University of Nebraska at Omaha
DigitalCommons@UNO

Student Work

8-1-1973

The Present and Future Status of Inservice Programs in the Omaha Area Secondary Schools

Phoebe Jane Herbster
University of Nebraska at Omaha

Follow this and additional works at: https://digitalcommons.unomaha.edu/studentwork
Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation

Herbster, Phoebe Jane, "The Present and Future Status of Inservice Programs in the Omaha Area Secondary Schools" (1973). *Student Work*. 2500.
https://digitalcommons.unomaha.edu/studentwork/2500

This Thesis is brought to you for free and open access by DigitalCommons@UNO. It has been accepted for inclusion in Student Work by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.

THE PRESENT AND FUTURE STATUS OF INSERVICE PROGRAMS IN THE OMAHA AREA SECONDARY SCHOOLS

A Thesis

Presented to the

Department of Secondary Education

and the

Faculty of the Graduate College

University of Nebraska at Omaha

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

---

by

Phoebe Jane Herbster

August 1973

7156/109

UMI Number: EP74045

All rights reserved

INFORMATION TO ALL USERS
The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript
and there are missing pages, these will be noted. Also, if material had to be removed,
a note will indicate the deletion.

UMI EP74045

Published by ProQuest LLC (2015). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.
All rights reserved. This work is protected against
unauthorized copying under Title 17, United States Code

ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

Accepted for the faculty of The Graduate College of the University of Nebraska at Omaha, in partial fulfillment of the requirements for the degree Master of Arts.

Graduate Committee Edward J Ladler - Secondary Education
Name Department
George Wayne Sheldon - Ed. Foundations

Raymond A Schmitt
Chairman

ACKNOWLEDGEMENTS

Sincere appreciation is expressed to Dr. Raymond A. Ziebarth for all his guidance and assistance in bringing this Master's thesis to completion. It would not have been possible without his counsel, direction, and encouragement.

Sincere thanks also go to the administrators and school districts who participated in this study.

Phoebe Jane Herbster

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENT iii

LIST OF TABLES vii

Chapter

1. INTRODUCTION 1

PURPOSE OF THE STUDY 2

STATEMENT OF THE PROBLEM 3

PROCEDURES 4

ASSUMPTIONS AND LIMITATIONS 5

Assumptions 5

Limitations 5

DEFINITION OF TERMS 5

ORGANIZATION OF THE STUDY 7

2. REVIEW OF THE LITERATURE 8

HISTORY AND DEVELOPMENT 9

Definition of Inservice 9

Need for Inservice 9

Historical Perspective 10

PRESENT AND FUTURE 14

SUMMARY 23

3. DESIGN OF THE STUDY 24

POPULATION 24

THE INSTRUMENT 25

Chapter

Construction 25
Identification Data 25
Current Inservice Practices 26
Projected Inservice Practices 26
Distribution 27
TREATMENT AND ANALYSIS OF THE DATA 27
Treatment of the Returns 27
Analysis of the Data 28
4. FINDINGS OF THE STUDY 29
IDENTIFICATION DATA 29
Geographic Location 30
Type of School District 30
Size of School 30
Administrative Position of Respondents 32
CURRENT INSERVICE PRACTICES 32
Types of Inservice 33
Type of School and Type of Inservice 33
Types of Inservice and Size of School District 35
Content Topics 37
Additional Topics 41
Professional Growth Credit 41
Professional Growth Credit and Type of School District 43
Professional Growth Credit and Size of School District 45
Participation 47
Effectiveness 48

Chapter

PROJECTED INSERVICE PRACTICES 50

Projected Types of Inservice 50

Future Inservice Topics 53

Professional Growth Credit in Projected Inservice Programs 56

Projected Participation 58

5. SUMMARY, CONCLUSIONS, RECOMMENDATIONS 63

SUMMARY 63

CONCLUSIONS 68

RECOMMENDATIONS 70

BIBLIOGRAPHY 71

APPENDIXES 75

A. Questionnaire 76

B. Cover Letter to Questionnaire 77

C. Follow-Up Letter 78

D. Master Data Key 79

E. Percentage of Utilization of Current Content Topics 80

LIST OF TABLES

Table		Page
1.	Geographic Distribution of Responding Secondary School Districts by County and State	31
2.	Type of Current Inservice Methods Ranked by Percentage of Utilization (N=62)	34
3.	Contingency Coefficients for Relationships Between Types of Inservice and the Type and Size of School Districts	36
4.	Rankings by Percentage of Utilization of Twenty Content Topics Considered in Each of Ten Types of Inservice Activities	39
5.	Additional Topics Considered in Current Inservice Programs	42
6.	Extent to Which Professional Growth Credit is Awarded for Participation in Various Types of Inservice	44
7.	Contingency Coefficients for Relationships Between Awarding of Professional Growth Credit and the Type and Size of School District	46
8.	Extent to Which Teachers Participate in Various Types of Inservice Activities	49
9.	Effectiveness of Types of Inservice Ranked by Means of a 1-10 Scale of Effectiveness	51
10.	Type of Projected Inservice Methods Ranked by Percentages of Utilization	54
11.	Predicted Inservice Topics Ranked by Means on a 1-4 Scale of Importance	55
12.	Projected Extent to Which Professional Growth Credit is Awarded for Various Types of Inservice Activities	59
13.	Projected Extent to Which Teachers Participate in Various Types of Inservice Activities	62

Chapter 1

INTRODUCTION

Of the multitude of terms used to categorize American society today, perhaps the least controversial is "change." The pace and extent of this change in recent decades has touched all institutions and facets of this society. Among the most important of these institutions are the educational systems since it is their responsibility to prepare new generations for their roles in this society. The response of the educational system to the need for change has manifested itself in many ways. New curriculum programs, new instructional techniques, new administration organizations, new applications of technology are all part of the efforts of education at all levels to adapt to the new demands of society.

Of particular concern in these evolving educational patterns is the teachers. As a key factor in any educational program, the ability of the teacher to deal with new educational innovations and developments can well spell the success or failure of these changes.

How to provide the teachers with new skills and knowledge thus becomes a significant question not only for the teachers, but for administrators, parents and students as well.[1] It is with this question that the study described in this paper is concerned.

---

[1]For the purpose of this paper, the term "inservice education" will be used to describe this process of providing continuing development of teachers.

PURPOSE OF THE STUDY

The purpose of this study was to investigate the status of inservice education and to identify future inservice needs in the public and non-public secondary schools in the Omaha Metropolitan Area.

The methods by which the inservice education of teachers may be provided are many and varied. Changing school conditions will affect content and focus of such programs, and the size, location, and leadership of school systems will affect both the type and content of the inservice procedures. However, analyzing the present inservice programs and the future inservice needs of the schools within a given geographic area may provide a number of benefits.

First, this information will provide teachers, administrators, college personnel, and others interested in secondary education with data about the present status of inservice programs and the identification of future trends and the developments in this area. Agencies, organizations, and individuals who can supply inservice programs will also be provided with the views of school administrators about such programs and can adjust their plans accordingly.

Secondly, the results of this study may help those responsible for pre-service education in individual school systems to identify areas of weakness in their teacher preparation program and to make decisions about means by which these weaknesses may be remedied.

Finally, this study provides an expression of the views of educators toward the educational needs of the future. Comparisons between these views and those of other social commentators who are not educators can be drawn.

STATEMENT OF THE PROBLEM

The problem under investigation in this study was the following:

> What is the nature of current inservice programs for secondary teachers in the Omaha area school districts and what developments are likely to take place in inservice programs in these districts?

Specifically, the study sought to determine the answers to the following questions:

1. What types of inservice programs are utilized by secondary schools in the Omaha area school districts? Do these methods relate to the size and type of school district?

2. What content topics are considered in inservice programs? Are these topics related to the inservice methods?

3. To what extent, if any, are the various types of inservice activities of teachers recognized or rewarded by the school districts? What relation exists between the size and type of district and this recognition?

4. To what extent do secondary teachers participate in the various types of inservice programs?

5. What types of secondary teacher inservice programs are considered the most effective?

6. What types of inservice programs do those responsible for such programs foresee being utilized in the next five years and what content will these include? Will teachers receive professional growth credit? What percentage of teachers will participate?

PROCEDURES

In the Fall of 1972, a review was made of current literature on the subject of inservice programs for secondary teachers. The review revealed many types or methods of inservice programs presently being used and a wide range of content topics being considered in these programs.

From the information obtained from the review, a questionnaire was developed in January, 1973, and was designed for the purpose of obtaining data to determine the present and future status of secondary teacher inservice programs.

School districts included in the study were those which were located withing a fifty-mile radius of the Omaha Metropolitan Area and which maintained a secondary school. This included both public and non-public school systems in six counties in Nebraska and three counties in Iowa. In early February, telephone calls were made to each district superintendent's office to identify the person responsible for secondary teacher inservice programs in that district. Because of the differing structure of the non-public school systems, telephone calls were made to each non-public high school within the fifty-mile radius. Those responsible for inservice programs were then contacted by telephone and were asked to respond to the questionnaire. Between mid-February and March questionnaires were mailed to those who agreed to participate. The participants were asked to respond within a two-week period. Those not responding within a three-week period were mailed a follow-up letter.

A coding system was devised to convert the data into numerical form for computer analysis. After the results were obtained, the data was organized, summarized, and analyzed.

ASSUMPTIONS AND LIMITATIONS

As with any research, certain assumptions and limitations must be recognized as the study and its results are examined.

Assumptions

The assumptions implied in the study are:

1. The instrument used to gather the data was valid for that purpose.

2. The responses to the questionnaire were honest and valid.

Limitations

This study was limited to inservice programs for the secondary teachers in designated school districts. Geographically, those districts included in the survey were within a fifty-mile radius of the Omaha Metropolitan Area and operated a secondary school. Both public and non-public schools were included.

The respondents were those responsible for inservice programs for the secondary teachers in each district. No attempt was made to contact teachers, students, or parents.

The primary purpose of this study was to determine the present and future status of inservice programs in the Omaha area school systems. No attempt was made to evaluate past or present programs.

DEFINITION OF TERMS

Although most of the terms used in the report of this study are common to the members of the educational community, those that have particular significance are defined as follows:

Inservice. Those planned activities in a school system which are concerned with the improvement of the instructional staff members for the main purpose of raising the quality of instruction in the classroom. Types of inservice programs used in this study include:

1. Individual Research and Publications--independent creative activities on the part of the teacher.

2. College Course and Workshops--formal courses of study offered by a University or College including off-campus extension classes, summer schools and correspondence courses.

3. Meetings/Programs Conducted by School Personnel--activities such as general faculty meetings, departmental meetings, institutes, conferences, demonstration teaching, and professional growth days.

4. Committee Study--studies or investigations conducted by a small group of teachers within a system or building or department.

5. Community/School Exchanges--visitations to other social institutions or businesses within the community and, in turn, representatives from these institutions visit the school.

6. State Department of Education Personnel--programs conducted by the State Department of Education personnel.

7. Educational Service Unit--programs conducted by the Educational Service Unit staff members.

8. Professional Organization Activities--programs or meetings conducted by professional organizations which contribute to personal and professional improvement.

9. Independent Agencies--private companies or organizations such as publishing companies not associated with school systems, colleges or universities, or governmental units.

10. Professional Growth Credit--a form of reward, usually a basis for an increase in the salary schedule, given to teachers for participating in designed activities which increase the teacher's proficiency in the classroom.

ORGANIZATION OF THE STUDY

This study is presented in five chapters, a bibliography, and appendixes. The first chapter contains a general introduction, the problem, assumptions and limitations, and the definition of terms. Chapter 2 deals exclusively with a review of general and specific related literature. The design of the study comprises Chapter 3. Chapter 4 contains the findings of the study. Summary information, conclusions, and recommendations are contained in Chapter 5.

Chapter 2

REVIEW OF THE LITERATURE

Research in the field of inservice education for teachers is meager beyond a few extensive studies such as the 56th NSSE Yearbook[1] and the NEA 1966 Research Summary.[2] Articles concerning practices are numerous but are usually opinionated and lacking in objective descriptions. Information for this review was obtained from a number of sources along with the previously mentioned studies. Among those sources consulted were the following: Educational Index, current Dissertation Abstracts, Educational Resources Information Center (ERIC), Readers Guide to Periodical Literature, written materials concerning local school district inservice programs, and books concerning inservice teacher education, staff development programs, and research techniques. This review is organized into two parts. The first section defines inservice for the purposes of inservice education, and briefly reviews the history and development of inservice programs in the American educational system. The second section discusses the present and future status of inservice education and recent studies relating to this area.

---

[1]National Society for the Study of Education, Inservice Education, 56th Yearbook, Part I (Chicago: University of Chicago Press, 1956).

[2]National Education Association Research Division, Inservice Education of Teachers (Washington: National Education Association, November, 1966).

HISTORY AND DEVELOPMENT

Definition of Inservice

Broadly defined, inservice education includes all activities aimed at the improvement of professional staff members from the administrative and instructional level to the custodial personnel.[3] For the purpose of this paper the definition of "inservice" is limited to include only those activities that are planned and directed primarily toward the continuing development of instructional staff members. This excludes staff development programs which are directed toward non-instructional staff members.

Need for Inservice

The reasons for providing inservice programs can be summarized in the following way:

> Even with skillfully contrived and carefully administered pre-service programs in teacher education, changing demands, deepening understanding of the qualities of learning and of teaching, and a constantly enlarging body of materials of instruction require each member of the professions to add continually to his knowledge, his skill, and his understanding.[4]

Harris and Bessent summarize the reasons for inservice education programs being important and these are as follows:

1. The pre-service preparation of professional staff members is rarely ideal and may be primarily an introduction to professional preparation rather than professional preparation as such.

---

[3] Harris, Ben M., Wailand Bessent and Kenneth E. McIntyre, Inservice Education (New Jersey: Prentice Hall, Inc., 1969), p. 2.

[4] National Education Association, National Commission on Teacher Education and Professional Standards, Statements of Policy (Washington: The Commission, 1956), p. 12.

2. Social and educational change makes current professional practices obsolete or relatively ineffective in a very short period of time. This applies to methods, techniques, tools and substantive knowledge itself.

