and select prioritized needs for training.

6. **Design the Inservice Program.**
   - Identify the target audience.
   - Identify needs to be satisfied.
   - Describe training or activity to be offered to satisfy the need.
   - Identify who will be responsible for each activity.
   - Identify resources needed to accomplish the task, including incentives to be offered to training participants.
   - Identify how progress and accomplishments will be assessed.

7. **Continue to Assess Needs.**
   - Determine strategies for continuous assessment during conduct of training program.
   - Reassess needs when program has been completed.
   - Evaluate progress and accomplishments.
PRIORITY RATING FORM

Training Need

Questions to consider for setting priorities for training needs: (Circle number of response.)

Rating of Need

Extent of Need

How extensive is this training need?

Impact of Need

How serious will be the effect on educators if this need is not met?

Future Needs

To what degree will this need significantly increase in the future?

State of Satisfaction

How adequately has inservice training been developed to meet this need?

Effectiveness of Current Training

Relevance of Need

Will satisfaction of this need have a high or low relationship to the achievement of the goal to provide an appropriate education to each handicapped child?

What is Your Overall Rating of This Need for Inservice Education?

Rating of Feasibility of Meeting Need

Staff Requirement

Finance

How costly is it to develop a program to meet this need?

How long will it take to meet this need?

What is Your Overall Rating of the Feasibility of Meeting This Need?
BUILDING LEVEL EFFECTIVENESS QUESTIONNAIRE

Instructions

This questionnaire is intended to determine the extent to which certain educational practices are used in our school. For each item below, circle the number of the response which most accurately describes the situation in your building.

I. CURRICULUM

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<th>sometimes</th>
<th>always</th>
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<td>1 2 3 4 5</td>
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Learning objectives in our building:

1. Are prepared in written form.
2. Are designed to be consistent with district objectives.
3. Are supported by a written statement of priorities which are communicated to staff, students and community.
4. Are assigned to particular grades, courses, classes or other units.

Resources and materials in our building:

5. Are readily available for use in teaching objectives.
6. Are consistent with district policy and guidelines.
7. Contain accurate subject matter.
8. Are appropriate for the age levels of students for whom they are intended.
9. Are identified and/or catalogued in such a way that they can be linked to specific objectives.
II. SCHOOL ENVIRONMENT

Instructional strategies in our building:

10. Are consistent with district policy and guidelines.

11. Are carefully matched to (aligned with) objectives.

Expectations for student learning in our building:

12. Are communicated so that priority goals and objectives are clearly understood by students.

13. Are specified to include mastery of all priority objectives at a grade or in a course.

Expectations for student social behavior in our building:

14. Are stated in a written code of conduct which deals with discipline, tardiness, absenteeism.

15. Are communicated to all staff members.

16. Are communicated to students, especially at the beginning of the year.

17. Are applied consistently to all students throughout the school.

18. Include specific consequences or disciplinary action consistent with the code of conduct.
Expectations for staff in our building:

1. Include performance standards developed from teacher effectiveness research.

2. Are specified so that staff communicate the belief that all teachers can teach all students.

3. Are specified so that staff communicate the belief that all students can master all priority objectives.

Disciplinary actions in our building:

4. Quickly and routinely follow inappropriate behavior.

5. Minimize out-of-school suspensions or expulsions in favor of in-house suspensions.

6. Include disciplinary procedures which focus on behavior rather than personality.

Use of time in our building is controlled so that:

7. The school calendar maximizes the time available for instruction.

8. New programs are evaluated relative to their impact on learning time.

9. School, classes and other activities start and end on time.
28. The school day is organized to minimize time spent on non-instructional activities.

29. Class periods are not interrupted for routine announcements or messages.

30. Students do not have unassigned periods during the academic day.

31. Student pullouts from academic classes are minimized.

Incentives and recognition for student achievement and behavior in our building:

32. Are determined by objective and explicit criteria.

33. Include both immediate and delayed recognition.

34. Provide the opportunity for all students to earn recognition.

35. Are selected because of their desirability to students.

36. Include recognition that is public.

37. Are dispensed frequently and consistently.

38. Are appropriate for the age levels of the students for whom they are intended.

Incentives and recognition for teaching excellence in our building:

39. Are determined by objective and explicit criteria.
40. Include both immediate and delayed recognition.

41. Afford all staff the opportunity to earn recognition.

42. Include recognition that is public.

43. Are linked to student achievement.

Parent involvement procedures in our building:

44. Include standards and procedures which are communicated to all parents.

45. Provide staff assistance to parents in supporting student achievement through training sessions, handbooks and other aids.

Student assessment instruments in our building are:

46. Carefully matched to (aligned with) the objectives taught.

47. Coordinated with district instruments to avoid duplication of effort.

Student assessment procedures in our building:

48. Are designed to minimize disruption of learning time.

49. Follow approved testing practices aimed at ensuring reliability and validity of results.
Student assessment data in our building:

50. Are used to improve curriculum and instruction at the building level.

51. Are used to report progress to staff and the community on a regular basis.

Monitoring of staff performance in our building:

52. Is based on written procedures.

53. Results in professional growth objectives and the resources to reach them.

54. Uses criteria based on teacher effectiveness research.

55. Includes regular classroom observations.

56. Includes timely feedback to teachers.

57. Encourages staff to express problems and concerns related to school effectiveness.
EFFECTIVE PROFESSIONAL DEVELOPMENT

THINGS TO CONSIDER -- as I sit and wonder about it all.

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<th>Questionnaire Issue</th>
<th>For Me</th>
<th>For Our School</th>
<th>For Our District</th>
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Appendix J

PRELIMINARY BIBLIOGRAPHY


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