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UNIVERSIDAD DEL VALLE DE GUATEMALA

Faculty of Education

A PROPOSED IN-SERVICE, TEACHER TRAINING PROGRAM

TO INCREASE TEACHER EFFECTIVENESS

CASE STUDY: "COLEGIO VALLE VERDE",

GUATEMALA CITY, GUATEMALA

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An investigative work presented to obtain  
the academic grade of Master of Science in  
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To my husband David Einar, son Marc Einar  
and my mother Marie



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## I. INTRODUCTION

The purpose of this paper is to develop a teacher in-service program that will result in the improvement of instruction at "Colegio Valle Verde".

This program is designed to advance teachers from one level of achievement to another. While trying to achieve the writer's goals and objectives it was most important to assess the entry skills of the learners by providing workshops with classroom reinforcement, evaluation and feedback. As a result of thorough investigations and research, two main types of skills assessments and needs have been identified and form the parameters for the conclusions and recommendations contained in this paper:

1. supervisor/administrator identified
2. teacher identified



## II. BACKGROUND

"Colegio Valle Verde", located in Zone 15, Guatemala City, Guatemala, is a bi-lingual, private school offering a complete program in both the English and Spanish language from grades 1-12. The school year is from January thru mid-October.

Since the school was established in 1967 its main goals have remained the same:

1. To provide the opportunity for students to obtain a bachillerato diploma in the Spanish language.
2. To provide the opportunity for students to obtain a High School diploma in the English language.

The primary and secondary school have a combined enrollment of over 900 students.

In order to receive a bachillerato diploma students must have five years of English language on the secondary level and successfully complete the curriculum in Spanish as set by the Ministry of Education throughout Guatemala.

The High School diploma requires that students complete a minimum of 13 credits from the English program and 11 credits from the Spanish program within a four-year period. Credits from the Spanish program are awarded for successful completion (passing grade of 60) of Mathematics, Science and Spanish language courses.

In order to meet the bi-lingual goals of this institution, instruction must be effective which requires the employment of high caliber teachers. This paper deals with only the English department which has a staff complement of 19 teachers, 2 supervisors and 1 administrator.

Presently, teachers hired at "Valle Verde" to instruct in the English program need only meet the minimal requirement of being a mature adult with a command of the English language. This results in obtaining a proportion of staff that have had little or no formal teacher training.

The reason for this hiring policy is based on the reality that few people graduating from Guatemalan teacher-training programs are bilingual in English and Spanish; foreign trained instructors, with English as first or second language are not readily available.

While employed at this school as English Coordinator of Primary School and then as Director of the English Program one of my responsibilities required that teacher preparedness and effectiveness be determined.

The existing procedures for evaluating teacher performance, in my opinion, were inadequate and the curriculum vitae of the teachers on file did not provide sufficient information on preparedness and motivation.

For this reason I devised a Teacher Profile Questionnaire, Annex A, to better determine preparedness/motivation and initiated the use of revised tools for classroom observations (Annex B) and setting of target goals (Annex C).

A review of the first round of classroom observations and an analysis of the Profile Questionnaires led me to conclude that while the teachers appeared to be enjoying their work they did not have the knowledge of how to affect changes either for self-improvement or in more effective use of teaching methodologies, better classroom management, and determining goals and objectives for presentation of material.

At this point I decided to review the in-service training program and how it had or could have aided the teachers in becoming more effective as educators.

I was advised that seminars or training sessions in selected areas had been given sporadically over the years but there had never been a formalized program and no evaluations were done as to their effectiveness in improving teacher skills. Moreover, teachers were not consulted when topics for seminars were discussed and decided upon by the administration.

Since I felt teachers should be given an opportunity to express their views and needs on continuing education/in-service topics I devised an In-Service Questionnaire for use in both the English and Spanish Departments. (Annex D)

All information was obtained within the confines of the working situation and could be used to affect change therein. The reasons for the investigations and tools contained in Section IV, METHODOLOGY and the FINDINGS, RESULTS, ANALYSIS and RECOMMENDATIONS, Sections V and VI follow the guidelines of Action Research.

#### Problem Statement

Due to the recognized lack of teacher preparedness, analysis of classroom observations and the objective review of in-service teacher questionnaires, it became apparent to even the most casual observer that teachers' instructional skills and classroom attitudes were lacking. Further that these deficiencies were not acknowledged by neither teachers nor administrative personnel. Most importantly, their willingness to accept change, led the writer to investigate, develop and propose herein, a formal in-service teacher training program for "Colegio Valle Verde" which, with appropriate modifications, could serve as a tool for similar programs in other comparable institutions.



### III. LITERATURE REVIEW

The purpose for conducting this literature review is to determine what specialists in the field of education have to say about in-service training with respect to change, short and long term results, motivation of teachers and how to go about determining their needs.

When considering in-service programs the main goal should be to provide the participants with the necessary knowledge, skills, examples, practical exercises and attitudes to help teachers affect the necessary changes. (1,7)

Thomas Calero in "Training and Continuing Education" (1,7) mentions change as having three major characteristics that must be acquired:

1. new learning
2. new skills
3. new point of view/attitudes

He does not suggest that by presenting these experiences to an audience that change will occur. He does state however, that when properly organized and managed, the participants will know what is necessary to be able to perform his/her assigned tasks with efficiency and effectiveness. (1,8)

The primary vehicle or catalyst of change is an in-service program. (6,47)

As a support service, in-service training is used to facilitate the use of new media or techniques. The result should be an improvement in instruction, preparation and presentation. (4,11-12)

Ben Harris, et.al. mention that innovative in-service programs can suffer several detractions:

1. These services tend to be intangible in their effect.
2. These services are intermediate and long-range in nature and do not easily prove their worth in the short-term.

3. These services disrupt (temporarily) the operation of the regular instructional program and are therefore often perceived as a nuisance. (4, 13)

It is felt by Ben Harris, et.al. that "immediate needs and demands get maximum response while long-range requirements languish in neglect". (4, 13) This hypothesis must be recognized and dealt with as a serious threat to efforts for the improvement of instruction. It is for this reason I propose that a means to measure long-term results must be included in an in-service training program. (Section VI, p.p. 38-9)

In-service training programs must be targeted on essential needs. Evaluations need to be cumulative and multidimensional. (4, 16)

The administrator, through lack of or careless planning of in-service programs, will find that peer norms will decline and new teachers' performance will be susceptible to a downward drift. (4, 105)

Catherinē Hughes also mentions the new teachers' need for in-service training as an instrument for continuing education. (5, -)

The American Association of School Personnel Administrators state that "in-service education programs are designed to assist the teacher with continued professional growth by keeping the teacher aware of new developments and means for implementation of curricular innovations". (8,338)

It has been noted by Ben Harris et.al. that many training programs are based on the trainers' satisfaction or convenience rather than on the trainees' goal-related needs. (4, 124)

Peter Oliva feels that casual, informal presentations can address goals and objectives of a particular nature as can highly structured, planned programs. The success factor lies in the following areas:

1. motivational level of teachers
2. administrative/supervisory leadership
3. financial resources (8, 395)

Quantity and quality are most necessary when considering the above, states Peter Oliva. (8, 395)

A training activity or educational program that does not make sense

to the teachers will not succeed, for they cannot be expected to respond, enthusiastically unless they use a reasonable relationship between the activity and their own needs. (6, -)

Thomas Calero defines a need as a lack of knowledge, skill, or attitude that prevents a teacher from giving a satisfactory job performance, or that interferes with his/her potential for assuming greater responsibilities. He also states that the teacher/s must want to improve in order for a program to succeed. (1,7-8)

I feel there is no more important element in the entire process of personnel development than an adequate determination of teacher learning needs. Adequate determination involves an understanding of needs as perceived by the teachers as well as by the supervisor/coordinator/director.



#### IV. METHODOLOGY

The principal methodology used in defining the objectives leading to the recommendations of this paper and objectively verifying indicators toward the assessment of these objectives being achieved was principally that of action research.