3. The coordination and articulation of instructional practices require changes in people.

4. Morale can be stimulated and maintained through inservice education, and is a contribution to instruction in itself.[5]

The National Education Association Research Division has identified several purposes of inservice education and a few are listed below:

1. Inservice education has the continuing purpose to eliminate deficiencies in the preparation of teachers.

2. The new teacher, or the teacher undertaking a new type or level of work, may be helped by inservice education.

3. Inservice education can offer an opportunity for "refresher" courses to those teachers who may have returned to the classroom after an absence of some years.

4. Another purpose of inservice education is to promote the continuous improvement of teaching and teachers; the teacher must always keep up with the advance in the theory and practice of teaching and in subject matter.[6]

Historical Perspectives

During the late 19th century when universal elementary education had generally been accepted, teachers were scarce and very poorly educated. The only requirements concerning certification were that the number of certificates awarded be equalled to the number of teaching positions available.[7]

---

[5]Harris, pp. 3-4.

[6]National Education Association Research Division, October 1966, p. 4.

[7]Herman G. Richey, "Growth of the Modern Conception of Inservice Education," Inservice Education, Fifty-sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1957), p. 38

Programs of inservice education then were basically remedial which took into account the needs of the inexperienced and entirely untrained teacher. Inservice efforts were directed toward the most obvious defects of teachers such as the inadequate command of subject matter to be taught and the lack of professional skill.[8]

Probably the earliest form of inservice teacher education available was the summer institutes of two or three days' duration or short courses in the evenings. In the beginning these institutes offered mainly a review of elementary subjects but as time went on the emphasis switched to methods of teaching and school management. The instruction was generally given through lectures by normal-school teachers and other persons who annually traveled the institute circuit.[9]

Near the close of the century these practices became obsolete as beginning teachers became more educated and found this type of inservice program to be repetitive and of little value. The original concept of inservice education was slowly being modified and was reflected by changes in the institutes and by the development of newer agencies for inservice that had emerged in response to changing conditions.[10] "The summer normal schools, extension courses, teachers' reading circles, and certain supervisor practices reveal, in their origin and development, the changing aims and purposes of inservice education."[11]

---

[8]Richey, p. 38.

[9]Ralph W. Tyler, "Inservice Education of Teachers," Improving Inservice Education: Proposals and Procedures for Change, ed. Louis J. Rubin (Boston: Allyn and Bacon, Inc., 1971), p. 6.

[10]Richey, p. 41

[11]Richey, p. 41.

After the First World War and until the Great Depression of the 1930's, inservice education was greatly affected by the establishment of quantitative standards for teaching certificates.[12] Between 1926 and 1937, the number of states making one to four years of college level work prerequisite for the lowest certificate increased from 13 to 32.[13] Hence, from 1918 until 15 or 20 years later, inservice programs were not aimed primarily at helping teachers meet new problems but rather at filling gaps in college degree requirements.[14]

By the thirties it was evident that teaching at all levels was in the process of becoming a profession. Supervision by administrators had long been considered the most important agency for inservice education but revisions were now being made because of the advanced status of teachers and a growing knowledge of the psychology of human relations.[15]

The Great Depression brought new problems and added new tasks for inservice education. With the reduction in economic activity and the high level of unemployment, the proportion of youth enrolled in high school rose to almost 80 percent.[16] This resulted in an increasing number of students attending high school with no intention of enrolling in college. Therefore, the curriculum became irrelevant to their purposes and out of touch with contemporary society.

"The differentiating characteristics of inservice education during the period following the Great Depression arose from the primary concern of developing curricula and educational procedures that would

---

[12] Tyler, p. 10.

[13] Richey, p. 43.

[14] Tyler, p. 10.

[15] Richey, p. 57.

[16] Tyler, p. 11.

better serve youth under the conditions of the day."[17] This involved new content, the development of new instructional materials, the discovery of new teaching-learning procedures, and the education of teachers to understand and conduct new programs effectively.[18]

The sharp increase in the birth rate following the Second World War created a condition in which there was an acute shortage of teachers. In response to this problem, inservice programs were again directed toward the function of providing courses that would enable teachers to fill the gaps in meeting certification requirements. For the past ten years, the national curriculum projects like the PSSC and BSSC, the problems of school desegregation, and the efforts to educate disadvantaged children have again focused inservice teacher education on the development of understanding and skills required to implement these national efforts.[19]

Rubin made several generalizations as he compared the present against the background of 125 years of inservice education.

1. Much less attention is given today than in earlier times to remedying gross deficiencies in the preservice preparation of teachers.

2. Inservice education is still viewed by many teachers as a means of increasing communication and reducing the sense of loneliness and isolation that is prevalent in an occupation in which contact with other adults is limited.

3. Inservice education is still a way of achieving social mobility in the educational profession, not only by acquiring paper credentials that are necessary for more responsible positions and higher salaries, but also by gaining wider visibility in the professional world.

---

[17] Tyler, p. 11.

[18] Tyler, p. 11.

[19] Tyler, p. 13.

4. Inservice education continues to be one avenue by which an individual teacher's personal interests and needs can be served.

5. The only new major purpose of inservice educational programs since 1930 is to aid the school in implementing new educational programs by helping teachers acquire understanding, skills, and attitude essential to the roles they are to play in the new programs.[20]

PRESENT AND FUTURE

The last decade has seen a new emphasis on change in education.

> The recognition by the federal government of public education as an instrument of national defense, the development of curriculum by national task force groups, the increasing impact of technology on schools, and the activities of foundations in underwriting vast programs aimed at changing education, all have brought tremendous pressures on schools to change their practices.[21]

In an effort for teachers to remain abreast of these changes, opportunities must be provided for the continuing education of teachers.

Inservice education has become, to a great extent, an instrument for bringing about changes in education. To cite one example, a major effort has been carried on through summer and year-long institutes for inservice education in subject matter fields such as mathematics, science, languages, and guidance. These have been supported by the National Defense Education Act (NDEA), the National Science Foundation (NSF), and various other foundations.[22]

Not only is inservice education a valuable means of changing curriculum practices and implementing new curricula but is also being

---

[20]Tyler, pp.13-14.

[21]Harris, P. 20.

[22]National Education Association Research Division, October, 1966, p. 7.

used more frequently as a means of initiating and instituting organizational changes in school systems, such as flexible scheduling, schools without walls, the extended school year, and differentiated staffing.

Reasons for teachers' participation in inservice programs are many and varied. From the responses of teachers, Doggett has summarized a number of reasons for such participation:

1. Personal benefit, with indirect benefit to the school.
    a. obtaining higher teaching certificates
    b. satisfying requirements for tenure
    c. obtaining salary increases
2. Personal benefits that are related directly to school improvement.
    a. achieving personal professional growth
    b. acquiring greater understanding of the nature of the adolescent
    c. developing course material
    d. searching for improved types of instruction and better classroom devices.
3. Group benefits that indirectly benefit the school.
    a. fulfilling commitments by the school, fulfilling requirements for school accreditation, preparing public programs
    b. engaging in inter-school curricular studies or statewide projects.
4. Group benefits with a sense of direct result in school improvement.
    a. encouraging efforts to fulfill the observed needs of the school
    b. stimulating professional interest in some phase of the school program.[23]

---

[23]Frank A. Doggett, "Inservice Education and the Improvement of Instruction," Journal of Secondary Education 39:299-301; November 1964, cited by National Education Association Research Division, Inservice Education of Teachers, Research Summary 1966 S-11 (Washington: The Association, October, 1966) p. 5.

Needless to say, the most important concern of inservice education is to provide learning experiences for the teacher which will, in turn, provide a better education for the students. Based on Finch's research at the University of California, teachers who have had the most inservice education are significantly superior to teachers who have had the least education.[24] A study conducted by Bouey-Yates involving social studies teachers in secondary schools of the District of Columbia found that inservice programs can be used as a means by which attitudinal and behavioral changes can be initiated with resultant improvment in classroom practices.[25]

A wide variety of activities are included in the inservice education programs which are reported in nationwide studies in this area. The National Education Association compiled the following list of inservice techniques frequently used in American public schools:

1. Classes and courses
2. Institutes
3. Conferences
4. Workshops
5. Staff meetings
6. Committees
7. Professional reading
8. Individual conferences
9. Visits and demonstrations
10. Field trips
11. Travel
12. Camping
13. Work experience
14. Teacher exchanges

---

[24]Arnold Finch, Growth-in-Service Education Programs That Work (New Jersey: Prentice Hall, Inc., 1969), p. 64.

[25]Elizabeth Bouey-Yates, "Changing Attitudes and Behavior: Guidelines for the Inservice Education of Social Studies Teachers in the Secondary Schools of the District of Columbia," Dissertation Abstracts, 32[2]A:1373-A, September-October, 1971.

15. Research
16. Professional writing
17. Cultural experiences
18. Professional association work
19. Community organizations[26]

Although this list is long, but not comprehensive, it is necessary that many diversified programs be offered in order to facilitate the varying needs, interests, and abilities of the teachers involved. Bowman, in a study involving junior high schools of the North Central Association of Colleges and Secondary Schools, concluded that junior high schools should provide a variety of inservice activities based on the problems and leadership in planning inservice education activities should come from both teachers and principals.[27] In another study, Samuel Flarn found that the most effective inservice programs were those based upon the teachers' expressed needs, therefore, the identification of needed inservice activities should be made exclusively by teachers.[28]

Carter, at the University of Oklahoma conducted a study to determine in which inservice activities teachers had participated and to identify which activities had been the primary sources of ideas prompting teachers to introduce innovative practices in their classrooms. The inservice activity with the greatest percentage of participation was "reading from professional journals." The five activities which

---

[26]NEA Research Division, October, 1966, p. 7.

[27]Jack Maurice Bowman, "Inservice Education Programs in the Junior High Schools of North Central Association of Colleges and Secondary Schools," Dissertation Abstracts, 32°A:4460, February, 1972.

[28]Samuel Flarn, "The Impact of Professional Negotiations in Contract Provisions for Teacher Inservice in Oakland County, Michigan," Dissertation Abstracts, 32°A:6098-A, May, 1972.

prompted the greatest percentage of participation to introduce practices into their classrooms, in ranked order were: (1) summer institutes, (2) formal on-campus course work, (3) suggestions from administrators and supervisors, (4) attendance at workshops on college campuses, and (5) extension course work. Carter noted that four of these five were planned or directed by college or university personnel. He concluded that, "School systems should encourage teachers to participate in available institutes and should support the efforts of colleges and universities in providing such institutes."[29]

Current literature regarding effective inservice practices is abundant but a program considered successful in one school system may not be successful in another system. Hass states:

> It is important to keep in mind that there is no one best inservice education activity, and there is no one best way to get a program started. The approach in each school must be one which fits that particular situation and should emerge out of the problems of primary interest to the teachers, principals, and supervisors in the school system concerned.[30]

Durkee further exemplifies this idea in his statement, "The approach in each school should fit the particular situation and emerge out of a shared problem-solving process."[31]

Although there are numerous sources of inservice programs on all levels, local, state, and national, each school district has the

---

[29]Irvin Lee Carter, "Inservice Education and Innovation in Oklahoma Public Schools," Dissertation Abstracts, 32[3]A:2333-A, November, 1971.

[30]C. Glen Hass, "Inservice Education Today," Fifty-sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1957), p. 33.

[31]Frank M. Durkee, "Organizing for Growth in Service," Educational Leadership, 17:33-39, March, 1960.

unique responsibility of providing inservice programs for their personnel. A good rationale for this has been presented by Comras and Masterman:

> Our rapidly expanding technology and its accompanying explosion of knowledge mandate a recognition by educational institutions that teachers must regularly increase their own effectiveness in the educational process. Relating educational research to classroom practices, which in turn modify student behavior, necessitates a broadly conceived plan where teachers may investigate, experiment, articulate, and evaluate emerging trends in content and methodology. Recognizing that the classroom teacher has but a limited amount of time during the normal school day to turn to matters beyond direct involvement with students, the district should provide opportunities for inservice education on a regular basis.[32]

The Nebraska Professional Practices Commission reinforces this rationale by stating, "When the school district assumes a leadership role in providing inservice training programs, the likelihood of adequate followup, resulting in improved learning outcomes is enhanced."[33] Several local school districts, whose inservice and professional growth materials were examined in this study, do provide extenseive inservice education programs and incentives to participate in these programs.[34,35,36,37]

---

[32]Jay Comras and Robert Masterman, "A Rationale for Comprehensive Inservice Programs," The Clearing House, March, 1972, p. 424.

[33]Nebraska Professional Practices Commission, "Professional Growth and Inservice Training," October 30, 1972, p. 8. (Mimeographed)

[34]Omaha Public Schools, "Staff Development Programs: Opportunities for 1972-73," distributed by the Office of Public Information Services, Omaha Public Schools.

[35]Westside Community Schools, "Staff Development Offerings, First Semester 1972-73," Omaha, Nebraska. (Mimeographed)

[36]Omaha Public Schools, "Staff Development Programs of the Omaha Public Schools," 1971-72. (Mimeographed)

[37]Fremont Public Schools, "Salary Schedule Advancement for Professional Growth," Policy Manual Excerpt, 1972-73.

The National Education Association Research Division studied personnel procedures in 1955-56 and again in 1961-62. It was found that: 94 percent of the 1,856 school districts studied in 1955-56 reported special opportunities for inservice education and professional growth of teachers and 97 percent of 1,193 surveyed in 1961-62. The types of opportunities for inservice activities listed were: university extension courses, curriculum committees, lectures on educational subjects, special courses in nearby colleges, workshops during the regular school year, committees other than curriculum, and workshops during the summer. The use of curriculum committees, workshops during the regular school year, and summer workshops showed the largest gain: 24, 21, 18, in percentage points, respectively. The types of activity used by the largest percentage of the districts in 1961-62 were: (1) curriculum committees, (2) workshops during the regular year, and (3) university extension courses.[38]

The National Commission on Teachers' Education and Professional Standards conducted a survey of Current Practices in Inservice Education. The following list of general trends and practices of inservice programs has been summarized by the TEPS Commission:

1. School systems are providing more released time during the school day for inservice education activities.

2. Compensation is given for time contributed by the teachers outside the regular school day, week, or year.

---

[38]National Education Association Research Division, Teacher Personnel Practices, Urban School Districts, 1955-56, Special Memo (Washington: The Association, June, 1956), Table 40, p. 25; see also, Personnel Administration in Urban School Districts, 1961-62, Research Report 1963-R13 (Washington: The Association, December, 1963), Table 46, p. 39, cited by National Education Association Research Division, Inservice Education of Teachers, Research Summary 1966-S1 (Washington: The Association, 1965), Table 1, p. 12.

3. The number of days teachers are employed is being extended, with additional days being devoted to inservice education.

4. Greater use is being made of the professional staff within a school system, with requests for outside consultant services limited to special needs.

5. The non-college-credit programs are conducted by personnel of the school system.

6. Extended or comprehensive inservice programs usually have some financial support from outside sources. Increasing financial responsibility for inservice education is being recognized by the school system.

7. Nearly all programs have subjective evaluations which include questionnaires, reaction sheets, or verbal comments by the participants and directors, but well organized statistical evaluations are evident in only a few instances.

8. The expected participants or their representatives are usually involved in planning a program from its initiation through evaluation.[39]

One of the factors affecting inservice programs has been that of professional growth requirements for teachers. Professional growth refers to experiences undertaken by the individual for the purposes of keeping up with trends in academic fields, participating in activities which provide for continuous learning, and demonstrating the ability to apply these growth experiences to the professional assignment.[40] In recent years inservice programs have become an important means by which teachers acquire professional growth credits. The National Education

---

[39]National Education Association, National Commission on Teacher Education and Professional Standards, Current Practices in Inservice Education (Washington: The Commission, 1965), cited by National Education Association Research Division, Inservice Education of Teachers, Research Summary 1966-S1 (Washington: The Association, 1966), p. 13.

[40]Nebraska Professional Practices Commission, "Professional Growth and Inservice Training," October, 1972, p. 4. (Mimeographed)

Association conducted a study based on data from large school systems (6,000 or more enrollment) which required evidence of professional growth for salary increments. All reporting systems accepted college courses for credit and 82 percent accepted workshops or inservice training sponsored by the school system.[41]

Predicting what will happen in the future in a society is a difficult task. However, in reviewing past trends and current practices along with societal and educational factors influencing these trends, a few statements can be made concerning future inservice education. The recent emphasis now being placed on the necessity of evaluating present inservice practices and obtaining feedback essential to the improvement of such programs will, most likely, be continued in the future. This statement is supported by the NEA's study which states that, "Recent research illustrates the trend toward actual experimentation, and evaluation of inservice programs."[42]

Ralph Tyler makes several predictions concerning the future status of inservice education. Among these are:

1. Future inservice education will be viewed as aiding, supporting, and encouraging each teacher's developments to teaching capabilities that he values and seeks to enhance.

2. Inservice activities will be conducted in a variety of settings related to the problems and the resources to be dealt with and not limited to university or school building settings.

---

[41]National Education Association, Research Division, Professional Growth Requirements, 1965-66, Research Report 1966-R11 (Washington: The Association, July, 1966), p. 7, cited by National Education Association Research Division, Inservice Education of Teachers, Research Summary 1966-S1 (Washington: The Association, 1966), Table 2, p. 14.

[42]NEA Research Division, Research Summary 1966-S1, p. 17.

3. Inservice training will deal with real problems in the system both directly and by simulation. The training program will build in feedback as teachers work on problems, so that a basis for correction and revision is available.

4. Suggested real problems that will represent content for future inservice programs are:

   a. The education of the disadvantaged children.
   b. New curricula for high school and college that better reflect the changing problems of society and are more relevant to the interest and abilities of the students.
   c. The adaptation of work experience to school education.
   d. Content and structures to involve older and younger pupils together with significant learning activities.
   e. Utilization of new technologies to aid effective learning.[43]

Although these predictions about the nature of inservice in the future appear to be sound, the test of their validity yet remains to be made.

SUMMARY

The literature has revealed that inservice education for teachers has been an important aspect of the educational system in this country. A review of past trends has indicated that the focus of inservice programs has changed as the demands of society have changed. The acceleration of these changes in recent decades has made the problems of reducing the gap between the school and society even more critical. The recent literature on inservice education has reflected the increased efforts being made by more and more school systems to accomplish this. Those that predict the future of this area see the trend toward increasing the quality and quantity of inservice education likely to continue.

---

[43] Tyler, p. 15.

Chapter 3

DESIGN OF THE STUDY

This study dealt with an analysis of teacher inservice programs in those districts within a fifty-mile radius of the Omaha Metropolitan Area that operated a secondary school. Basic objectives underlying the study were to (1) identify persons responsible for secondary teacher inservice programs, (2) acquire information regarding the type and content of present inservice programs, and (3) to seek opinions about possible future inservice activities.

The major procedures in the study included selection of the population, development of the data-collection instrument, and the treatment and analysis of the data. These procedures are described more completely in the remaining sections of the chapter.

POPULATION

The population in this study consisted of school districts within a fifty-mile radius of the Omaha Metropolitan Area which maintained a secondary school. This included both (57) public and (19) non-public school systems in six counties in Nebraska and three counties in Iowa.

To identify the individual in charge of secondary teacher inservice programs in each district, telephone calls were made to each district superintendent's office. Because of the differing structure of the non-public school systems, calls were made to each non-public high school principal. Those identified as being responsible for inservice

programs were then contacted by telephone and were asked to respond to the questionnaire. All 70 administrators agreed to participate in the study.

THE INSTRUMENT

Construction

From information obtained through the literature review, a questionnaire was developed which served as the data-collection instrument. For ease in reading and identification it was printed on green paper by the University of Nebraska at Omaha Stenographic Bureau. A copy of the questionnaire is contained in Appendix A.

A cover letter accompanied the questionnaire stating the purpose of the study, and an appeal for prompt cooperation in completing and returning it. A copy of the cover letter is contained in Appendix B. Participants were also informed that they would receive a summary of the results of the study.

The body of the questionnaire was written in three major divisions: I. Identification Data, II. Current Inservice Programs, and III. Projected Inservice Programs. A list of definitions of the questionnaire was also provided. A fourth section was provided for additional comments or information concerning the district inservice programs. Each major division is further described below.

Identification Data. In this section the name and location of the district, the secondary teacher and the secondary student population, the educational service unit that served that district, and the name and position of the respondent were obtained.

Current Inservice Practices. The purpose of this division was to determine what type of inservice activities were used in each school district, to what extent, and for what purposes. Each of the 10 types of activity were listed on a separate page. For each type of activity there were three sub-questions. The first sub-question asked the extent to which the activity received professional growth credit. The second asked what percentage of the secondary teaching staff was engaged in the type of activity during the current year. In the third sub-question, a list of content topics was provided from which the respondent was to indicate for which area or areas the type of activity was being used.

The last question in this division was used to rank the effectiveness of a type of inservice activity in terms of the impact the type has on improving the instructional programs in the school district.

Projected Inservice Programs. The third major division dealt with projected inservice programs. The purpose of this section was to determine what participants felt the nature of inservice programs would be in the school district five years in the future (1978). The first item contained a listing of possible types of future inservice activities from which the respondents were asked to indicate which he felt would be utilized in his district. The second item provided the opportunity for the respondent to indicate the extent to which each type of activity identified would receive professional growth credit and the projected percentage of secondary teacher participation. The third item contained a list of twenty subjects which might be considered future inservice topics. Respondents were asked to rank these according to their importance as inservice topics five years from now. The final items asked for any additional content areas that may be considered but were not listed in the preceding question.

Distribution

Each administrator in the districts and non-public schools identified as the person responsible for secondary teacher inservice programs was contacted and asked to respond to the questionnaire. All seventy agreed to participate and were mailed the questionnaire in mid-February. The distribution of the instrument and retrieval of the completed questionnaire was accomplished by means of third-class mail. Participants were asked to respond within a two-week period. Those not responding within a three-week period were mailed a follow-up letter. A copy of this letter is contained in Appendix C.

Refer to last para of 1st part under design of study

TREATMENT AND ANALYSIS OF THE DATA

Treatment of the Returns

As the questionnaires were returned by means of a self-addressed stamped envelope, they were dated and recorded on the master record. Sixty-four of the total seventy administrators from the school district contacted, returned completed questionnaires. Two of the returns were received too late to be included in the analysis. The sixty-two respondents included in the analysis represented 90 percent of the total population. Following is a list of the respondents.

Position	Number
Principal or Headmaster	29
Assistant Principal	3
Superintendent	23
Associate Superintendent	1
Assistant Superintendent	1
Director of Staff Development	2
Director of Secondary Education	1
Director of Curriculum	1
Guidance Counselor	1
Total	62

Chapter 4

FINDINGS OF THE STUDY

Much information was generated by the investigation being reported in this paper, and it is the purpose of this Chapter to present the analysis and interpretation of the data that was obtained.

The findings of this study have been organized in the same sequence as the questionnaire. Findings related the Identification Data, Current Inservice Practices, and Projected Inservice Practices are presented in that order.

All findings of the study were based on the information obtained from sixty-two completed questionnaires. This figure represents 88.5 percent of seventy questionnaires mailed and does not include two questionnaires which were returned too late to be included in the analysis.

IDENTIFICATION DATA

Because the emphasis of the study was placed on the nature of the secondary teacher inservice programs, only limited attention was given to the Identification Data section. However, such information as geographic location, type of school, size of school, and administrative position of the respondents were determined. These findings are presented in the succeeding sections.

For the purposes of recording and tabulating the data, computer coding paper served as the master data sheets. Each return was recorded by code number. Responses to the questionnaire items were recorded by the predetermined numbering system. A copy of the master key is contained in Appendix D.

Analysis of the Data

Once all the responses had been tabulated on the coding sheets, discussions were held with Computer Center Personnel to determine how the data would be processed. The libraried computer program used for the analysis of questionnaires was selected as the most appropriate way of summarizing the data. The program provided totals and percentages for each choice to each item in the questionnaire. It also provided an analytic cross-tabulation of various items in the questionnaire. Thus, the size or type of school could be compared against the type of inservice activities or the content of inservice programs.

After the appropriate summaries and comparisons had been selected, the coding sheets were given to the Computer Center. There the data was punched into IBM cards and processed. By the end of the Spring Semester, 1973, the computer print-out containing the results was made available for interpretation and analysis. Significant aspects of this analysis and their interpretation are reported in Chapter 4.

Geographic Location

Of the sixty-two school districts responding, forty-five were located in Nebraska and seventeen in Iowa. The largest number of districts were located in Douglas County, Nebraska (18) and Potowattamie County, Iowa (10). Table 1 contains the number and location of the responding districts.

Type of School District

There were two types of school systems included in the study, public and non-public. Of the sixty-two districts included in the analysis, forty-six were public schools which represented approximately three-fourths of the population. The remaining one fourth of the population consisted of sixteen non-public high schools. Only four public school districts and two non-public high schools failed to return a completed questionnaire.

Size of School

The size of a school district was determined by the number of secondary teachers currently employed. Small school districts employed 1 to 10 secondary teachers, medium school districts 21 to 43 secondary teachers, and large school districts over 43 secondary teachers. "Small" districts composed 45 percent of the population while one third (33.9 percent) of the districts were considered "medium" sized and only 21 percent were "large" districts.

As might be suspected, the "large" school districts were mainly located in a more urban area, the "medium" school districts were mainly suburban locations, and the "small" school districts were in rural areas. The non-public high schools were less easily categorized into these

Table 1

Geographic Distribution of Responding Secondary School Districts by County and State

State	County	Number of Districts
Nebraska	Cass	6
	Dodge	7
	Douglas	18
	Sarpy	4
	Saunders	7
	Washington	3
Iowa	Harrison	4
	Mills	3
	Pottowatamie	10
	Total	62

three groups than the public school systems. The majority of all sized non-public high schools were located in an urban area.

Administrative Position of Respondents

The individuals responding to the questionnaire were identified as being the person responsible for secondary teacher inservice programs in each school district included in the study.

An item was included in the questionnaire to determine what administrative position the respondents held in each school district. Almost half of the respondents (46.8 percent) were secondary school principals. This figure was not surprising because respondents representing all of the non-public schools were principals. Over one-third (37.1 percent) of the respondents held positions as district superintendents. Other positions held were Assistant Principal (3), Assistant Superintendent (1), Associate Superintendent (1), Director of Staff Development (2), Director of Secondary Education (1), Director of Curriculum (1), and Guidance Counselor (1).

CURRENT INSERVICE PRACTICES

The findings presented in this section include the types of inservice programs being utilized by the secondary school districts and the relationships of these activities to the size and type of school district. Also included in this section are the content topics being considered in these programs. Finally, the extent to which districts award professional growth credit for participation in the various types of inservice programs and the amount of teacher participation are discussed.

Types of Inservice

One purpose of the study was to determine what types of inservice practices were being utilized in current secondary teacher inservice programs in the Omaha Area school districts. In the questionnaire respondents were asked to indicate these types of activities. Not surprisingly, "Meetings/Programs Conducted by School Personnel" was the most commonly used type of inservice and "College Courses and Workshops" ranked second. Both were used by 90 percent or more of the districts.

Although current literature indicates inservice programs away from activities limited to within a school building setting toward other outside sources, only slightly more than 50 percent of the respondents indicated the use of "Independent Agencies" as an inservice type. "Community/School Exchanges" were considered the next least popular type with slightly over one third (34 percent) of the districts using this method.

The remaining types of inservice were utilized by more than half of the districts. "Professional Organization Activities" (55 percent), "Educational Service Units" (58 percent), and "Individual Research and Publications" (60 percent) were utilized by more than half the districts. Over three fourths of the districts utilized "Visitations to Other Schools" (81 percent) and "Committee Study" (77 percent) as inservice methods. Table 2 contains a list of the types of inservice methods as they are ranked by the percentage of district utilization.

Type of School and Type of Inservice

Since both public and non-public school districts were included in the study, an analysis was made to determine if a relationship existed

Table 2

Type of Current Inservice Methods Ranked by Percentage of Utilization (N=62)

Types of Inservice	Number of Responses	Percentage
Meetings/Programs conducted by School Personnel	57	92
College Courses and Workshops	56	90
Visitations to Other Schools	50	81
Committee Study	48	77
State Department of Education Personnel	41	66
Individual Research and Publications	37	60
Educational Service Unit	36*	58*
Professional Organization Activities	34	55
Community/School Exchanges	21	34
Independent Agencies	19	31

*This figure represents the percentage of the total population. ESU does not serve 25% of the total population which is the non-public schools. A total of 75% of the public school systems utilized this method of inservice.

between the type of school system and the types of inservice being used. A contingency coefficient was used as the measure of relationship since this statistic can be used for scales of normal, skewed, continuous, discrete, nominal, ordered or other forms of data.