Through regular classroom observation the trained supervisor/administrator is in a position to identify the skills which teachers possess or those which need to be acquired, improved or developed. The observer can also research the educational and professional background of the teachers for clues as to which areas the observee may not have had exposure.

Teachers identify their skills or lack thereof through direct and indirect expression. The most predominant and valid forms of expression are the responses to a needs assessment questionnaire which was conducted in June and July, 1981 for the purpose of determining the teachers' expressed needs.

Consequently, in order to provide the supervisors/administrator with sufficient data to evaluate the effectiveness of the teachers and design a formalized in-service training program the following items were developed or revised and discussed with the teachers, by the writer, before they were implemented.

1. Teacher Profile Questionnaire
2. Teacher Observation and Evaluation Worksheets
3. In-Service Training Seminars, 1981
4. In-Service Needs Assessment Questionnaire

Findings, results and analysis of the Teacher Profiles, Observation and Evaluation Worksheets, 1981 In-Service Seminars, and In-Service Needs Assessment Questionnaires are contained in Section V.

A. Teacher Profile/Questionnaire

A four factor teacher profile/questionnaire was developed by the writer to obtain basic information on each teacher in the English program. The four factors included in the profile/questionnaire were:

1. Native Language
2. Level of Education
3. Experience as teachers
4. Reasons for teaching

Information for the first two factors was available in the teachers' files. Data for the last two factors was obtained from the teachers, through a questionnaire. (Annex A)

B. Teacher Observation and Evaluation Worksheets

In January 1981 new observation and evaluation techniques were introduced into the English department with an explanation given to the teachers.

From January to August, 1981 thirty-eight classroom observations had been made by the supervisors and administrator. Each observation consisted of the same class period for one hour during three consecutive days.

At the termination of the first set of observations teachers were asked to use the same standardized instrument as the observer to rate themselves. (Annex B) Conferences were used to discuss the similarities or differences between evaluators and evaluatees. At this point the teacher set target goals which he/she would attempt to obtain in a specified amount of time. (Annex C) The target goals were based on the items in the instrument which both respondents circled as a three or below.

C. 1981 In-Service Training Seminars

Through participation in master level courses in teacher supervision and administration, readings and two and a half years of practical experience as a supervisor/director I have identified, through observation and data gathering, specific teacher needs. A formalized needs assessment was not done at this point.

It was decided by the administration of the school to contract specialists in the fields of Group Dynamics and Reading. Two distinct seminars were presented in March and May 1981 respectively however, an evaluation of their effectiveness was not made.

In April, 1981 I designed and presented an in-service training seminar on Evaluation and Testing. Through my knowledge of teacher skills obtained from previous observations and a review of past teacher prepared tests I determined that the entry skills of the teachers were quite low and that a seminar geared to basic evaluation techniques would be appropriate. My main goals were:

1. To acquaint the teachers with the five criteria for constructing a test.
2. To introduce the necessary skills for developing a Table of Specifications before constructing an exam.
3. To acquaint the teachers with various forms of short answer items.
4. To create a desire for teachers to use varied short answer items.
5. To develop an awareness in the area of objective grading of essay items when used on an exam.

By attempting to achieve these goals I provided information to the teachers that could be used while preparing mid-year exams in May, 1981 and presented alternatives that would give objectivity to student observations and evaluations. (Annex E, Workshop Handout/Work Sheets)

The main short-term objectives were:

1. The participants would be able to identify the different types of short answer items by writing an example of each.
2. Given two essay questions the participants would be able to describe an objective evaluation using content, organization and process as criteria.

The long-term objective was:

The participants would be able to construct an objective evaluation instrument based on set criteria using a Table of Specifications.

D. In-Service Needs Assessment Questionnaire

The purpose of the needs assessment conducted during the months of June and July, 1981 was two-fold:

1. To evaluate the existing in-service program.
2. To determine teacher needs for a future program.

The assessment consisted of a questionnaire containing 10 Likert-type items and five open ended questions. The Likert items were designed to obtain responses about the following areas:

1. Practical professional benefit: future job possibilities, improvement of professional performance/effectiveness.
2. Curriculum: structure, flexibility.
3. General quality: standards, intellectual demand.
4. Scheduling

Questions 1-10 used a four point scale of agreement. One point was assigned to those questions which received strong disagreement. Four points were given to those that received strong agreement.

The open-ended questions asked the respondents to list and describe the present in-service training program strengths and weaknesses and to suggest possible or additional topics and improvements for a future training program. The teachers were also asked their preferences to workshop scheduling.

Nineteen teachers were given the questionnaire which received 95% participation. A sample questionnaire appears at the end of this paper. (Annex D )

## V. RESULTS, FINDINGS, AND ANALYSIS

### A. Teacher Profile Analysis

#### 1. Native Language

	English	*Spanish	Total
High School Teachers	5	6	11
Primary School Teachers	<u>1</u>	<u>7</u>	<u>8</u>
	6	13	19

31.5% of all teachers speak English as their first language.

68.5% of all teachers speak Spanish as their first language.

\* The teachers who do not speak English as their first language are considered to be bi-lingual.

#### 2. Level of Education

	College Degree	College Degree, Major in Education	Less Than College Degree	Total
High School Teachers	5	1	5	11
Primary School Teachers	<u>1</u>	<u>1</u>	<u>6</u>	<u>8</u>
	6	2	11	19

31.5% of all teachers have college degrees.

10.5% of all teachers have college degrees with a major in education.

58.0% of all teachers have less than a college degree.

#### 3. Experience As Teachers

Experience	High school	Primary	Total
0-2 years	4	3	7
3-5 years	2	4	6
6-8 years	2	-	2
9-11 years	1	-	1
12+ years	<u>2</u>	<u>1</u>	<u>3</u>
	11	8	19

36.8% of all teachers have 0-2 years teaching experience.

31.6% of all teachers have 3-5 years teaching experience.

10.5% of all teachers have 6-8 years teaching experience.

5.3% of all teachers have 9-11 years teaching experience.

15.8% of all teachers have 12 + years teaching experience.

The combined percentages show that 68.4% of all teachers have less than five years experience.

#### 4. Reasons For Teaching

The teachers were given four choices to rank in order of priority as to their reasons for teaching. All teachers did not rank each item. Following are the results:

##### Choice 1

Family Income Supplement

31.5% chose this as 1st. choice.

21.0% chose this as 2nd. choice.

5.2% chose this as 3rd. choice.

5.2% chose this as 4th. choice.

##### Choice 2

Personal Satisfaction

31.5% chose this as 1st. choice.

52.6% chose this as 2nd. choice.

0 % chose this as 3rd. choice.

5.2% chose this as 4th. choice.

##### Choice 3

Primary Source of Income

21.0% chose this as 1st. choice.

5.2% chose this as 2nd. choice.

0 % chose this as 3rd. choice.

0 % chose this as 4th. choice.

## Choice 4

Other. This was a write-in answer completed by the teachers. For this choice there were three responses as follows:

a. Provide a better education for own children.\*

5.2% chose this as 1st. choice.

5.2% chose this as 2nd. choice.

0 % chose this as 3rd. choice.

0 % chose this as 4th. choice.

\*When a teacher is employed at this school their children are automatically accepted as students with a 50% discount on charges.

b. Help Develop English Culture/Program.

5.2% chose this as 1st. choice.

0 % chose this as 2nd. choice.

5.2% chose this as 3rd. choice.

0 % chose this as 4th. choice.

c. Experience/Self-Development

0 % chose this as 1st. choice.

0 % chose this as 2nd. choice.

10.5% chose this as 3rd. choice.

0 % chose this as 4th. choice.

An analysis of the Teacher Profiles leads the writer to conclude that a high degree of teachers have less than a college education (58%) and less than five years teaching experience (68.4%). These are major considerations when determining teacher preparedness/effectiveness.

Through discussions with the teachers and previous observations, the writer would also suggest that while bi-lingual, seven of the thirteen native Spanish speakers need to improve their English language skills both in general conversation and classroom use.

While the views expressed under Reasons For Teaching (p. 13 and above) are in themselves not a valid criteria to judge teacher effectiveness it may provide a clue as to why persons apply for and are hired for teaching positions without having the necessary skills to perform

effectively. The lack of availability of trained teachers was discussed in the BACKGROUND section of this paper.

#### B. Observation and Evaluation Worksheets

After the first round of classroom observations were conducted the teachers and supervisors/administrator completed the observation sheets separately. The observee and observer then met to compare and discuss the responses.

In only two cases did the observee and observer have the same number on the scale marked which was a 2 (below average) or less. The higher self-ratings given by the teachers indicate that they are not aware of specific skills and methodology that should be utilized within a classroom.

Using the observation instrument, Annex B, the percentage of teachers rating a 2 or below by the evaluators follows:

Item #	Description	% of teachers receiving 2 or less
2	Organization of course content	42.2%
3	Preparation for each class	36.8%
4	Teaching Skill	31.5%
7	Discipline	42.1%
8	Instructional Objectives	68.4%
9	Originality of Approach	52.6%
10	Closure	78.9%
12	Evaluation	63.1%

All of the items of discrepancy deal with teaching effectiveness, Annex B, Part A.

I suggest that the low ratings given to the teachers have a direct relationship to the Teacher Profile Analysis included in this section (2. Education and 3. Experience).

89.5% of the teachers lack training in educational techniques and 68.4% have had less than 5 years teaching experience which are contributing factors to low teaching effectiveness.

Subsequently, the second round of classroom observations dealt only with the target goals set by the teachers. (Annex C)

Since March 1981 the two teachers who agreed with the observer that they were below average in the areas of evaluation and establishing objectives have achieved their goals. This was mainly due to the guidance given by the supervisors, seminars on the topics, and the determination of the teachers. At the close of the 1981 school year the remaining teachers were continuing work on their target goals.

C. 1981 In-Service Training Seminars

Since no formal evaluation techniques were used during the workshops on Reading and Group Dynamics my findings are subjective but worth mentioning.

Most participants appeared to be interested in the subject matter presented and oral participation was high. Casual conversation during breaks and at the end of the workshops revealed the teachers' enthusiasm. Most teachers spoke of ways in which they could incorporate the new techniques or information into their classroom presentations. It was also suggested by the teachers that more seminars in different areas be presented.

The seminar on Evaluation and Testing produced excellent short-term, measurable results. Each participant was able to successfully respond with 90-100% degree of accuracy to the objectives as exhibited by their work during the training session under my supervision.

The long-term objective was to identify a positive change in the written student evaluations or exams presented for review to me by the teachers.

When constructing their exams for June 1981 testing only one teacher (5.2%) used a Table of Specifications which ensured that objectives were set for the evaluation process. (Annex E, p. 1, Appropriateness) Validity, interpretability and usability (Annex E, p. 1) were easily defined by reviewing the items on the exams in comparison to the

curriculum and what was discussed in class as stated in the daily lesson plans.

It was not possible to measure reliability since the teachers had not developed a "bank" of reliable questions which could be used over several years.

Eight teachers used essay type questions and three of those teachers (15.8%) included their criteria for objective evaluation in a statement to the students.

All teachers (100%) used a format which included at least four varied types of items (multiple choice, matching, two-choice classification, completion, short answer or true-false).

While the long-term objective was successfully met in using a varied format for instrument construction I was not content with the results of setting objectives for tests or in objective evaluation of essay type questions.

Prior to the two other 1981 workshops and what I had presented, sporadic in-service training seminars at this school have been provided. Since English Program Administrators have changed and no recordable evaluations were made as to the effectiveness of the previous in-service training it is impossible to determine whether or not they aided in improving teacher effectiveness.

D. In-Service Needs Assessment Questionnaire

During the month of August, 1981 I tabulated the responses to the questionnaire which follows.

Likert Items 1-10

Practical Benefit

Three items dealt with the practical benefit of an in-service program on two dimensions: facilitating future employment and improvement of performance and effectiveness.

Items.

1. A comprehensive in-service program would help me obtain a specific position in the future.
3. An in-service program will help to improve my professional performance.
10. Teachers should participate in all in-service workshops offered by the school when they are general in scope or are geared to the areas in which they are teaching.

The mean ratings for the above items follows.

Employment	Performance/Effectiveness	
Item 1	Item 3	Item 10
3.05	3.66	2.94

An average of 83.8% of the teachers responding to the questionnaire felt that an in-service training program would be beneficial to facilitate future employment possibilities and help improve performance and 73.2% felt that teachers should attend workshops, when offered. The slight difference can possibly be contributed to the fact that teachers do not always have the time to attend in-service seminars especially if they are presented after school hours. This hypothesis can be checked by an analysis of Item 9.

#### Curriculum

Two items dealt with the curriculum in terms of the following: flexibility to cover many areas and the structure/selection of workshops.

Items.

2. A teacher in-service training program should cover many areas.
7. The teachers' expressed needs should be the primary factor when developing an in-service program.

The mean ratings for Curriculum follows.

Curriculum	
Item 2	Item 7
3.4	3.2

The high percentage of teachers agreeing with Items 2 and 7

(85% and 80% respectively) indicate that they feel they should play a prominent role in determining what workshops need to be and should be offered, encompassing a broad range of topics.

#### General Quality

In this survey, general quality refers to the overall rating of the existing in-service training program, as well as to responses on standards of written and intellectual demands. The items pertaining to these issues were the following:

##### Items.

4. The in-service workshops given during the 1981 school year have been adequate to meet my needs and aid in professional development.
5. An in-service training program should require, from the teachers, the completion of special assignments.
6. In-service workshops/seminars should be an intellectual challenge.

The mean ratings for general quality are:

General Quality		
Item 4	Item 5	Item 8
3.0	2.8	3.0

75% of the teachers felt that the program, as it exists, provides adequate training for professional development (Item 4) and the necessity for seminars/workshops to provide mental stimulation (Item 8).

Although 75% is an acceptable response when discussing adequacies, I aim for a higher, positive percentile rating and mean score. The manner in which this can be achieved is discussed under RECOMMENDATIONS, Section VI, pp. 30-4. I also submit that the 75% positive response to the proposition of providing an intellectual challenge should be raised.

While almost three-fourths of the teachers (70%) felt that special assignments should be included during a workshop (Item 5) it appears that 30% feel that solely by attending a seminar their professional capabilities will be increased. I submit that one possible

reason for this attitude is the likelihood of creating a threatening situation ie. comparison of ones completed assignments and methodology/ techniques with those of their peers. This conjecture is based on first hand observations of teachers and the data that 68.4% have less than five years teaching experience and only 10.5% have had training to become teachers.

### Scheduling

Two items dealt with scheduling addressing the questions: where and when.

Items.

6. In-service training given at the school is more convenient for me than attending those given outside the school.
9. I am able to participate in in-service training after school hours because my time schedule is flexible.

The mean rating for scheduling follows.

#### Scheduling

Item 6	Item 9
3.5	1.8

While 87.5% of the teachers agreed that in-service seminars should be held at the school (Item 6) only 45% stated that they would be free to attend such workshops after school hours (Item 9).

Item 9 bears a direct relationship to Item 10 (Practical Benefit) and confirms the hypothesis that these teachers do not have a great amount of spare time to attend in-service training seminars after hours and that attendance at this time should not be mandatory unless teachers could make prior arrangements to attend.

### Open Responses

Items 11 and 12 dealt with the strengths and weaknesses of the existing in-service training program, respectively. For the purpose of this paper, where applicable, I have grouped the responses to these

items into the same categories as the Likert responses and present a sample of the comments. Some respondents listed several strengths and weaknesses while others mentioned only one or none at all.

Items.

11. Please list several strengths of the present in-service program. Add as much detail as you wish on the back or on separate paper.

Sample Comments	Total Number of Teachers' Comments
<b>Practical Value</b>	
general statements of	6
sharing of ideas	3
aids in teacher organization	1
aids in professionalism	5
helps provide teacher motivation	1
helps improve English Program	<u>1</u>
	17
<b>Curriculum</b>	
based on needs	4
preparations/deliveries well done	<u>5</u>
	9
<b>General Quality</b>	
shows interest of Administration	<u>1</u>
	1
<b>Scheduling</b>	
given release time	<u>1</u>
	1

The responses to Item 11 showed the teachers felt that a high degree of practicality is assigned to the present program. All of the comments relate to providing a means to improve performance and effectiveness. This is a strong basis on which to re-design the future in-service program.