The only inservice activity showing a high correlation was "Educational Service Units" (0.66). This was due to the fact that these units generally serve the public school systems and not the non-public schools. The second highest correlation was "Collge Courses and Workshops" with a coefficient of 0.29. This type of inservice was utilized by 95 percent of the public school districts while only 75 percent of the non-public school systems utilized this type. The lowest relationship was in the area of "Meetings/Programs Conducted by School Personnel" with a coefficient of 0.04. More than 90 percent of both public and non-public school districts utilized this type of inservice.

The remaining coefficients were all less than 0.22, which reveals little relationship between the type of inservice and the type of school district. Therefore, it may be concluded that the type of inservice method utilized does not relate to the type of school district. Table 3 contains a list of the Contingency Coefficients for the relationship between the types of inservice and the type of the school district.

Types of Inservice and Size of School District

School systems contacted were classified into three groups according to the number of secondary teachers employed in each district. There were 28 school districts classified as "large" districts, 21 as "medium" and 13 as "small" school districts. An analysis was made to determine if any relationship existed between the type of activity and the size of the school district. Again, the Contingency Coefficient was

Table 3

Contingency Coefficients for Relationships Between Types of Inservice and the Type and Size of School Districts

Type of Inservice	School Type[a]	School Size[b]
Meetings/Programs Conducted by School Personnel	0.04	0.19
College Courses and Workshops	0.29	0.13
Visitations to Other Schools	0.19	0.21
Committee Study	0.22	0.22
State Department of Education Personnel	0.40	0.08
Individual Research and Publications	0.11	0.09
Educational Service Unit	0.66	0.12
Professional Organization Activities	0.16	0.29
Community/School Exchanges	0.12	0.04
Independent Agencies	0.09	0.32

[a]Types of Schools are Public and Non-public

[b]Size of Schools determined by number of secondary teachers employed in district.

Small district = 1 to 20 secondary teachers
Medium district = 21 to 43 secondary teachers
Large district = above 43 secondary teachers

used as the measure of relationship. "Independent Agencies" showed the highest Contingency Coefficient and that was only 0.32. Well over one half of the large school districts utilized this type of inservice while slightly more than one fifth of the small districts (21 percent) and medium districts (23 percent) utilized this method.

The second highest relationship was between size of school and "Professional Organization Activities" with a coefficient of 0.29. A larger percent of the large and medium school districts (78 percent and 62 percent, respectively) utilized this type of inservice than did the small districts (39 percent).

The remaining Contingency Coefficients were less than 0.22 relationship with "Community/School Exchanges" (0.04) showing the least correlation. Approximately one third of each size of school district used this type of inservice activity. A more complete listing of the Contingency Coefficients for this analysis can also be found in Table 3.

Therefore, it can be concluded that there is little relationship between the size of the school district and the type of inservice being utilized.

Content Topics

Another purpose of the study was to determine what content topics were being considered in current inservice programs. For each inservice type, twenty content topics were listed. The respondent was asked to indicate which of these topics were considered by this particular method. On this basis, the content being considered by each inservice type was determined. In each case the results were derived from the number of respondents utilizing each method rather than from the total population.

"Curriculum Content," "Methods of Instruction," and "Individualized Instruction" were the three most commonly considered topics of inservice activities. Respondents indicated "Curriculum Content" as being the topic considered most often in eight of the ten types of inservice and the second most often in the two remaining types. The percentage of topic consideration ranged from 83 percent to 33 percent. The results showed that "Individualized Instruction" was the second most popular topic in five of the inservice types while "Methods of Instruction" was ranked as the third most considered topic.

The three least considered inservice topics were "Micro-teaching," "Urban Studies," and "Understanding Minority Cultures." The consideration of these topics ranged from 0 to 14 percent. This is an interesting observation since current literature indicates that these topics are becoming of more concern to educators.

A complete listing of the Inservice Types, the Content Topics and the percentage of consideration is found in Table 4. Appendix E contains the same listing with the ranking of consideration.

Regardless of the type of inservice, "Curriculum Content," Individualized Instruction," and "Methods of Instruction," tended to be the most commonly used topics. "Micro-teaching," "Urban Studies," and "Understanding Minority Cultures" were also considered the least used topics regardless of the type of inservice activity. In general, the results show that the content is unrelated to the type of inservice. The only exception to this pattern was that "Using Local Resources and Community" was ranked as the most often considered topic in only one type of inservice, that being "Community/School Exchanges."

Table 4

Rankings by Percentage of Utilization of Twenty Content Topics Considered in Each of Ten Types of Inservice Activities

Content Topic	Inservice Type*									
	1 N=57	2 N=56	3 N=49	4 N=48	5 N=41	6 N=37	7 N=36	8 N=34	9 N=21	10 N=19
Curriculum Content	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	2.5	1.0
Micro-Teaching	19.5	18.0	18.0	15.5	18.5	19.5	14.0	19.0	13.5	18.0
Modular Scheduling	14.0	18.0	7.0	8.5	18.5	13.5	14.0	14.0	18.5	15.0
Team Teaching	8.0	10.0	4.0	6.5	18.5	4.5	12.0	6.0	18.5	6.0
Urban Studies	19.5	18.0	19.0	15.5	15.5	17.5	20.0	18.0	6.0	18.0
Remedial Studies	11.0	10.0	7.0	10.5	7.5	6.5	8.5	8.0	13.5	10.0
Interaction Analysis	16.0	15.0	18.0	17.5	18.5	19.5	11.0	20.0	13.5	16.0
Reading Improvement	13.0	4.0	7.0	5.0	4.5	4.5	8.5	8.0	13.5	3.5
Humanizing Education	3.5	6.0	5.0	5.0	7.5	8.0	7.0	4.0	4.0	6.0
Performanced Based Instruction	12.0	13.5	14.5	14.0	12.5	11.5	14.0	11.0	18.5	10.0
Individualized Instruction	2.0	3.0	3.0	2.0	2.0	1.0	2.5	3.0	9.0	2.0
Methods of Instruction	3.5	2.0	2.0	3.0	3.0	6.5	2.5	2.0	6.0	10.0

Table 4 (continued)

Rankings by Percentage of Utilization of Twenty Content Topics Considered in Each of Ten Types of Inservice Activities

Content Topic	Inservice Type* 1 N=57	2 N=56	3 N=49	4 N=48	5 N=41	6 N=37	7 N=36	8 N=34	9 N=21	10 N=19
Behavior Modification	9.0	7.5	10.0	12.0	12.5	11.5	4.0	11.0	13.5	14.0
Behavioral Objectives	5.0	5.0	12.5	6.5	9.5	9.0	10.0	8.0	9.0	6.0
Using Local Resources & Comm.	6.0	13.5	10.0	8.5	9.5	10.0	19.0	16.5	1.0	14.0
Understanding Minority Cultures	8.0	19.0	18.0	19.0	12.5	17.5	17.5	16.5	6.0	18.0
Drug Education	7.0	10.0	16.0	5.0	4.5	3.0	5.0	14.0	2.5	10.0
Non-Graded Schools	17.0	16.0	12.5	17.5	12.5	15.5	17.5	11.0	18.5	14.0
Differentiated Staffing	14.0	12.0	14.5	13.0	15.5	13.5	16.0	14.0	13.5	10.0

*1 = Meetings/Programs Conducted by School Personnel
2 = College Courses and Workshops
3 = Visitations to Other Schools and Classrooms
4 = Committee Study
5 = State Department of Education Personnel
6 = Individual Research and Publications
7 = Educational Service Unit
8 = Professional Organization Activities
9 = Community School Exchanges
10 = Independent Agencies

Additional Topics

Respondents were asked to list any other topics being considered in each type of inservice activity that had not been included in the predetermined list of topics. An additional twenty topics were indicated as being considered in current inservice programs. There was no indication that any relationship existed between the type of inservice activity and the topic being considered. Only two of the topics were listed more than once. "Career Education" was listed seven times and "Learning Disabilities" listed twice. Table 5 shows the topics as they were listed by the respondents.

Professional Growth Credit

In some instances teachers are rewarded for participation in inservice programs by means of professional growth credits. In the questionnaire, respondents were asked to indicate the extent to which teachers participate in each type of inservice utilized in the school district and the extent to which they receive professional growth credit.

The results indicated that the type of inservice most often awarded professional growth credit was "College Courses and Workshops." A little less than one half of the fifty-six districts utilizing this type indicated that professional growth credit was "almost always" awarded. Teachers in districts utilizing the inservice type "Educational Service Units" are most likely to receive professional growth credit "frequently." This was indicated by 43 percent of the thirty-six districts utilizing this type of inservice. Thirty-seven districts utilized "Individual Research and Publications" as a type of inservice. Twenty of these districts or 43 percent indicated professional growth credits were only "occasionally" awarded. Twenty-six (65 percent) of

Table 5

Additional Topics Considered in Current Inservice Programs

Topic	No. of Responses
Career Education	7
Coop Programs	1
Education Philosophy	1
Evaluation Procedures	1
Grading Alternatives	1
Guidance and Counseling	1
Interpersonal Relations	1
Learning Disabilities	2
Library	1
Mental Health - Teachers	1
New Teacher Orientation	1
Professional Standards	1
Salary Negotiations	1
Scheduling	1
Sex Education	1
Special Counseling Roles in Secondary Schools	1
Special Education	1
Student Organizations	1
Student Safety	1
Teachers Rights	1

the forty-one districts utilizing the inservice type "State Department of Education Personnel" indicated that "rarely" would professional growth credit be awarded for participation in this activity.

"Meetings/Programs Conducted by School Personnel" was the most commonly used method of inservice but was only "occasionally" or "rarely" accepted as professional growth credit by more than one half of the fifty-seven school districts utilizing this type of inservice.

In general, teachers participating in the various types of inservice activities of the school districts studied in this survey will not receive professional growth credit. The only exceptions to this will be participation in "College Courses and Workshops" and in those programs sponsored by "Educational Service Units." The types of inservice, district utilization of each type, and the extent to which the districts award professional growth credit are listed in Table 6.

Professional Growth Credit and the Type of School District

An analysis was made to determine if any relationship existed between the type of school district and the extent to which professional growth credit was awarded for participation in the various types of inservice. Again, the Contingency Coefficient was used as the measure of relationship between these variables. Because "Educational Service Unit" was utilized as a type of inservice by only the public school districts, it received the highest coefficient of 0.50. The type of inservice receiving the second highest correlation was "State Department of Education Personnel" with a coefficient of 0.41. This figure is the result of the public schools utilizing this type of inservice a great deal more than the non-public schools. Thirty-five (three fourths) of

Table 6

Extent to Which Professional Growth Credit is Awarded for Participation in Various Types of Inservice

Type of Inservice	Utilization		Extent of Professional Growth Credit							
			Almost Always		Frequently		Occasionally		Rarely	
	No.	%	No.	%	No.	%	No.	%	No.	%
Meetings/Programs Conducted by School Personnel	57	92	8	15	12	22	16	29	19	35
College Courses and Workshops	56	90	26	47	14	26	13	24	2	4
Visitations to Other Schools	50	81	3	6	5	11	16	34	23	49
Committee Study	48	77	2	4	10	22	17	37	17	37
State Department of Education Personnel	41	66	3	7	2	5	9	23	26	65
Individual Research and Publications	37	60	1	3	4	11	20	56	11	31
Educational Service Unit	36*	58*	7	15	20	43	7	15	3	28
Professional Organization Activities	34	55	2	6	6	18	8	24	18	53
Community/School Exchanges	21	34	2	10	7	33	0	0	12	57
Independent Agencies	19	31	2	11	4	22	3	17	9	50

*Educational Service Unit does not serve 23% of the total population which is the non-public school systems. A total of 75% of the public school systems utilized this type of inservice activity.

the sixteen non-public school districts and only five (one fourth) of the sixteen non-public schools utilized this type of inservice.

The lowest relationship was in the area of "Meetings/Programs Conducted by School Personnel" with a coefficient of 0.10. Both public and non-public school districts indicated that most often professional growth credit would "rarely" be awarded for this type of inservice.

Generally, the coefficients were low, which indicates that little relationship exists between the type of school district and the extent to which the type of inservice awards professional growth credit. A complete listing of the Contingency Coefficients are found in Table 7.

Professional Growth Credit and Size of School District

To determine if any relationship existed between the size of the school district and the extent of professional growth credit awarded for participation in the various types of inservice correlations were made by use of a Contingency Coefficient. The type of inservice showing the highest correlation was "Committee Study" with a coefficient of 0.43. The results indicated that the "large" school districts were the only size districts "almost always" awarding professional growth credit for this type of inservice and never "occasionally." The "medium" and "small" school districts indicated that the type of inservice "Committee Study" "occasionally" awarded professional growth credit. Neither "small" or "medium" school districts indicated this activity as "almost always" awarding professional growth credit.

The lowest correlation was "Meetings/Programs Conducted by School Personnel" with a coefficient of 0.22. Approximately one fourth of each size school districts utilizing this type of inservice indicated

Table 7

Contingency Coefficients for Relationships Between Awarding of Professional Growth Credit and the Type and Size of School District

Type of Inservice	School Type[a]	School Size[b]
Individual Research and Publications	0.10	0.31
College Courses and Workshops	0.37	0.34
Meetings/Programs Conducted by School Personnel	0.28	0.22
Committee Study	0.22	0.43
Visitations to Other Schools	0.15	0.33
State Department of Education Personnel	0.41	0.29
Educational Service Unit	0.50	0.26
Professional Organization Activities	0.25	0.42
Independent Agencies	0.27	0.34
Community/School Exchanges	0.14	0.30

[a]Types of Schools are Public and and Non-public

[b]Size of Schools determined by number of secondary teachers employed in district.

Small district = 1 to 20 secondary teachers
Medium district = 21 to 43 secondary teachers
Large district = over 43 secondary teachers

that professional growth credit was "occasionally" awarded, and approximately one third of each size district "rarely" awarded professional growth credit.

Generally, all coefficients were low, which indicated that there is little relationship between the size of the school district and the extent to which professional growth credit is awarded for participation in the various types of inservice.