Although nine respondents mentioned the curriculum only four teachers commented on the seminars' ability to meet their needs. This aspect will be dealt with in more depth under Items 13 and 14 which asked for areas of interest for future workshops and specific recommendations will be made under Section VI. Preparation and presentation of the 1981 workshops were noted by five teachers as having been well done. These comments on curriculum indicate that a proportion of teachers are aware of the necessity of having workshops geared to their needs and the importance of preparing and organizing seminars.

Since only one teacher addressed his/her comment toward the area of general quality it appears that in the past teachers have not considered the standards set or intellectual demands as playing a major part in in-service training.

Three formal training workshops were offered during the 1981 school year one of which was presented during release time. The respondent who mentioned scheduling felt that this release time for attending the seminar was a major strength of the program.

Item.

12. Please list several weaknesses of the present in-service program. Add as much detail as you wish on the back or on separate paper.

The teachers responding to this item mainly geared their comments toward the areas of curriculum and general quality. Three respondents mentioned scheduling.

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Sample Comments	Total Number of Teachers' Comments
Curriculum/General Quality	
few areas covered/not enough presentations	12
not enough structure	2
too general in scope	2
too theoretical	1
didn't hold interest	1
some teachers didn't take them seriously	3
no teacher survey on needs	2
lack of follow-up activities	<u>1</u>
	24
Scheduling	
interferred with other committments	<u>3</u>
	3

Twelve teachers felt that more workshops should be offered and two considered that a needs assessment is necessary to determine areas to be presented both to gain and keep interest. I submit the reasons that one teacher expressed lack of interest and three teachers commented on lack of committment by others was due to:

1. failure to conduct a needs assessment
2. a small percentage of teachers do not feel the necessity for increased professionalism.

The remaining responses dealing with curriculum and general quality appear to reflect personal preferance in the style of organization/presentation of a learning situation.

Once again lack of free time is mentioned under the comments on Scheduling.

Items 13 and 14 dealt with areas of interest. These items were specifically used to help determine what workshops should be recommended for presentation during the 1982 school year.

Item.

13. List eight(8) areas of interest which when developed and presented could aid in your self-improvement as a teacher.

Five specific areas of teaching techniques were mentioned. In all responses the teachers commented that they wanted ideas on specific methodologies to present or develop the material to be covered in their classes.

Teaching Techniques	Total Number of Teachers' Comments
1. Grammar	7
2. Social Studies/Science	4
3. Reading/Comprehension	7
4. Oral English	2
5. Phenology	<u>2</u>
	22

- Eight other varied areas of interest that were most frequently mentioned were:

Varied Areas of Interest	Total Number of Teachers' Comments
1. Developmental/Child Psychology	8
2. Behavioral/Control Problems	8
3. Evaluation Techniques	7
4. General Teaching Methodologies	7
5. Lesson Plan Development	6
6. Educational Psychology	3
7. Motivational Techniques	3
8. Individualized Instruction	<u>3</u>
	44

Item.

14. List five (5) of the above mentioned areas in order of priority.

Item 14 was designed to identify five areas of major interest that the nineteen teachers have in common. A breakdown of the responses follows.

Five Areas Most Often Chosen	Total Number of Teachers' Comments
1. Developmental/Child Psychology	7
2. Evaluation Techniques	7
3. General Teaching Methodologies	5
4. Social Studies/Science Teaching Techniques	4
5. Behavioral/Control Problems	4
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 27

Individualized instruction, motivational techniques and lesson plan development each were mentioned three times by respondents.

An analysis of the responses to Items 13 and 14 prove that the teachers at this school do not have a general background in the field of education since the areas of interest and need most often mentioned are covered in basic education courses on the undergraduate level. This is supported by the data previously included in this section p. 12, Education.

Item.

15. A successful in-service training program should be continuous throughout the school year. The best time and day/s for me to participate would be:

Since primary teachers are hired to work from 8:00 a.m.-3:00 p.m. and secondary teachers work from 8:00 a.m.-10:30 a.m. I have grouped their responses to Item 15 accordingly.

Primary Teachers	Total	Secondary Teachers	Total
Tues., Thurs. 4:30-6:30	2	Weekdays, 10:30- 12:00	9
Tues., Thurs. after 3:00 Twice a week at lunch	2	Release Time	1
Mon., Wed. 3:00-4:00	2	Weekdays, 4:00-7:00	1
Saturday morn.	<u>1</u>		
	8		<u>11</u>

The primary teachers have varied times when they would be free to attend in-service workshops. By verbally questioning the teachers I was advised that all eight teachers are employed as tutors on specific days after school hours.

Only one secondary teacher has a full time job when he leaves Valle Verde. For this reason the teachers are free to attend workshops when classes are finished for the day.

This survey was meant to define teacher identified needs, complement the periodic classroom observation and compare the administrator identified needs with those of the teachers to improve in-service training and the professionalism of the teachers. In general the present program appears to be perceived by the teachers as at least adequate.

The teachers were basically in agreement that in-service workshops serve a practical benefit, more seminars should be presented, and a more flexible schedule should be offered. They also noted that when identifying topics to be included in a seminar that their expressed needs should be a primary factor.

The tabulations and analysis of the survey was presented to the teachers at a formal meeting held in October, 1981. An open discussion followed at which time I noted the teachers' comments. A general synopsis follows.

Teachers were in agreement that continuing education viz-a-viz in-service training should take place in order to improve professionalism. Several teachers admitted their lack of preparedness as educators and hoped that by attending future workshops their skills would be expanded.

The teachers expressed their appreciation to the administration for taking their expressed needs/suggestions into account when planning the 1982 in-service program. Two teachers commented that although they had areas of interest which they would enjoy expanding they felt their supervisors were more qualified to determine their inadequacies in the classroom.

A comparison of teacher identified needs, as reported by the In-Service Needs Assessment Questionnaire, and supervisors/administrator identified needs (p. 15 ) as well as direct and indirect expression of needs were discussed. We felt there was a direct relationship between the two and that as many areas as possible, aimed at the improvement of instruction, should be included for 1982 presentations.

Scheduling was debated and although ideal it was decided that in-service seminars would not be able to be given only during release time. Teachers stated they would try and make arrangements to attend after school workshops if advance notice was given.

## VI. SUMMARY AND RECOMMENDATIONS

The persons most likely to be aware of unsatisfactory work performance are the administrators, supervisors or department heads. They are in advantageous positions to observe needs for training and personnel development in terms of measurable indicators and derive their judgements from at least three sources:

1. Their observations of day-to-day work relationships or work results.
2. Their assessments of the probable consequences of changes, both planned and unexpected.
3. Their review of various records and reports that reflect aspects of teacher performance. (1,11)

My readings, attendance in teacher administration/supervision courses and classroom/administrative experience lead me to suggest that there are two main ways to express learning needs: direct and indirect.

### A. Direct Expression of Learning Needs

It is perfectly possible for teachers who wish to learn something to simply say so. Or they may ask questions that indicate their desire to learn, or may give answers that show their need. A teacher may indicate his/her need indirectly by his/her inability to answer questions concerning a general or specialty area in which he/she is working.

A direct expression of need has, inherent in it, a vital element for educational programming--the person's readiness for, and interest in, learning. Full advantage should be taken of this readiness.

Poor end results of job performance is another kind of direct expression of learning needs. Such indications of failure should

first be examined from the standpoint of learning needs. Ben Harris, et.al. state that the use of competencies as descriptions of performance or anticipated performance has value. (4,114) The administrator or supervisor involved should be concerned with what observation results show about his/her attention to job training, rather than with immediately fixing the blame for the inadequate performance.

B. Indirect Expression of Learning Needs

Frequently, certain teachers will say that others need to have new learning experiences or to change their behavior. These types of comments usually deal with the quality of job performance and although subjective, should be examined for clues to problems in work relations.

Peers may provide useful clues to teacher learning needs. Parents and students, through their complaints and suggestions, provide yet another perspective on ways in which employee performance may need to be improved. However, let us not forget that students and parents may not be completely objective in their observations.

In ranking the primary reasons for working at "Colegio Valle Verde" (p.p. 13-14) 63.1% of the teachers responded that they were working for other reasons than personal satisfaction. This suggests that due to their proficiency in the English language, these teachers feel they are capable of providing a learning experience to those students with whom they come in contact. Although I am sure the teachers at this school are able to instill in their students a desire for learning I feel that the teachers' skills as guides are not developed to a maximum degree of proficiency.

From the information provided in the items on Native Language, Level of Education, Experience, Reasons for Teaching, Observation/Evaluation Worksheets, Evaluation and Testing Seminar, and the In-Service Needs Assessment Questionnaire analysis, it is suggested by this administrator that a well defined, in-service training program is needed and will help to improve instruction and teacher effectiveness.

Administrative responsibility is stressed by Catherine Hughes when she discusses successful in-service programs. (5,-)

For an in-service program to succeed and achieve its major goal, improvement of teacher effectiveness, specific preparations and considerations need to be made by the supervisors and administrators.

I propose that the five following areas must be addressed:

1. programming and scheduling
2. expenditure approval
3. contacting/contracting consultants
4. participant advisement
5. seminar/teacher evaluation

The recommendations which I submit in the above areas, for "Colegio Valle Verde", are based on the 1981 In-Service Needs Assessment Questionnaire and 1981 supervisor/administrator observed identified needs both discussed previously in this presentation.

#### C. Programming and Scheduling

In order to stimulate, increase and keep the interest of participants of in-service training seminars to a high degree the trainees must be included during the decision making process of curriculum development.

The easiest manner to accomplish this goal is to place major emphasis on the direct and indirect expressed needs of the trainees. A minor emphasis must be given to the determined needs as identified by the supervisors and administrator if the needs bear no relationship to those of the participants. However, the minor emphasis should be included when developing yearly programming for workshops.

In a personal interview with Ms. Dianne Holsapfel, Educational Specialist/In-Service Training, Broward County Public School System, Florida, in July, 1981, she informed me that this school system sets aside two school days for teacher workshops **per** year which they must **attend**.

While this system of scheduling works well for Broward County the teachers at "Colegio Valle Verde" have unique problems, as discussed in the analysis of the In-Service Training Needs Assessment Questionnaire, which must be considered when planning workshops and a yearly schedule.

1. lack of basic education courses
2. lack of flexible after school free time

It is necessary to plan workshops at the beginning of the school year which will address:

1. techniques in establishing objectives for lesson plan development
2. teaching methodologies
3. student evaluation procedures

These three areas were mentioned by the teachers on the needs assessment questionnaire as having a priority in self-development.

During the 1981 school year supervisors/administrator identified needs fell primarily in the area of teaching effectiveness (p. 15). Such skills as organization, preparation, introduction, and closure should be included in a workshop on Goal and Objective Identification.

A workshop on Teaching Methodologies will present to the new instructors a variety of alternatives which have been proven successful to varying degrees when used in the classroom. The seasoned teacher will also benefit from this presentation since oftentimes those who have been in a profession for many years have a tendency to use specific techniques that do not vary from day to day. This workshop will aid all teachers in the areas of originality of approach and teaching skills which were also identified as needing improvement by the supervisors/administrator (p. 15).

The seminar on Evaluation will be a review and reinforcement of techniques presented during the 1981 school year and should stress tables of specifications, essay construction and developing a "bank" of reliable questions for short answer use. This workshop will aid in producing long-term results in improving teacher effectiveness as

as an evaluator. Both teachers and supervisors/administrator identified evaluation techniques as having a high priority for development and presentation.

The teachers at "Colegio Valle Verde" begin their work year one full week before the arrival of the student body. It is during this time that these aforementioned seminars will be presented. I recommended, in October, 1981, that professionals be contacted and arrangements made so that the workshops could be held during the mornings of Wednesday, Thursday and Friday of the first week of work. It was recommended that attendance be mandatory.

The school year is divided into two semesters or four quarters, each quarter consisting of eight 5 day weeks of class time. At the termination of the first quarter I recommend that an after school workshop be presented combining the high interest areas of Child Psychology and Behavioral/Control Problems. This workshop must be presented in two sessions: to the high school teachers from 10:30-12:30 and to the primary teachers from 3:30-5:30. Teachers who have after school tutoring jobs can make arrangements to attend the session if a minimum of two weeks notice is given with a reminder placed on the teachers' bulletin board in the English office.

Primary teachers will be especially tired after working a full day and it is for this reason I chose an area in which teachers expressed a deep interest.

At the end of the first semester, one week is set aside for subject matter review and one week for formal testing. I recommend that Friday of review week the students be given a day for home study while the teachers participate in in-service training at school. Both groups of teachers should plan on attending the workshops from 8:30-12:00.

A sign-up sheet should be posted a month before the workshops indicating that the teachers choose two areas in which they feel their attendance would benefit their professionalism. Choices in specific

teaching techniques, as mentioned on the In-Service Needs Assessment Questionnaire are in the areas of:

1. Grammar
2. Social Studies/Science
3. Reading/Comprhension
4. Oral English
5. Phenology

The two most oftentime mentioned will be presented. The first from 8:30-10:30, the second from 11:00-1:00. Depending on the tally of responses it might be possible to offer four workshops, two running concurrently thus, the chances are increased that all teachers could receive training in their two areas of interest.

In July of each year standardized tests obtained from the United States are administered to the entire student body.

I recommend that several weeks prior to testing an informal session be given to all new teachers at which time objectives, administration, interrpretation of stanine, standard score and grade equivilents and use of results can be addressed. This session will hopefully put the teachers at ease and eliminate the threat of an unknown experience.

Besides the formal in-service sessions I also recommend that supervisors spend time with all new teachers at the beginning of their employ giving an orientation on school policies and holding a discussion on the books which will be used and the benefits one can derive by carefully reading the teacher editions. There are many good examples of class presentation, lesson development and extra projects of which the new teacher might not be aware if they don't know how to correctly use the teacher editions.

Peer teaching is another form of in-service training which can perform a service to both new and seasoned teachers and can take place throughout the year on a personal scheduled basis. Most teachers have specific subject matter areas in which they excell or are deficient as guides to learning.

When either an expressed teacher need or administrative identified need is noted a schedule should be set up so that the teacher can observe classes of their peers who have a talent in the deficient area. This process can stimulate new ideas and interest for those in need and at the same time give recognition to those who have been asked to demonstrate their skills.

Administrative planning is necessary for this system to run smoothly. One period each day for three consecutive days can be planned for observations. It is necessary to have the observing teacher's classes covered either by supervisors, substitutes or when the students are involved in non-academics such as music, art or physical education.

While these recommendations for Programming and Scheduling are valid for the 1982 school year based on teacher/supervisor/administrator identified needs in 1981 it is necessary to conduct a yearly end of school needs assessment to determine possible new areas of teacher interest.

My final recommendation in this area is that all planned workshops should be given on site however, teachers must also be encouraged to attend "out-service" workshops/seminars.

#### D. Expenditure Approval

The primary school supervisor has one year experience in her position and a general knowledge of educational practices, procedures and techniques. The secondary school supervisor while new to this position has over thirteen years experience as a teacher and a masters degree in Supervision and Administration in Education. The two supervisors should be able to lead seminars in a variety of areas however specific topics such as Child Psychology and Behavioral Problems/Control will necessitate the employment of an expert in these specialized areas. Appropriation of money is not necessary when utilizing resources from within the school.

There has been no formal budget for in-service training. In the past verbal request by the school administrator to the Director of Finances was made for funds to employ "outside" specialists. I

recommend this procedure be formalized through the submission of a short form to obtain approval of expenditures. (Annex F)

A preliminary investigation must be done by the administrator to determine who is available to lead a specific workshop and what fees would be charged before formal expenditure approval is sought.