A more complete listing of the Contingency Coefficients for this analysis can also be found in Table 7.

Participation

Respondents were asked to estimate the percentage of secondary teachers participating in each type of inservice activity in their school districts. To classify participation, four categories were devised. These were:

A = 0 to 25 percent
B = 26 to 50 percent
C = 51 to 75 percent
D = 76 to 100 percent
of the secondary teachers.

Not surprisingly, the type of inservice activity which had the greatest participation was "Meetings/Programs Conducted by School Personnel." Sixty-three percent of the fifty-seven school districts utilizing this type of inservice indicated that "75 to 100 percent" of the secondary teachers participated. No other type of inservice received any where near this amount of participation.

The type of inservice activity in which "50 to 75 percent" of the secondary teachers participate most frequently was "Committee Study." Seventeen percent of forty-eight districts utilizing this type of inservice indicated this extent of participation.

An unusual pattern was revealed in this analysis, which may warrant further investigation. This pattern was the unusually low percentage of teachers in the school districts participating in the various types of inservice. One example would be that 90 percent of the districts utilize the inservice type "College Courses and Workshops" but over one half of these districts indicated that only "0-25 percent" of their secondary teachers participated. Aside from "Meetings/Programs Conducted by School Personnel," school districts most often indicated that only 25 percent or less of the secondary teachers participated in the various types of inservice activities. Results indicating such a low percentage of teacher participation in inservice programs in general may not be a reflection of what actually takes place but rather a misinterpretation of the item on the questionnaire.

In comparing the data concerning teacher participation and professional growth credit awarded by the district for the various types of inservice activities, no pattern was revealed. This conclusion may be a good indication that participation in inservice programs for the purpose of obtaining professional growth credit has not overshadowed the main objective of providing a functional educational activity for teachers resulting in the improvement of instruction. Table 8 contains the data showing the percentage of teacher participation in the various types of inservice.

Effectiveness

In an effort to determine the types of inservice programs school districts considered to be the most effective, respondents were asked to rank the ten types of inservice on a scale of one (highest) to ten (lowest). Effectiveness was to be considered in terms of the impact the

Table 8

Extent to Which Teachers Participate in Various Types of Inservice Activities

Type of Inservice	Utilization		Teacher Participation							
			0 to 25%		26 to 50%		51 to 75%		75 to 100%	
	No.	%	No.	%	No.	%	No.	%	No.	%
Meetings/Programs Conducted by School Personnel	57	92	12	21	6	11	3	5	36	63
College Courses and Workshops	56	90	28	53	20	37	2	4	3	5
Visitations to Other Schools	50	81	25	50	12	25	0	0	13	25
Committee Study	48	77	24	50	6	12	8	17	10	21
State Department of Education Personnel	41	66	26	68	2	5	1	3	9	24
Individual Research and Publications	37	60	25	68	7	19	3	8	2	5
Educational Service Unit	36*	58*	19	40	17	35	3	6	9	19
Professional Organization Activities	34	55	10	29	10	29	4	12	10	20
Community/School Exchanges	21	34	11	55	5	25	2	10	2	10
Independent Agencies	19	31	12	67	1	5	0	0	5	28

*Educational Service Unit does not serve 23% of the total population which is the non-public school systems. 75% of the public school systems utilized this type of inservice activity.

type had on improving the instructional program in the school district. The results of the respondents evaluations are indicated in Table 9 where the inservice types are placed in order of the means of rankings.

The two types of inservice considered to be the most effective were "Meetings/Programs Conducted by School Personnel" and "College Courses and Workshops" with mean ranks of 2.800 and 3.604, respectively. "Independent Agencies" (7.526) and "Community/School Exchanges" (6.425) were ranked by the districts as being the least effective types of inservice activities.

It is interesting to note that the first and second most utilized types of inservice activities were also ranked as the first and second most effective. The two least used inservice types were also ranked as the two least effective types of inservice activities.

PROJECTED INSERVICE PRACTICES

One purpose of the study was to determine what participants felt the nature of inservice programs would be in the future (1978). The findings in this section include projected types of inservice practices, the extent to which these types will receive professional growth credit, and the percentage of secondary teachers expected to participate. Also included are content topics that may be considered in future inservice programs.

Projected Types of Inservice

From a list of eleven inservice types, the respondents were asked to indicate which might be utilized in future inservice programs in their school districts. All of these listed were indicated as possible future inservice types by over one half of the respondents.

Table 9

Effectiveness of Types of Inservice Ranked by Means of a 1-10 scale of Effectiveness

Type of Inservice	Utilization		Mean
	No.	%	
Meetings/Programs Conducted by School Personnel	57	92	2.800
College Courses and Workshops	56	90	3.604
Committee Study	48	77	3.700
Visitations to Other Schools	50	81	4.000
Educational Service Unit	36	58	5.300
State Department of Education Personnel	41	66	5.653
Individual Research and Publications	37	60	6.023
Professional Organization Activities	34	55	6.419
Community/School Exchanges	21	34	6.425
Independent Agencies	19	31	7.526

The most popular of the future inservice programs were "Meetings/Programs Conducted by School Personnel" and "College Courses and Workshops." Each of these were selected by over four fifths of the respondents. This is not surprising since these types were also considered the most popular and most effective types of current inservice programs. It is interesting to note that the percentage of the districts utilizing the inservice type "Meetings/Programs Conducted by School Personnel" is predicted to decrease by 10 percent from the 92 percent district utilization in current inservice programs.

Although "Mini-Courses" was not included in the list of current inservice programs, two thirds of the respondents indicated this type would be used for future programs. Also, "Self-Contained Multi-Media Packages" were indicated as a future inservice type by 58 percent of the districts, but was not utilized as a current inservice activity.

From the eleven future types of inservice, the three projected as being the least utilized were "Educational Service Units," "Independent Agencies," and "Television." Over one half (57 percent) of the school districts indicated utilization of these types in future inservice programs.

The results of this analysis indicate that the types of inservice activities currently being utilized in secondary teacher inservice programs will continue to be used in future programs. "Independent Agencies" was the only type of inservice activity showing a sizable increase in utilization in future programs. Thirty-four percent of the school districts currently utilize this type while 57 percent of the school districts project it as a future inservice activity.

In comparing current and projected types of inservice practices, little difference was found in the utilization of these activities. The percentages of the districts utilizing the types of inservice in current inservice programs differed very little from the percentages of the districts utilizing the same types of future programs. "Mini-Courses," "Self-Contained Multi-Media Packages," and "Television" were the only types of inservice activities not mentioned in current inservice practices but were projected as future inservice activities. The eleven inservice types and their projected percentage of utilization are contained in Table 10.

Future Inservice Topics

The purpose of this section of the questionnaire was to determine what topics will likely be considered in future inservice programs. Respondents were provided a list of twenty content topics and asked to rank these according to their importance in future inservice programs. The topics were ranked on a scale from 1 to 4. The five most important topics received a value of 1, the five second most important topics a value of 2, the five third most important topics a value of 3, and the five least important topics a value of 4. Table 11 contains a complete listing of these topics according to their ranked means.

The five topics indicated as being the most important in future inservice programs in the order of their rank were "Curriculum Content" (1.179), "Methods of Instruction" (1.617), "Individualized Instruction" (1.714), "Mini-Courses" (1.891), and "Behavioral Objectives" (2.018).

The five least important topics of future inservice programs were "Modular Scheduling" (3.400), "Urban Studies" (3.273), "Understanding

Table 10

Type of Projected Inservice Methods Ranked by Percentages of Utilization

Types of Inservice	Number of Responses	Percentage
Meetings/Programs conducted by School Personnel	51	82
College Courses and Workshops	50	81
Committee Study	48	77
Mini-courses	41	66
State Department of Education Personnel	40	65
Individual Research and Publications	38	61
Professional Organization Activities	38	61
Self-Contained Multi-Media Packages	36	58
Educational Service Unit	35*	57*
Independent Agencies	35	57
Television	35	57

*This figure represents the percentage of the total population ESU does not serve 25% of the total population which is the non-public schools. A total of 75% of the public school systems utilized this method of inservice.

Table 11

Predicted Inservice Topics Ranked by Means
on a 1-4 Scale of Importance

Topic	Mean
Curriculum Content	1.179
Methods of Instruction	1.607
Individualized Instruction	1.714
Mini-Courses	1.891
Behavioral Objectives	2.018
Reading Improvement	2.036
Team-Teaching	2.327
Performance Based Instruction	2.400
Remedial Studies	2.455
Using Community Resources	2.509
Media and Technology	2.536
Drug Education	2.709
Non-graded Schools	2.836
Self-Contained Multi-Media Packages	2.857
Interaction Analysis	2.964
Differentiated Staffing	3.073
Micro-Teaching	3.109
Understanding Minority Cultures	3.127
Urban Studies	3.273
Modular Scheduling	3.400

Minority Cultures" (3.127), "Micro-Teaching" (3.109), and "Differentiated Staffing" (3.073).

Two of the topics, "Mini-Courses", and "Self-Contained Multi-Media Packages" were not considered in current inservice practices, but were listed as possible future inservice topics. Respondents ranked "Mini-Courses" (1.891) as being the fourth most important topic considered. In contrast, "Self-Contained Multi-Media Packages" was ranked fourteenth in importance among the twenty topics.

It should be noted here that the population defined in this study consisted of secondary school districts within a fifty-mile radius of the Omaha-Metropolitan Area. Seemingly, "Urban Studies" and "Minority Cultures" would be of particular concern to a Metropolitan area. However, respondents ranked the importance of these topics in future inservice programs as two of the lowest. "Understanding Minority Cultures" ranked eighteenth and "Urban Studies" ranked nineteenth in the list of twenty topics.

Comparing the ranking of these future topics from preceding current inservice topics similarities are found. The most commonly used topics of current inservice programs were also considered the most important topics in future programs. The same result was found to exist with the least used and least important topics.

Professional Growth Credit in Projected Inservice Programs

To some degree, the practice of awarding professional growth credit to teachers participating in inservice programs will continue. For each inservice type selected as a future inservice activity, respondents were asked to indicate the extent to which this type might award professional growth credit.

Well over one half (58 percent) of those respondents indicating "College Courses and Workshops" as a future inservice activity felt that teachers would "almost always" receive professional growth credit.

Two thirds of the respondents selected "Mini-Courses and Professional Organization Activities" as future inservice activities. A little less than one third of this group felt that teachers would "frequently" receive professional growth credit for participating in these activities. Slightly more than one third (34 percent) felt that professional growth credit would be awarded for participation in "Mini-Courses" only "occasionally."

School districts indicated that the inservice type they would least likely award professional growth credit for partitication would be programs conducted by the "State Department of Education Personnel." Practically one half of the forty districts predicting utilization of this type of future inservice programs responded in this manner. In current inservice programs the districts also indicated that they do not usually award professional growth credit for participation in this inservice type.

An interesting observation was found in comparing the extent of professional growth credit awarded by the districts for participation in "Individual Research and Publications" in current and in future programs. The projected utilization of this activity is approximately the same as the utilization in current inservice programs (61 and 60 percent). However, 56 percent of these districts indicated that professional growth credit was "occasionally" awarded in current inservice programs but in future programs only 18 percent of the districts responded in this manner.

Forty percent of these districts indicated that in future inservice programs "rarely" would they award professional growth credit for "Individual Research and Publications."

In general, the data reveals that teachers participating in the various types of inservice activities in future programs will not receive professional growth credit. However, there is a slight indication that the school districts will be awarding professional growth credit more often for participation in the various inservice types than has been awarded in current district inservice practices. The projected extent to which professional growth credit will be awarded is summarized in Table 12.

Projected Participation

The purpose of this section of the questionnaire was to determine the percentage of the school district's secondary teachers population expected to participate in the various types of future inservice activities.

To classify participation, four categories were provided from which the respondent indicated the district's projected secondary teacher participation in each type of inservice. These categories were:

A = 0 - 25 percent
B = 26 - 50 percent
C = 51 - 75 percent
D = 76 - 100 percent

The type of activity that will receive the greatest amount of participation in future inservice programs was "Meetings/Programs Conducted by School Personnel." Over four fifths of the districts will utilize this type and almost half of these districts indicated the "75 to 100 percent" of the secondary teachers would participate.

Table 12

Projected Extent to Which Professional Growth Credit is Awarded for Various Types of Inservice Activities

Type of Inservice	Utilization		Extent of Professional Growth Credit									
			Almost Always		Frequently		Occasionally		Rarely		N/A	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Meetings/Programs Conducted by School Personnel	51	82	11	22	9	18	14	28	16	31	1	2
College Courses and Workshops	50	81	29	58	11	22	7	14	2	4	1	2
Committee Study	48	77	11	23	7	15	14	34	6	15	1	2
Mini-Courses	41	66	8	20	12	30	14	34	6	15	1	2
State Department of Education Personnel	40	65	7	18	1	3	12	30	19	48	1	2
Individual Research and Publications	38	61	7	18	8	21	7	18	15	40	1	3
Professional Organization Activities	38	61	4	11	12	32	8	21	13	34	1	3
Self-Contained Multi-Media Packages	36	58	5	14	9	25	11	31	10	28	1	3
Educational Service Unit*	35	57	8	23	8	23	7	20	11	31	1	3
Independent Agencies	35	57	6	17	7	20	8	23	13	37	1	3
Television	35	57	4	11	9	26	11	31	10	29	1	3

*Educational Service Unit does not serve 23% of the total population which is the non-public school systems. A total of 75% of the public school systems utilized this type of inservice activity.

Over one third of the thirty-eight districts that projected utilization of "Professional Organization Activities" as a future inservice method indicated that approximatley "51 to 75 percent" of the secondary teachers would participate.

The results show that more often than not secondary teachers would receive professional growth credit for attending "College Courses and Workshops" but only "26 to 50 percent" of the secondary teachers in almost one half of the districts utilizing this type of inservice will participate. In general, no pattern was revealed in the amount of professional growth credit awarded and the percentage of secondary teacher utilization.

There were three types of inservice activities projected to be utilized in future inservice programs that were not indicated as being utilized in current programs. "Self-Contained Multi-Media Packages" was not listed as a current inservice activity, but was projected as a future activity by over one half (58 percent) of the districts. Two thirds of these districts indicated that less than one half of the secondary teachers would participate. Approximately the same degree of participation and utilization was projected for "Television." "Mini-Courses" was projected as a future type of inservice activity by two thirds of the districts and one third of these districts projected that secondary teacher participation would be over 50 percent.