E. Contacting/Contracting Consultants

Contacting and contracting consultants or area specialists can be time consuming. For this reason I recommend consultants which will be required at the beginning of the new school year be contacted no later than November or at the close of the present school year.

When discussing the needs of the teachers with the specialists attention must be given to the background of the participants in regard to the topics to be covered. This will help the consultant in planning the level of instruction.

If after a period of instruction the specialist or leader of a workshop finds that many of the participants have not achieved the terminal objectives, some indication of entry skills will help him/her decide whether this result was due to poor planning and instruction or inadequate participant preparation (entry skills).

I recommend that as part of the contractor's responsibilities he/she submit a workshop outline to the administrator. (Annex G) Seminar leaders from within the school should also prepare an outline.

Two weeks before the seminar is to be presented it is the responsibility of the administrator to re-contact the consultant so that he/she will be reminded of the date and time of the workshop. This will alleviate any possible confusion and insure a smooth running workshop. At this time the workshop outline should be submitted so the administrator can prepare the participants for the seminar.

F. Participant Advisement

It is necessary to prepare the participants for the specific workshops. This preparation requires some form of communication. Since the sessions will be held at school it is relatively easy to call the teachers together for a preview or to provide them with a written description, or both. Questions about the content, format, and seminar leader should be encouraged, as should discussions on teacher responsibilities in the areas of attendance and in-put.

The objective of describing and discussing a seminar prior to its presentation is to help bring participants' expectations and actual workshop plan into closer alignment. (1,149) This can be done up to a week before the workshop commences.

G. Seminar/Teacher Evaluation

When using evaluation in an educational setting, the purpose is to determine the value of a training or educational activity. The value/s can be measured by the trainees or program participants, the instructor or group leader or by supervisors or administrators who are able to observe the participants in a classroom setting. (1,221; 8,135)

The evaluators place value on the learning experience from a particular point of view. The participants usually stress whether or not the workshop was prepared and organized well, pertinent to their needs and if it will help them in their own work. Group leaders and instructors tend to look for positive changes in knowledge, skills, or behavior of participants both during and after the training session. These would be noted in formative and summative evaluations. The supervisors and administrators generally place value on improved job performance, both short and long-term. (1,221)

An evaluation system which has been developed and put into effect can be of great importance when proposing additional workshops and seminars. A review of previous evaluations will indicate that certain methods, materials, instructors, and schedules are more likely to produce effective results than are others.

An ongoing evaluation system will provide a consistent criteria with which the evaluators will become familiarized. "It does not make sense to evaluate anything without first setting some sort of standard" (4,290) The lack of this type of system was evidenced by the responses made by the teachers in Section V, In-Service Training Needs Assessment Questionnaire, Item 5, p.p. 19-20.

An evaluation of an in-service training seminar by the participants may be a learning experience as well. It can provide a structured ending to the learning activity, in which each participant reviews and summarizes his/her main impressions of the workshop. This exercise increases the probability that the teachers will remember what they have learned and will apply it in the classroom.

John Calero states that there are a variety of methods which can be used for participant short-term evaluation purposes. They include checklists, rating scales, questionnaires and inventories, tests and quizzes, and observations. (1,226)

My analysis of Item 5 in the In-Service Training Needs Assessment Questionnaire suggests the reason over 25% of the teachers do not feel extra work should be included during workshops is that they would be placed in a threatening situation. This conjecture is supported by John Calero. It is interesting to note that he submits that tests, quizzes, and observations of performance by peers, instructors or supervisors during a workshop may create an atmosphere of resentment and instil fear in some participants if they anticipate that their behavior will be made a subject of discussion or if test results will be used to reward or punish them in their work. (1,241)

This same topic is approached by Peter Oliva who states that in-service training programs can be designed to help teachers evaluate their own performance in a relatively threat-free environment by providing open discussion and self-analysis. (8,324)

The reasons stated by John Calero and Peter Oliva reinforce my recommendation for participant advisement and the need for establishing a threat free atmosphere if short-term, summative teacher evaluation results are to be valid.

Up to the close of the 1981 school year teachers were not provided with a guide with which to evaluate in-service workshops. I recommend incorporating a worksheet, refined by the writer for "Colegio Valle Verde", which is used by the Broward County, Florida, Board of Education. (Annex H)

When staff evaluations are tabulated by the school administrator he/she should summarize the evaluations and convert them into percentages. (Annex I ) This information will be quite valuable for use when programming future workshops and to determine whether the needs of the teachers were addressed and if the objectives of the workshop were met.

To determine the mastery of the learning objectives it is necessary to measure the observable behavior in relation to the tools (in-service/out-service training) utilized and the time frame of proficiency desired states Robert Gagne, et.al. (3,309) It is also necessary to determine whether in-service training based on teacher and administrator defined needs will improve instruction and effectiveness on a long-term basis.

One of the most reliable methods to measure improvement of instruction in relation to in-service training is the classroom observation. Overall observations need to be made in the early part of the school year (Annex B , Worksheets) while observations based on specifics or target goals (Annex C , Worksheet) must be more regular and throughout the year. A comparison of target goal progress before a workshop and again several months later will be a major factor in determining if instruction has improved and long-term results achieved. Since target goals are set by mutual agreement of teacher/supervisor the needs as expressed by the teachers in the survey will be much the same thus, observation before and after in-service training will produce a valid comparison.

Stella Minturn and Signe Froberg support this premise when they describe methods of evaluating teachers after in-service training.

They suggest that classroom observations be made to evaluate the use of the skills the teacher had learned during training. (7,-; 2,-)

For long-term evaluation purposes a check-list could also be developed based on the specific tasks and skills which were presented during the workshop. (1,226) While this method is certainly a valid tool for measuring teacher implementation of course content it is not readily adaptable to a comparison of "before" and "after" performance or improvement of instruction. Thus, a continual observation process must be used to determine mastery of target goals and workshop objectives on a long-term basis.

Formative evaluation was used when collecting information about the present in-service procedures and while designing the projected program. It resulted in new considerations, decisions already made and decisions that will need to be made in the future. Once the program has been implemented, (projected for 1982), all information which is gathered can be viewed as feedback for the instructor, participants and supervisors/administrator.

Summative evaluation will be able to measure the instructional outcomes for the whole program and for specific workshops. When evaluating outcomes the summative evaluation will answer three questions:

1. How many terminal objectives did each participant achieve?
2. What proportion of the participants achieved each terminal objective?
3. Which instructional procedure should be retained for the next time and which should be modified?

The English teachers at "Colegio Valle Verde" have indirectly, through an analysis of Teacher Profiles and Classroom Observation/Evaluation Worksheets, and directly, through responses to the In-Service Needs Assessment Questionnaire, expressed a need and desire to continue their education.

Thomas Calero and Peter Oliva both mentioned the teachers' want and need to improve in order for a program to be successful. The areas in which the teachers feel workshops should be offered are the areas where more chance for success is likely to occur. (1,8; 8,395)

The purpose of "continuing education" or in-service training is to provide the participants with new skills and attitudes that will result in becoming a more effective teacher. Specialists in the fields of education, as discussed in the LITERATURE REVIEW, support this statement. They also go further by saying that with positive attitudes on the part of teachers/administration and a well defined in-service program the teachers will become more effective.

This study has not evaluated the benefits derived from an in-service training program at "Colegio Valle Verde" but proposes that the formalized in-service training program, as developed in this presentation, will increase teacher effectiveness.

Once the proposed in-service program is put into effect further research and evaluation procedures can prove if the teachers' effectiveness has been improved.



## VII. WORKSHOP MODEL

In preparing an in-service program three areas must be addressed:

1. Input
2. Process
3. Output

Through data obtained from teacher profiles, supervisors/administrator observed needs and teacher identified needs (input) in-service training will be designed and offered (process) which will result in improved teacher effectiveness (output).

The "input" phase was discussed in Section IV and V. "Output" and the means to be used for workshop/teacher evaluation is found in Section VI . An example of "process" is covered in the following model which is meant to be used as a guide by future instructors/group leaders and the administration when designing in-service training seminars.

The 1981 supervisors and administrator identified 68.4% of the teachers lacking in the skills of defining objectives for instruction (p.15 ) and the teachers expressed interest in this area, Items 13-14 of the In-Service Training Needs Assessment Questionnaire, Section V, p.p. 24-5. The ability to identify and state objectives when developing lessons, introducing and presenting subject matter, and constructing evaluation procedures, in my opinion, is one of the most important skills that a teacher must possess. For these reasons I have chosen Goal and Objective Identification as a sample workshop for the proposed in-service training program.

This workshop is general in scope and can be used in future years for new teachers or be expanded for follow-up sessions that may need to be presented during the academic year.

Annex J includes the Workshop Model, Worksheets and Handout Sheets for the above mentioned sample.



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ANNEX A

Teacher Profile Questionnaire

TO: Primary and Secondary English Program Teachers.

FROM: Director, English Program

INSTRUCTIONS: Please complete the following two items and return to the English Office no later than April 17, 1982. You need not sign your name.

1. Please check the appropriate box which indicates the number of years you have been teaching.

0-2 yrs.

3-5 yrs.

6-8 yrs.

9-11 yrs.

12+ yrs.

2. Rank the following (1-4) as to your primary reasons for teaching at "Colegio Valle Verde".

\_\_\_\_\_ family income supplement

\_\_\_\_\_ personal satisfaction

\_\_\_\_\_ primary source of income

\_\_\_\_\_ other (explain) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



ANNEX B

Teacher Observation/Evaluation Worksheets

NAME OF TEACHER BEING OBSERVED \_\_\_\_\_ CLASS \_\_\_\_\_ DATE \_\_\_\_\_

EVALUATIVE LEVEL CODE:

- 5-Superior
- 4-Above Average
- 3-Average
- 2-Below Average
- 1-Poor

A. TEACHING EFFECTIVENESS

1. Competence in teaching field	<u>1</u> <u>2</u> Knowledge of subject needs improving	<u>3</u> Average knowledge of subject	<u>4</u> <u>5</u> Has strong mastery of subject
2. Organization of course content	<u>1</u> <u>2</u> Lacks direction; planning seems vague	<u>3</u> Organized as per course objectives	<u>4</u> <u>5</u> Very well organized; shows thorough planning
3. Preparation for each class	<u>1</u> <u>2</u> Not enough preplanning; too much wasted time	<u>3</u> Activities well planned	<u>4</u> <u>5</u> Definite evidence of excellent planning
4. Teaching skill	<u>1</u> <u>2</u> Classes are not stimulating, student interest appears low	<u>3</u> Teaching procedure seldom changes; interest average	<u>4</u> <u>5</u> Produces steady interest; creates desire to learn
5. Individualized instruction	<u>1</u> <u>2</u> Same content and activities planned for all students	<u>3</u> Some evidence of planning for various levels	<u>4</u> <u>5</u> Students working at their own pace, with supervision. Enrichment work and pursuance of advanced topics in evidence.
6. Student-Teacher interaction	<u>1</u> <u>2</u> Discussions ramble and sometimes without purpose; little pupil participation student-teacher rapport poor	<u>3</u> Questions rather routine. Average pupil participation student-teacher rapport good	<u>4</u> <u>5</u> Questions challenging; discussions interesting, high degree of pupil participation, student-teacher rapport excellent
7. Discipline (learning environment)	<u>1</u> <u>2</u> Students constantly talking; confusion in classroom hampers instruction. Poor learning environment	<u>3</u> Students generally follow instructions. Distractions seldom interfere with instructional environment.	<u>4</u> <u>5</u> Students always working; or attentive. Good learning atmosphere and environment

- |                             |   |  |  |
|-----------------------------|---|--|--|
| 8. Instructional Objectives | <u>1</u> <u>2</u><br>Given too hurriedly; vague and sometimes unreasonable or indefinite    | <u>3</u><br>Usually adequate and understood                  | <u>4</u> <u>5</u><br>Students clearly understand objectives and know what is desired                       |
| 9. Originality of approach  | <u>1</u> <u>2</u><br>Instructional pattern seldom changes; new ideas seldom tried           | <u>3</u><br>Some evidence of new approaches                  | <u>4</u> <u>5</u><br>Demonstrates unusual creative ability and awareness of new subject field developments |
| 10. Closure                 | <u>1</u> <u>2</u><br>Class ends abruptly with the bell, no plans for continuity             | <u>3</u><br>Some carry over from one day to the next         | <u>4</u> <u>5</u><br>Students clearly understand what is expected and have a goal for future classes       |
| 11. Classroom Management    | <u>1</u> <u>2</u><br>Student care of school property poor. Classroom untidy and unorganized | <u>3</u><br>School property and classroom appearance average | <u>4</u> <u>5</u><br>School property respected by student; room neat or used purposefully                  |
| 12. Evaluation              | <u>1</u> <u>2</u><br>Evaluation results not always used purposefully; too few evaluations   | <u>3</u><br>Average evaluation and use of results            | <u>4</u> <u>5</u><br>Tests and other criteria used very effectively; results used in planning              |
| 13. Attendance Register     | <u>1</u> <u>2</u><br>Register returned for correction; 6-10 times, 4-5 times                | <u>3</u><br>3 times  | <u>4</u> <u>5</u><br>2 times, 0-1 times  |

**B. PERSONAL QUALIFICATIONS**

- |                        |   |  |  |
|------------------------|---|--|--|
| 1. Emotional Stability | <u>1</u> <u>2</u><br>Is upset easily; has problems with unusual classroom situations                | <u>3</u><br>Generally even-tempered; can cope with most unusual classroom events       | <u>4</u> <u>5</u><br>Unusually calm and collected; takes most unusual class situations in stride |
| 2. Judgement           | <u>1</u> <u>2</u><br>Sometimes makes very poor decisions some problems intensified by poor handling | <u>3</u><br>Generally uses good common sense in making decisions and handling problems | <u>4</u> <u>5</u><br>Decisions and action are exceptionally appropriate                          |

- |                         |  |   |  |
|-------------------------|--|---|--|
| 3. Initiative           | <u>1</u> <u>2</u><br>Avoids extra duties; minimum planning and classroom effort  | <u>3</u><br>Handles average share of extra duties; exhibits some extra planning and interest in students              | <u>4</u> <u>5</u><br>Seeks extra duties; puts extra effort in planning and classroom work. Eager to help individual students |
| 4. Accuracy             | <u>1</u> <u>2</u><br>Records, reports grades, plans are often inaccurate   | <u>3</u><br>Occasional mistakes on records, reports, grades, plans  | <u>4</u> <u>5</u><br>Seldom makes errors in grading, records, reports, and plans.  |
| 5. Punctuality          | <u>1</u> <u>2</u><br>Often late to school and classroom; seldom meets schedules or deadlines for grades, reports, etc. | <u>3</u><br>Occasionally late to school and classroom; usually meets schedules or deadlines for grades, reports, etc. | <u>4</u> <u>5</u><br>On time to school and classroom; always meets schedules or deadlines for grades, reports, etc.          |
| 6. Personal Grooming    | <u>1</u> <u>2</u><br>Attire not always appropriate for classroom; good grooming practices are not always followed;     | <u>3</u><br>Attire and grooming habits are acceptable   | <u>4</u> <u>5</u><br>Personal attire and grooming sets good example for students   |
| 7. Communicative Skills | <u>1</u> <u>2</u><br>Occasionally uses poor grammar; voice is weak or monotonous; students bored                       | <u>3</u><br>Grammar usually good; voice level adequate and pleasant   | <u>4</u> <u>5</u><br>Sets good example with speech habits; voice adequate, pleasant, and used effectively to arouse interest |
| 8. Poise                | <u>1</u> <u>2</u><br>Teacher appears ill at ease, lets irritations and temper influence behavior                       | <u>3</u><br>Teacher seldom becomes upset over minor incidents   | <u>4</u> <u>5</u><br>Teacher appears relaxed; maintains composure under stress   |
| 9. Attendance           | <u>1</u> <u>2</u><br>Days absent: 11 or more; 9-10   | <u>3</u><br>5-8   | <u>4</u> <u>5</u><br>3-4, 1-2  |
| 10. Dependability       | <u>1</u> <u>2</u><br>Duties and details of teaching sometimes not done; constant supervision necessary                 | <u>3</u><br>Performs duties and assignments reliably  | <u>4</u> <u>5</u><br>Performs duties and handles assignments unusually well  |