In comparing current inservice programs and the projected inservice programs there appears to be some variance in participation. Only 9 percent of the districts using "College Courses and Workshops" as a current inservice activity indicated that over one half of the secondary teachers were participating in this type of activity. In contrast, 42

percent of the districts projected that over one half of the secondary teachers will participate. Currently, thirty-seven districts utilize the type of inservice "Individual Research and Publications" and only 13 percent of these districts indicated that greater than 50 percent of the secondary teacher population participated. In future programs, over one half the secondary teachers are predicted to participate in 35 percent of the districts. The results of this analysis are found in Table 13.

In general, all the types of inservice activities listed will receive an increased percentage of secondary teacher participation as well as a larger percentage of district utilization. "Meetings/Programs Conducted by School Personnel" was the only type of inservice activity that teacher participation was predicted to decrease and this was to a small degree. Therefore, assuming there was no misinterpretation of the data and the questionnaire, it can be concluded that in the future more secondary teachers will be participating in inservice activities and the percent of district utilization will increase.

Table 13

Projected Extent to Which Teachers Participate in Various Types of Inservice Activities

Type of Inservice	Utilization		Teacher Participation							
			0 to 25%		26 to 50%		51 to 75%		76 to 100%	
	No.	%	No.	%	No.	%	No.	%	No.	%
Meetings/Programs Conducted by School Personnel	51	82	4	8	13	27	8	16	24	49
College Courses and Workshops	50	81	7	14	23	45	13	26	8	16
Committee Study	48	77	6	13	19	40	8	17	15	31
Mini-Courses	41	66	7	43	10	25	8	20	5	13
State Department of Education Personnel	40	65	16	40	12	30	3	8	9	23
Individual Research and Publications	38	61	22	55	4	10	8	20	6	15
Professional Organization Activities	38	61	9	24	9	24	13	35	6	16
Self-Contained Multi-Media Packages	36	58	12	33	12	33	9	25	3	8
Educational Service Unit*	35	57	14	40	7	20	4	11	10	29
Independent Agencies	35	57	15	44	9	27	4	12	6	18
Television	35	57	12	34	12	34	6	17	5	14

*Educational Service Unit does not serve 23% of the toal population which is the non-public school systems. A total of 75% of the public school systems utilized this type of inservice activity.

Chapter 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

SUMMARY

The purpose of this study was to investigate the status of inservice education and to identify future inservice needs in the public and non-public secondary schools in the Omaha Metropolitan Area. More specifically the study sought to determine the answers to the following questions:

1. What types of inservice are utilized by secondary schools in the Omaha-Area school districts? Do these methods relate to the size and type of school district?

2. What content topics are considered in inservice programs? Are these topics related to the size and type of school district?

3. To what extent, if any, are the various types of inservice activities of teachers rewarded by school districts? What relation exists between the size and type of district and this recognition?

4. To what extent do secondary teachers participate in the various types of inservice programs?

5. What types of secondary teacher inservice programs are considered the most effective?

6. What types of inservice programs do those responsible for such programs foresee being utilized in the next five years and what content will these include? Will teachers receive professional growth credit? What percentage of teachers will participate?

A specially developed questionnaire was employed as the data collection instrument. Seventy questionnaires were mailed to school districts operating a secondary school in six counties in Nebraska and three in Iowa. The respondents were individuals in each district designated as being responsible for secondary teacher inservice programs. The majority of the respondents were Principals (46.8 percent) and Superintendents (37.1 percent). Sixty-two useable questionnaires were returned, which represented 88.5 percent of the total population. Forty-six public school districts and sixteen non-public high schools responded. According to the number of secondary teachers employed in the school district, there were 28 "small" districts, 21 "medium" districts, and 13 "large" districts.

Over 90 percent of the districts indicated "Meetings/Programs Conducted by School Personnel" and "College Courses and Workshops" as being the most commonly used types of inservice activities. The least popular types of inservice activities were "Independent Agencies and Community/School Exchanges" utilized by only one third of the school districts. The remaining types of inservice listed were utilized by more than one half of the districts.

A Contingency Coefficient was used as a measure of relationship to determine if the type of school system correlated with the types of inservice activities being utilized. The only inservice activity showing a high coefficient (0.66) was "Educational Service Units" which resulted from this type being utilized by the public school districts only.

Contingency Coefficients were also used to measure the relationship between the size of the school district and the type of inservice

activity being utilized. Again, the relationships were generally slight. The highest coefficient (0.32) was found in the area of "Independent Agencies." Over one half of the "large" school districts utilized this type of inservice activity while only one fourth of the "small" and "medium" districts indicated utilization of this type.

Regardless of the type of inservice method, "Curriculum Content," "Methods of Instruction," and "Individualized Instruction" were ranked as the most often considered topic of current inservice programs. The least considered topics were "Micro-Teaching," "Urban Studies," and "Understanding Minority Cultures." In general, no pattern was revealed showing a relationship between the content considered and the type of inservice activity.

Topics not contained in the predetermined list of twenty topics but indicated by more than one respondent as being considered in current programs were "Career Education" and "Learning Disabilities."

Teachers participating in the various types of inservice activities are not likely to receive professional growth credit. "College Courses and Workshops" is the inservice type the districts will most likely award professional growth credit for participation. This was indicated by 47 percent of the fifty-six districts utilizing this type of inservice activity. Teachers participating in programs conducted by the "State Department of Education Personnel" were the least likely to receive professional growth credit from their school district.

"Large" school districts were more likely to award professional growth credit for participation in the type of inservice "Committee Study" than were "medium" or "small" school districts. Overall,

however, the Contingency Coefficients were low indicating little relationship between the size of the school district and the awarding of professional growth credit.

The type of inservice activity having the greatest amount of participation was "Meetings/Programs Conducted by School Personnel." Over one half of the fifty-seven school districts indicated that "75 to 100 percent" of the secondary teachers participated. In general, secondary teacher participation was most often indicated as being low (0 to 25 percent) in all types of activities except "Meetings/Programs Conducted by School Personnel." Assuming there is no misinterpretation of the item in the questionnaire, secondary teacher participation in inservice programs is considered to be much lower than expected.

It appeared that the awarding of professional growth credit was not a major factor in determining the amount of teacher participation in the various types of inservice activities. "College Courses and Workshops" and "Educational Service Units" were the two types of activities districts most likely award professional growth credit for participation. However, neither type received a high percentage of secondary teacher participation.

The two types of inservice activities ranked as the most effective in terms of improving the instructional program in the school district, according to their means were "Meetings/Programs Conducted by School Personnel" and "College Courses and Workshops." The least effective types were "Independent Agencies" and "Community/School Exchanges."

All eleven types of inservice activities listed were projected as being utilized in future inservice programs by over one half of the

responding districts. Again, "Meetings/Programs Conducted by School Personnel" and "College Courses and Workshops" were considered to be the most popular types of inservice activities in future programs. The three types projected as being the least utilized were "Educational Service Units," "Independent Agencies," and "Television." "Mini-Courses," "Self-Contained Multi-Media Packages," and "Television" were the only types of inservice activities not mentioned in current practices but were projected as future inservice activities.

The five topics indicated as being the most important in future inservice programs in the order of their rank were "Curriculum Content," "Methods of Instruction," "Individualized Instruction," "Mini-Courses," and "Behavioral Objectives." The five least important topics of future inservice programs were "Modular Scheduling", "Urban Studies," "Understanding Minority Cultures," "Micro-Teaching," and "Differentiated Staffing." These topics received similar rankings in both current and projected inservice practices.

In future inservice programs, well over one half of the respondents utilizing "College Courses and Workshops" as a type of inservice activity indicated that professional growth credit would "almost always" be awarded. The type of inservice activity the districts will least likely award professional growth credit for participation is programs conducted by the "State Department of Education Personnel." This was indicated by almost one half of the forty districts utilizing this inservice type. In comparing current and future inservice practices there is only a slight indication that professional growth credit will be awarded more often in the future.

The type of inservice activity "Meetings/Programs Conducted by School Personnel" will have the greatest amount of participation in future programs. Over four fifths of the districts will utilize this type and almost one half of these districts indicated that "75 to 100 percent" of the secondary teachers would participate. In general, all types of inservice activities listed will receive an increased percentage of district utilization in future inservice programs.

CONCLUSIONS

Based on the findings of the study, several conclusions are made concerning current and projected inservice practices in secondary schools in the Omaha-Area school districts.

1. Secondary schools in the Omaha-Area school districts are currently utilizing a variety of types of inservice methods. Two methods, "Meetings/Programs Conducted by School Personnel" and "College Courses and Workshops" are being utilized consistently more than others in all the districts. The types of inservice methods utilized are not related to the size or type of school district.

2. The topics that are considered most frequently in current secondary teacher inservice practices are "Curriculum Content," "Methods of Instruction," and "Individualized Instruction." These topics are not related to the type of inservice programs being utilized by the school districts.

3. School districts are not likely to award professional growth credit to secondary teachers participating in the various types of inservice activities except in the case of "College Courses and

Workshops." There is little relationship between the size and type of the school district and the awarding of professional growth credit.

4. Only a small percentage of secondary teachers participate in the various types of inservice activities. Except for the inservice type "Meetings/Programs Conducted by School Personnel" all types of inservice activities receive participation from less than one half of the secondary teachers in the districts. More often than not the participation in the various types of inservice activities is one fourth or less of the secondary teachers in the district.

5. "Meetings/Programs Conducted by School Personnel" and "College Courses and Workshops" are considered the most effective types of inservice methods in improving the instructional program in the secondary schools in the Omaha-Area School districts.

6. The same types of inservice activities currently being utilized in secondary teacher's inservice programs will continue to be utilized in future inservice programs. "Mini-Courses," "Self-Contained Multi-Media Packages" and "Television" are not included in current inservice programs but are projected as being utilized in future programs.

7. Content topics considered in future inservice programs will be similar to ones being considered in current inservice programs. The content topics received similar rankings in both current and projected inservice practices. "Curriculum Content," "Methods of Instruction," "Individualized Instruction" will most often be considered topics and "Urban Studies", "Understanding Minority Cultures" and "Modular Scheduling" will be the least considered topics.

RECOMMENDATIONS

In light of the findings of this study and the preceding conclusions, the following recommendations are suggested:

1. Further investigation is warranted concerning the low percentage of secondary teacher participation reported in current and projected inservice programs. If such investigation confirms these findings, school districts should provide more incentives for teachers to participate in inservice activities and re-examine the content and methods considered in these programs.

2. School districts and University personnel should be aware of the important role they play in providing inservice programs and should be prepared to accept an even increasing responsibility in providing valuable learning experiences for secondary teachers in future inservice programs. New means for "delivering" these inservice programs also need to be explored.

3. Greater investigation should be made as to the effectiveness of the various types of inservice methods. A more objective means of evaluating inservice practices should be employed which seeks the opinions of both teachers and administrators.

4. Considering the Metropolitan area described in the study, there is a discrepancy between what would appear to be important as inservice topics and which topics were actually considered important. An investigation should be made as to the need of including content areas such as "Understanding Minority Cultures" and "Urban Studies" in the school district inservice programs.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

Finch, Arnold. Growth-in-Service Education Programs That Work. Englewood Cliffs: Prentice Hall, Inc., 1969.

Harris, Ben M., Wailand Bessent, and Kenneth E. McIntyre. Inservice Education: A Guide to Better Practice. Englewood Cliffs: Prentice Hall, Inc., 1969.

National Society for the Study of Education. Inservice Education. Fifty-sixth Yearbook, Part I. Chicago: University of Chicago Press, 1957.

Rubin, Louis J. (ed.). Improving Inservice Education. Boston: Allyn and Bacon, 1971.

PERIODICALS

Berck, Lee Frieman. "The Relative Effectiveness of Two Methods of Inservice Education in Reading," Dissertation Abstracts, 32^{6}A:5646-A, April, 1972.

Bouey-Yates, Elizabeth. "Changing Attitudes and Behavior: Guidelines for the Inservice Education of Social Studies Teachers in the Secondary Schools of the District of Columbia," Dissertation Abstracts, 32^{2}A:1373-A, September, 1971.

Bowman, Jack Maurice. "Inservice Education Programs in the Junior High Schools of North Central Association of Colleges and Secondary Schools," Dissertation Abstracts, 32^{4}A:3847-A, February, 1972.

Carter, Irvin Lee. "Inservice Education and Innovation in Oklahoma Public Schools," Dissertation Abstracts, 32^{3}A:2333-A, November, 1971.

Comras, Jay and Robert Masterman. "A Rationale for Comprehensive Inservice Programs," Clearing House, 46"424-426, March, 1972.

Cuban, L. "Death by Politics: Staff Development in Washington D.C.," Phi Delta Kappan, 53:584-586, May, 1972.

Dunning, B. and L. E. Dieterle. "Minicourses for Teachers," Illinois Education, 60:120-121, February, 1972.

Flarn, Samuel. "The Impact of Professional Negotiations on Contract Provisions for Teacher Inservice in Oakland County, Michigan," Dissertation Abstracts, 32[6]A:6098-A, May, 1972.

Harvey, Virginia P., Timme A. Helzer, and Jerry W. Young. "The Retreat: Keystone to Staff Development," NASPA Journal, 9:274-278, March, 1972.

Jones, Jerry. "Instant Reply," Wisconsin Journal of Education, 104:17, March, 1972.

Kaufman, Barbara. "Title III and Teachers," Massachusetts Teachers, 51:58-59, May-June, 1972.

Kaz, William Erwin. "An Analysis of Teacher Inservice Education in an Urban School System," Dissertation Abstracts, 32[2]A:3139-A, December, 1971.

Leary, Paul A. and W. C. Wolf, Jr. "The Effectiveness of Short-Term Training Programs," School and Society, 100:23-25, January, 1972.

Musemeche, Richard A. "An Approach to Pre-School Workshops," Louisiana Schools, 49:2, April, 1972.

Myers, David Dodd. "Guidelines for an Inservice Education Program Based on Staff Role Perceptions of Individual and Group Roles in Selected Curriculum Development Processes," Dissertation Abstracts, 32[4]A:3847-A, February, 1972.

National Education Association Research Division. Inservice Education of Teachers. Washington: National Education Association, November, 1966.

Rakes, Thomas A. "A Diagnostic Approach to Inservice Education," American Vocational Journal, 47:99-100, January, 1972.

Rubenow, Robert Carl. "The Effect of the Innovative Process on the Retention and Abandonment of Educational Innovations in Chicago Suburban High School Districts," Dissertation Abstracts, 32[3]A:2370-A, November, 1971.

Santox, Otto, Jr. "The Applicability of Innovative Business Inservice Teaching Methods, Techniques, and Devices to the Inservice Training of Business Education for Teachers," Dissertation Abstracts, 32[4]A:3847-A, February, 1972.

Sneed, J. T. "Continuing Education in the Professions," Journal of Higher Education, 43:223-238, March, 1972.

Tilley, Herbert Thomas. "Inservice Teacher Education: A Tool for Change," Dissertation Abstracts, 32[2]A:1818-A, October, 1971.

Wickless, Janice Lee. "Effects of an Inservice Program for Teachers on Pupil Questioning Behavior in Science Classes," Dissertation Abstracts, 32[4]A:3854-A, January, 1972.

UNPUBLISHED MATERIALS

Fremont Public Schools. "Salary Schedule Advancement for Professional Growth." Policy Manual Excerpt, 1972, Fremont, Nebraska. (Mimeographed.)

Omaha Public Schools. "Staff Development Programs of the Omaha Public Schools for 1971-72." 1971, Omaha, Nebraska. (Mimeographed.)

Omaha Public Schools. "Staff Development Programs: Opportunities for Growth 1972-73," Distributed by the Omaha Office of Public Information Services, Omaha Public Schools, 1972, Omaha, Nebraska.

Nebraska Professional Practices Commission. "Professional Growth and Inservice Training." October 30, 1972, Lincoln, Nebraska. (Mimeographed.)

Westside Community Schools. "Staff Development Offerings." First Semester 1972-73, Omaha, Nebraska. (Mimeographed.)

APPENDIXES

DEFINITIONS OF TYPES OF INSERVICE

1. Individual Reseach and Publications - independent creative activities on the part of the teacher.
2. College Courses and Workshops - formal courses of study offered by a University or College including off-campus extension classes, summer schools and correspondence courses.
3. Meeting/Programs Conducted by School Personnel - activities such as general faculty meetings, departmental meetings, institutes, conferences, demonstration teaching, and professional growth days.
4. Committee Study - studies or investigations conducted by a small group of teachers within a system or building, or department.
5. Visitation to Other Schools and Classrooms
6. Community/School Exchanges - visitations to other social institutions or businesses within the community and in turn, representatives from these institutions visit the schools.
7. State Department of Education Personnel - programs conducted by the State Department of Education personnel.
8. Educational Service Unit - programs conducted by the Educational Service Unit staff members.
9. Professional Organization Activities - programs or meetings conducted by professional organizations which contribute to personal and professional improvement.
10. Independent Agencies - private companies or organizations such as publishing companies not associated with School Systems, Colleges or Universities or Governmental units.

PRESENT AND FUTURE STATUS OF INSERVICE PROGRAMS IN THE OMAHA AREA SECONDARY SCHOOLS

This questionnaire is designed to determine the present and future status of inservice programs in the Omaha Area School Systems. Please respond to the following questions as the directions indicate.

I. Identification Data

1. Name of District _____
2. City _____ 3. County _____ 4. State _____
5. District Number _____
6. Educational Service Unit _____
7. Number of Secondary Teachers _____
8. Secondary Student Population _____
9. Name of Respondent _____
10. Position _____

II. Current Inservice Programs

Several means of providing inservice for teachers are used by school systems. The purpose of this section it to determine which are used by your school system, to what extent, and for what purposes. Please respond in this section in the following manner:

A. If the type of inservice is used in your system, pleace a check in the blank before the letter of the type. If it is not used, leave blank and consider the next type.

B. If you check the blank, respond to the sub-question as directed in each sub-section.

11. (___) INDIVIDUAL RESEARCH AND PUBLICATIONS

If you checked the blank for this type, please respond to the following:

11.1 Indicate, by checking one of the appropriate blanks, the extent to which this method receives professional growth credit.

_____ Almost Always

_____ Frequently

_____ Occasionally

_____ Rarely

11.2 Indicate, by checking one of the appropriate blanks, what percentage of the Secondary teaching staff in your system is engaged in this type of inservice education during the current year.

_____ 0% - 25%

_____ 26% - 50%

_____ 51% - 75%

_____ 76% - 100%

11.3 Listed below are several content topics which inservice types may consider. Indicate for which of these areas the above type is used by checking the blank before the type. Check as many blanks that are appropriate.

_____ Curriculum Content

_____ Micro-teaching

_____ Modular Scheduling

_____ Team Teaching

_____ Urban Studies

_____ Remedial Studies

_____ Interaction Analysis

_____ Reading Improvement

_____ Media and Technology

_____ Humanizing Education

_____ Performance-based Instruction

_____ Individualized Instruction

_____ Methods of Instruction

_____ Behavior Modification

_____ Behavioral Objectives

_____ Using Local Resources and Community

_____ Understanding Minority Cultures

_____ Drug Education

_____ Non-graded Schools

_____ Differentiated Staffing

_____ Other/s (please specify)_____

A. If the type of inservice is used in your system, place a check in the blank before the letter of the type. If it is not used, leave blank and consider the next type.

B. If you check the blank, respond to the sub-question as directed in each sub-section.

12. (___) COLLEGE COURSES AND WORKSHOPS

If you checked the blank for this type, please respond to the following:

12.1 Indicate, by checking one of the appropriate blanks, the extent to which this method receives professional growth credit.

_____ Almost Always

_____ Frequently

_____ Occasionally

_____ Rarely

12.2 Indicate, by checking one of the appropriate blanks, what percentage of the secondary teaching staff in your system is engaged in this type of inservice education during the current year.

_____ 0% - 25%

_____ 26% - 50%

_____ 51% - 75%

_____ 76% - 100%

12.3 Listed below are several content topics which inservice types may consider. Indicate for which of these areas the above type is used by checking the blank before the type. Check as many blanks that are appropriate.

_____ Curriculum Content

_____ Micro-teaching

_____ Modular Scheduling

_____ Team Teaching

_____ Urban Studies

_____ Remedial Studies

_____ Interaction Analysis

_____ Reading Improvement

_____ Media and Technology

_____ Humanizing Education

_____ Performance-based Instruction

_____ Individualized Instruction

_____ Methods of Instruction

_____ Behavior Modification

_____ Behavioral Objectives

_____ Using Local Resources and Community

_____ Understanding Minority Cultures

_____ Drug Education

_____ Non-graded Schools

_____ Differentiated Staffing

_____ Other/s (please specify)_____

_____

A. If the type of inservice is used in your system, place a check in the blank before the letter of the type. If it is not used, leave blank and consider the next type.

B. If you check the blank, respond to the sub-question as directed in each sub-section.

13. (___) MEETINGS/PROGRAMS CONDUCTED BY SCHOOL PERSONNEL

If you checked the blank for this type, please respond to the following:

13.1 Indicate, by checking one of the appropriate blanks, the extent to which this method receives professional growth credit.

_____ Almost Always

_____ Frequently

_____ Occasionally

_____ Rarely

13.2 Indicate, by checking one of the appropriate blanks, what percentage of the secondary teaching staff in your system is engaged in this type of inservice education during the current year.

_____ 0% - 25%

_____ 26% - 50%

_____ 51% - 75%

_____ 76% - 100%

13.3 Listed below are several content topics which inservice types may consider. Indicate for which of these areas the above type is used by checking the blank before the type. Check as many blanks that are appropriate.

_____ Curriculum Content

_____ Micro-teaching

_____ Modular Scheduling

_____ Team Teaching

_____ Urban Studies

_____ Performance-based Instruction

_____ Individualized Instruction

_____ Methods of Instruction

_____ Behavior Modification

_____ Behavioral Objectives

_____ Remedial Studies

_____ Interaction Analysis

_____ Reading Improvement

_____ Media and Technology

_____ Humanizing Education

_____ Using Local Resources and Community

_____ Understanding Minority Cultures

_____ Drug Education

_____ Non-graded Schools

_____ Differentiated Staffing

_____ Other/s (please specify)_____

_____

A. If the type of inservice is used in your system, place a check in the blank before the letter of the type. If it is not used, leave blank and consider the next type.

B. If you check the blank, respond to the sub-question as directed in each sub-section.

14. (___) COMMITTEE STUDY

If you checked the blank for this type, please respond to the following:

14.1 Indicate, by checking one of the appropriate blanks, the extent to which this method receives professional growth credit.

_____ Almost Always

_____ Frequently

_____ Occasionally

_____ Rarely

14.2 Indicate, by checking one of the appropriate blanks, what percentage of the secondary teaching staff in your system is engaged in this type of inservice education during the current year.

_____ 0% - 25%

_____ 26% - 50%

_____ 51% - 75%

_____ 76% - 100%

14.3 Listed below are several content topics which inservice types may consider. Indicate for which of these areas the above type is used by checking the blank before the type. Check as many blanks that are appropriate.

_____ Curriculum Content

_____ Micro-teaching

_____ Modular Scheduling

_____ Team Teaching

_____ Urban Studies

_____ Performance-based Instruction

_____ Individualized Instruction

_____ Methods of Instruction

_____ Behavior Modification

_____ Behavioral Objectives

_____ Remedial Studies

_____ Interaction Analysis

_____ Reading Improvement

_____ Media and Technology

_____ Humanizing Education

_____ Using Local Resources and Community

_____ Understanding Minority Cultures

_____ Drug Education

_____ Non-graded Schools

_____ Differentiated Staffing

_____ Other/s (please specify)_____

_____

A. If the type of inservice is used in your system, place a check in the blank before the letter of the type. If it is not used, leave blank and consider the next type.

B. If you check the blank, respond to the sub-question as directed in each sub-section.

15. (___) VISITATIONS TO OTHER SCHOOLS AND CLASSROOMS

If you checked the blank for this type, please respond to the following:

15.1 Indicate, by checking one of the appropriate blanks, the extent to which this method receives professional growth credit.

_____ Almost Always

_____ Frequently

_____ Occasionally

_____ Rarely

15.2 Indicate, by checking one of the appropriate blanks, what percentage of the secondary teaching staff in your system is engaged in this type of inservice education during the current year.

_____ 0% - 25%

_____ 26% - 50%

_____ 51% - 75%

_____ 76% - 100%

15.3 Listed below are several content topics which inservice types may consider. Indicate for which of these areas the above type is used by checking the blank before the type. Check as many blanks that are appropriate.

_____ Curriculum Content

_____ Micro-teaching

_____ Modular Scheduling

_____ Team Teaching

_____ Urban Studies

_____ Performance-based Instruction

_____ Individualized Instruction

_____ Methods of Instruction

_____ Behavior Modification

_____ Behavioral Objectives

_____ Remedial Studies

_____ Interaction Analysis

_____ Reading Improvement

_____ Media and Technology

_____ Humanizing Education

_____ Using Local Resources and Community

_____ Understanding Minority Cultures

_____ Drug Education

_____ Non-graded Schools

_____ Differentiated Staffing

_____ Other/s (please specify)_____

_____

A. If the type of inservice is used in your system, place a check in the blank before the letter of the type. If it is not used, leave blank and consider the next type.

B. If you check the blank, respond to the sub-question as directed in each sub-section.

16. (___) STATE DEPARTMENT OF EDUCATION PERSONNEL

If you checked the blank for this type, please respond to the following:

16.1 Indicate, by checking one of the appropriate blanks, the extent to which this method receives professional growth credit.

_____ Almost Always

_____ Frequently

_____ Occasionally

_____ Rarely

16.2 Indicate, by checking one of the appropriate blanks, what percentage of the secondary teaching staff in your system is engaged in this type of inservice education during the current year.

_____ 0% - 25%

_____ 26% - 50%

_____ 51% - 75%

_____ 76% - 100%

16.3 Listed below are several content topics which inservice types may consider. Indicate for which of these areas the above type is used by checking the blank before the type. Check as many blanks that are appropriate.

_____ Curriculum Content

_____ Micro-teaching

_____ Modular Scheduling

_____ Team Teaching

_____ Urban Studies

_____ Remedial Studies

_____ Interaction Analysis

_____ Reading Improvement

_____ Media and Technology

_____ Humanizing Education

_____ Performance-based Instruction

_____ Individualized Instruction

_____ Methods of Instruction

_____ Behavior Modification

_____ Behavioral Objectives

_____ Using Local Resources and Community

_____ Understanding Minority Cultures

_____ Drug Education

_____ Non-graded Schools

_____ Differentiated Staffing

_____ Other/s (please specify)_____

_____

A. If the type of inservice is used in your system, place a check in the blank before the letter of the type. If it is not used, leave blank and consider the next type.

B. If you check the blank, respond to the sub-question as directed in each sub-section.

17. (___) EDUCATIONAL SERVICE UNIT

If you checked the blank for this type, please respond to the following:

17.1 Indicate, by checking one of the appropriate blanks, the extent to which this method receives professional growth credit.

_____ Almost Always

_____ Frequently

_____ Occasionally

_____ Rarely

17.2 Indicate, by checking one of the appropriate blanks, what percentage of the secondary teaching staff in your system is engaged in this type of inservice education during the current year.

_____ 0% - 25%

_____ 26% - 50%

_____ 51% - 75%

_____ 76% - 100%

17.3 Listed below are several content topics which inservice types may consider. Indicate for which of these areas the above type is used by checking the blank before the type. Check as many blanks that are appropriate.

_____ Curriculum Content

_____ Micro-teaching

_____ Modular Scheduling

_____ Team Teaching

_____ Urban Studies

_____ Remedial Studies

_____ Interaction Analysis

_____ Reading Improvement

_____ Media and Technology

_____ Humanizing Education

_____ Performance-based Instruction

_____ Individualized Instruction

_____ Methods of Instruction

_____ Behavior Modification

_____ Behavioral Objectives

_____ Using Local Resources and Community

_____ Understanding Minority Cultures

_____ Drug Education

_____ Non-graded Schools

_____ Differentiated Staffing

_____ Other/s (please specify)_____

A. If the type of inservice is used in your system, place a check in the blank before the letter of the type. If it is not used, leave blank and consider the next type.

B. If you check the blank, respond to the sub-question as directed in each sub-section.

18. (___) PROFESSIONAL ORGANIZATION ACTIVITIES

If you checked the blank for this type, please respond to the following:

18.1 Indicate, by checking one of the appropriate blanks, the extent to which this method receives professional growth credit.

_____ Almost Always

_____ Frequently

_____ Occasionally

_____ Rarely

18.2 Indicate, by checking one of the appropriate blanks, what percentage of the secondary teaching staff in your system is engaged in this type of inservice education during the current year.

_____ 0% - 25%

_____ 26% - 50%

_____ 51% - 75%

_____ 76% - 100%

18.3 Listed below are several content topics which inservice types may consider. Indicate for which of these areas the above type is used by checking the blank before the type. Check as many blanks that are appropriate.

_____ Curriculum Content

_____ Micro-teaching

_____ Modular Scheduling

_____ Team Teaching

_____ Urban Studies

_____ Performance-based Instruction

_____ Individualized Instruction

_____ Methods of Instruction

_____ Behavior Modification

_____ Behavioral Objectives

_____ Remedial Studies

_____ Interaction Analysis

_____ Reading Improvement

_____ Media and Technology

_____ Humanizing Education

_____ Using Local Resources and Community

_____ Understanding Minority Cultures

_____ Drug Education

_____ Non-graded Schools

_____ Differentiated Staffing

_____ Other/s (please specify)_____

A. If the type of inservice is used in your system, place a check in the blank before the letter of the type. If it is not used, leave blank and consider the next type.

B. If you check the blank, respond to the sub-question as directed in each sub-section.

19. (___) INDEPENDENT AGENCIES

If you checked the blank for this type, please respond to the following:

19.1 Indicate, by checking one of the appropriate blanks, the extent to which this method receives professional growth credit.

_____ Almost Always

_____ Frequently

_____ Occasionally

_____ Rarely

19.2 Indicate, by checking one of the appropriate blanks, what percentage of the secondary teaching staff in your system is engaged in this type of inservice education during the current year.

_____ 0% - 25%

_____ 26% - 50%

_____ 51% - 75%

_____ 76% - 100%

19.3 Listed below are several content topics which inservice types may consider. Indicate for which of these areas the above type is used by checking the blank before the type. Check as many blanks that are appropriate.

_____ Curriculum Content

_____ Micro-teaching

_____ Modular Scheduling

_____ Team Teaching

_____ Urban Studies

_____ Remedial Studies

_____ Interaction Analysis

_____ Reading Improvement

_____ Media and Technology

_____ Humanizing Education

_____ Performance-based Instruction

_____ Individualized Instruction

_____ Methods of Instruction

_____ Behavior Modification

_____ Behavioral Objectives

_____ Using Local Resources and Community

_____ Understanding Minority Cultures

_____ Drug Education

_____ Non-graded Schools

_____ Differentiated Staffing

_____ Other/s (please specify)_____

A. If the type of inservice is used in your system, place a check in the blank before the letter of the type. If it is not used, leave blank and consider the next type.

B. If you check the blank, respond to the sub-question as directed in each sub-section.

19a.(___) COMMUNITY/SCHOOL EXCHANGES

If you checked the blank for this type, please respond to the following:

19.1a Indicate, by checking one of the appropriate blanks, the extent to which this method receives professional growth credit.

_____ Almost Always

_____ Frequently

_____ Occasionally

_____ Rarely

19.2a Indicate, by checking one of the appropriate blanks, what percentage of the secondary teaching staff in your system is engaged in this type of inservice education during the current year.

_____ 0% - 25%

_____ 26% - 50%

_____ 51% - 75%

_____ 76% - 100%

19.3a Listed below are several content topics which inservice types may consider. Indicate for which of these areas the above type is used by checking the blank before the type. Check as many blanks that are appropriate.

_____ Curriculum Content

_____ Micro-teaching

_____ Modular Scheduling

_____ Team Teaching

_____ Urban Studies

_____ Performance-based Instruction

_____ Individualized Instruction

_____ Methods of Instruction

_____ Behavior Modification

_____ Behavioral Objectives

_____ Remedial Studies

_____ Interaction Analysis

_____ Reading Improvement

_____ Media and Technology

_____ Humanizing Education

_____ Using Local Resources and Community

_____ Understanding Minority Cultures

_____ Drug Education

_____ Non-graded Schools

_____ Differentiated Staffing

_____ Other/s (please specify)_____

_____

20. Listed below are the inservice types that have been previously considered. Please rank these types in order of their effectiveness by placing a "1" in the blank before the one you consider most effective, a "2" in the blank before the second most effective, and so on. Please evaluate effectiveness only in terms of the impact the type has on improving the instructional program in your school district, not in terms of frequency of use, popularity among teachers, or similar bases.

_____ Individual Research and Publications

_____ College Courses and Workshops

_____ Meetings/Programs Conducted by School Personnel

_____ Committee Study

_____ Visitations to Other Schools and Classrooms

_____ Community/School Exchanges

_____ State Department of Education Personnel

_____ Educational Service Unit

_____ Professional Organization Activities

_____ Independent Agencies

III. Projected Inservice Programs

Like many facets of education, the nature and content of inservice programs may change in the future. The purpose of this section is to determine what you feel will be the nature of the inservice programs in your school district five years from now (1978).

21. Listed on the following page are types of inservice programs which may be used in the future. Please check (√) which types will likely be utilized in your school district five years from now. Check as many types as are appropriate.

22. In Column II, the numerals 1, 2, 3, and 4 are used to indicate the extent to which the corresponding type of inservice will receive professional growth credit. For each type you have checked in Column I, please indicate, by circling the appropriate number, the extent this type will receive professional growth credit. Use the following code:

    1 - Almost Always
    2 - Frequently
    3 - Occasionally
    4 - Rarely

23. In Column III, the letters A, B, C, and D are used to indicate the projected percentage of teachers participating in the types of inservice. For each type you have checked in Column I, please indicate, by circling the appropriate letter, the percentage of teachers that you perceive will be involved in this type of inservice. Use the following code:

    A - 0% to 25%
    B - 26% to 50%
    C - 51% to 75%
    D - 76% to 100%

Please refer to the following code when completing Columns II, and III below.

Column II	Column III
1 - Almost Always	A - 0% to 25%
2 - Frequently	B - 26% to 50%
3 - Occasionally	C - 51% to 75%
4 - Rarely	D - 76% to 100%

Column I	Column II 22. Professional Growth Credit	Column III 23. Percentage of Teachers
( ) Individual Research and Publications	1 2 3 4	A B C D
( ) Self-contained Multi-media Packages	1 2 3 4	A B C D
( ) Television	1 2 3 4	A B C D
( ) College Courses and Workshops	1 2 3 4	A B C D
( ) Mini-courses	1 2 3 4	A B C D
( ) Meetings/Programs Conducted by School Personnel	1 2 3 4	A B C D
( ) Committee Studey	1 2 3 4	A B C D
( ) State Department of Education Personnel	1 2 3 4	A B C D
( ) Education Service Unit	1 2 3 4	A B C D
( ) Professional Organization Activities	1 2 3 4	A B C D
( ) Independent Agencies	1 2 3 4	A B C D
( ) Other/s (please specify)		
_____	1 2 3 4	A B C D
_____	1 2 3 4	A B C D
_____	1 2 3 4	A B C D

24. The following is a list of subjects which may be considered future inservice topics. Please rank these according to their importance as inservice activities five years from now according to the following directions.

Select the five most important and place a (1) before each topic.
Select the five next most important and place a (2) before each topic.
Select the five third most important and place a (3) before each topic.
Select the five least important and place a (4) before each topic.

(___) Curriculum Content
(___) Micro-teaching
(___) Urban Studies
(___) Team-teaching
(___) Modular Scheduling
(___) Remedial Studies
(___) Interaction Analysis
(___) Non-graded Schools
(___) Mini-courses
(___) Drug Education
(___) Behavioral Objectives
(___) Methods of Instruction
(___) Performance-based Instruction
(___) Understanding Minority Cultures
(___) Individualized Instruction
(___) Media and Technology
(___) Reading Improvement
(___) Using Community Resources
(___) Differentiated Staffing
(___) Self-contained Multi-media Packages

25. If you feel there are any content areas besides the ones listed in the preceding question that will be important as future inservice topics, please list these in the spaces provided below.

_____ _____

_____ _____

_____ _____

IV. Comments

The preceding questions have been designed to obtain certain kinds of information about inservice programs in your school system. However, there may be additional comments about these programs which you may wish to make. If so, please do so in the space below. If you care to include any printed material which describes your system's inservice activities, you are most welcome to do so.

UNIVERSITY OF NEBRASKA AT OMAHA
P.O. Box 688 Omaha, Nebraska 68101
Telephone 402/553-4700

University of Omaha 1908-31
Municipal University of Omaha 1931-68

College of Education
Department of Secondary Education

APPENDIX B. Cover Letter to Questionnaire

As you are aware, the rapidly changing educational scene has created a need for the continuing education of many teachers. To meet this need, a wide variety of teacher development or inservice programs have been utilized by various school systems.

To ascertain the current status of the inservice programs of secondary schools in the Omaha region as well as to determine future trends and developments in this area, I am conducting a survey of those responsible for such programs. This survey will provide data about the types of inservice programs being used, the content considered in them, and changes foreseen in the future. For the purpose of this study inservice programs are defined as planned activities concerned with the development of instructional staff members as a means of improving the quality of instruction in a school.

Since you have been identified as the person responsible for inservice in your school district I would like your assistance in gathering this data. This can be provided by completing the attached questionnaire and returning it to me in the enclosed business reply envelope.

All information will be kept confidential and no individual or school system will be identified with any particular data in the final report of the findings.

I would appreciate receiving your completed questionnaire by April 1. A copy of the results will be sent to you. Thank you for your assistance.

Sincerely,

Ms. Phoebe J. Herbster
Graduate Faculty Associate

UNIVERSITY OF NEBRASKA AT OMAHA
P.O. Box 688 Omaha, Nebraska 68101
Telephone 402/553-4700

University of Omaha 1908-31
Municipal University of Omaha 1931-68

College of Education
Department of Secondary Education

Appendix C Follow Up Letter

Dear

In mid-February you were contacted by phone and asked to respond to a questionnaire regarding secondary teacher inservice programs in your school district. A recent review of our records indicates that the questionnaire mailed to you has not been returned.

Since the data from all of the possible respondents is important, I hope that you will take a few minutes to complete the questionnaire and return it at your earliest convenience. Thank you for your assistance.

Sincerely,

Ms. Phoebe J. Herbster
Graduate Faculty Associate

APPENDIX D. Master Data Key

The following listing summarizes the column identities as used in the study. The "Item" column refers to the corresponding numbered items on the questionnaire. The second column refers to the rows on the coding form used to record the data. The third column refers to the columns used on the coding form to record the response for that particular item. For every return five rows were necessary to complete the recording. The listing by item, row, and column is as follows:

Row 1		Row 2		Row 3		Row 4		Row 5	
Item No.	Column No.	Item No.	Column No.	Item No.	Column No.	Item No.	Column No.	Item No.	Column No.
I.D. No.	1-3	13.3 (cont)	1-5	17	4	20	4	25 (cont.)	4-12
1	4	14	6	17.1	5	20.1	5		
4	5	14.1	7	17.2	6	20.2	6		
3	6	14.2	8	17.3	7-27	20.3	7-27		
6	7	14.3	9-29	18	28	21	28-47		
7	8-9	15	30	18.1	29	23	48-58		
10	10	15.1	31	18.2	30	24	59-69		
11	11	15.2	32	18.3	31-51	25	70-80		
11.1	12	15.3	33-53	19	52				
11.2	13	16	54	19.1	53				
11.3	14-34	16.1	55	19.2	54				
12	35	16.2	56	19.3	55-75				
12.1	36	16.3	57-77						
12.2	37								
12.3	38-58								
13	59								
13.1	60								
13.2	61								
13.3	62-80								

APPENDIX E.

Percentage of Utilization of Twenty Content Topics Considered in Each of Ten Types of Inservice Activities

Content Topic	Inservice Type* 1 N=57	2 N=56	3 N=49	4 N=48	5 N=41	6 N=37	7 N=36	8 N=34	9 N=21	10 N=19
Curriculum Content	79	62	55	83	76	68	50	47	33	74
Micro-Teaching	5	9	2	8	0	3	14	3	5	0
Modular Scheduling	16	9	20	21	0	14	14	12	0	11
Team Teaching	37	26	41	25	0	43	17	21	0	26
Urban Studies	5	9	0	8	2	8	3	6	14	0
Remedial Studies	32	26	20	19	12	38	31	18	5	21
Interaction Analysis	14	15	2	6	0	3	22	0	5	5
Reading Improvement	25	42	20	27	20	43	31	18	5	42
Media and Technology	33	27	18	19	15	11	36	24	10	42
Humanizing Education	58	30	22	27	12	30	33	27	29	26
Performance Based Instruction	28	16	14	10	5	16	14	15	0	21
Individualized Instruction	61	49	51	38	37	76	44	29	10	53
Methods of Instruction	58	55	53	29	22	38	44	35	14	21

APPENDIX E. (continued)

Percentage of Utilization of Twenty Content Topics Considered in Each of Ten Types of Inservice Activities

Content Topic	Inservice Type* 1 N=57	2 N=56	3 N=49	4 N=48	5 N=41	6 N=37	7 N=36	8 N=34	9 N=21	10 N=19
Behavior Modification	35	27	18	17	5	16	42	15	5	16
Behavioral Objectives	46	38	16	25	10	27	28	18	10	26
Using Local Resources & Comm.	42	16	18	21	10	24	6	9	57	16
Understanding Minority Cultures	7	6	2	2	5	8	8	9	14	0
Drug Education	40	26	6	27	20	46	39	12	33	21
Non-Graded Schools	11	13	16	6	5	11	8	15	0	16
Differentiated Staffing	18	18	14	13	2	14	11	12	5	21

*1 = Meetings/Programs Conducted by School Personnel
2 = College Courses and Workshops
3 = Visitations to Other Schools and Classrooms
4 = Committee Study
5 = State Department of Education Personnel
6 = Individual Research and Publications
7 = Educational Service Unit
8 = Professional Organization Activities
9 = Community School Exchanges
10 = Independent Agencies