C. PROFESSIONAL ATTITUDES (USE SCALE 1-5: LOW 1, HIGH 5)

1. Understands and adheres to administrative policies and school policies. \_\_\_\_\_
2. Respects the confidential nature of matters relating to pupils, parents, and school personnel. \_\_\_\_\_
3. Refrains from derogatory remarks and uses discretion in remarks about students, teachers, or school matters. \_\_\_\_\_
4. Participates willingly in in-service activities designed to stimulate professional growth. \_\_\_\_\_
5. Maintains appropriate pupil-teacher relationship. \_\_\_\_\_

D. PERSONAL-PROFESSIONAL RELATIONSHIPS

1. Maintains professional relations with fellow teachers. \_\_\_\_\_
2. Cooperates with the school administration. \_\_\_\_\_
3. Is respected by pupils and parents. \_\_\_\_\_
4. Provides opportunities for parent-teacher conference. \_\_\_\_\_
5. Responds well to constructive criticism and shows evidence of professional growth. \_\_\_\_\_

How long has the evaluator known the teacher being evaluated in a teaching capacity?

---

\_\_\_\_\_  
Signature (Evaluator)

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date of Evaluation  
Conference

Credits: Monroe County Public Schools,  
Key West, Florida. 1969.  
Oliva, Peter. Supervision For Today's  
Schools. Harper and Row,  
Publishers. New York.  
1976. p.p. 319-323

ANNEX C

Job Target Development Worksheet

TEACHER: \_\_\_\_\_ GRADE/SUBJECT: \_\_\_\_\_

COORDINATOR: \_\_\_\_\_ DATE: \_\_\_\_\_

Statement of Job Targets Mutually Agreed Upon By Teacher and Coordinator in  
Order of Priority:

Statement of Specific Means To Be Emphasized In the Attainment Of Each Job  
Target. B C D

Credits: Monroe County Public Schools,  
Key West, Florida. 1969.  
Oliva, Peter. Supervision For Today's  
Schools. Harper and Row,  
Publishers. New York.  
1976. p.p. 319-323.



ANNEX D

In-Service Needs Assessment Questionnaire

INSTRUCTIONS

Read the following statements very carefully  
Indicate your selection by marking an "X" in the  
appropriate box or completing the open-ended  
questions.

Please return this questionnaire to the English  
Office by July 22, 1981. We request that you do not  
include your name.





10 Teachers should participate in all in-service programs offered by the school when they are general in scope or are geared to the areas in which they are teaching.

SD	D	A	SA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please list several strengths of the present in - service program. Add as much detail as you wish on the back or on separate paper.

12. Please list several weaknesses of the present in - service program. Add as much detail as you wish on the back or on separate paper.

13. List eight (8) areas of interest which could aid your self-development as a teacher.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

14. List five (5) of the above mentioned areas in order of priority.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

15. A successful in - service training program should be continuous throughout the school year. The best time and day/s for me to participate would be

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## ANNEX E

### Evaluation and Testing Workshop Handout/Work Sheets

#### WHY DO WE TEST?

- 1.
- 2.
- 3.

OBJECTIVES--All tests should be based on objectives. The number of test items per objective should be weighted according to importance of objective.

#### CRITERION FOR CONSTRUCTING A TEST

1. Appropriateness--
2. Validity--
3. Reliability--
4. Interpretability--
5. Usability--

#### TYPES OF ITEMS (Examples)

1. Short Answer Format--a question that can be answered by a word, phrase or number.  
ex. What chemical is often added to drinking water to help prevent tooth decay?  
Pros--minimize guessing; no clues are given; relatively easy to write.  
Cons--these type of items, many times, invite any number of answers.  
Writing the item--should be written simply and in question form so that the correct response will require the fewest words possible.

2. Completion Format--the student will fill in or complete a sentence from which a word or phrase has been omitted.

ex. A fixed zero point is the characteristic that distinguishes a \_\_\_\_\_ scale from an interval scale.

Pros--easy to score; challenge to students.

Cons--difficult to write; grammar is strict; normally gives too little or too much information.

Writing the item--strike a balance between leaving out so much that the item becomes ambiguous and providing too much information that the item becomes too easy. They should be used to measure simple factual recall and not complex thinking processes. Completion items should have a single correct answer or short phrase.

3. True-False (Yes-No) Format--provides two response choices.

ex. Most Australians live along the east coast of Australia.

True \_\_\_\_\_ False \_\_\_\_\_

Pros--very easy to write; quick to answer and correct.

Cons--when answering false, the students have a tendency to think negatively; 50-50 chance of being right; guessing.

Can contain quite a bit of ambiguity.

ex. When a plane crashes exactly on the Canadian-American border, half of the survivors are buried in each country.

True \_\_\_\_\_ False \_\_\_\_\_

Writing the item--be careful of giving too many clues and building in tricks. Avoid using absolutes such as always and never. Write only true items then afterward turn about half around to make false statements. Adding negatives such as "not" should be avoided. Include only a single major point in each item.

4. Two-Choice Classification Format--giving several choices that could fit into a category.

ex. Underline the words that could be used as verbs and draw a line through ones that could not.

- |        |          |          |           |
|--------|----------|----------|-----------|
| a. eat | c. wrist | e. flew  | g. myself |
| b. cat | d. knit  | f. helps | h. were   |

Pros--adds variation to a test; classification can be cast into two categories (presence of a quality vs. absence); easily corrected; forces teachers to be aware of objectives.

Cons--works best for factual knowledge; susceptible to guessing.

Writing the item--no need to have the same exemplars as non-exemplars. Choices should be based on the distinctions that you are trying to teach students to make.

5. Multiple Choice Format--offers from three to five alternative answers of which one is the correct choice. 50 seconds is considered an adequate length of time per question.

ex. Today we can destroy trees without also destroying forests by practicing

- selective cutting.
- forest irrigation.
- soil conservation.
- forest fertilization.

Pros--can measure higher levels of learning, comprehension and application; can be easily analyzed and scored.

Cons--difficult to write; demand plausible responses; guessing can occur and correct response chosen through process of elimination.

Writing the item--the wrong answers must be plausible; items should be stated so as to have only one interpretation; avoid always, never, all; vary the location of options; each option should be in the same form and the same length if more than one word; if ending a sentence with a choice all choices should have the same punctuation marks.

6. Matching Format--require that the student deal with multiple questions and multiple responses. Students will distinguish between similar ideas or facts.

ex. ( )	The argument	a. synthesis
( )	The opposing argument	b. prethesis
( )	The resolving argument	c. thesis
		d. antithesis

Pros--enable teacher to cover a lot of ground in a single item; require students to distinguish or discriminate, classify, sequence and analyze.

Cons--difficult to construct good items and keeping within the category guidelines.

Writing the item--each item must deal with common elements of a single category; avoid cluing; provide plausible incorrect responses that do not match with any item.

Instructions--instructions to the students should be clear and an example given whenever a different type of item is used.

7. Essay Type Items--enables students to demonstrate their ability to apply knowledge and to analyze, synthesize and evaluate new information in the light of their knowledge. Avoid using essay items when the only purpose is to have students demonstrate that they have acquired certain knowledge.

Writing Instructions and Scoring--the students should be told exactly what the teacher wants and the weight each part of the essay will receive.

Normally essays are scored in the following manner:

Content	10%
Organization	10%
Process	15%

Solution or Argument

accuracy	5%
consistency	5%
originality	5%

If two or more people score the essay approximately the same score will be given if the suggested objective guide is used.

When using essay questions on an exam, the question itself should tell the student what should be included in the answer.

Examples:

Compare and Contrast--compare, or point out, the ways in which two or more things are alike; contrast, or show, how things are different.

°Compare and contrast the main religions of China with those of India.

Criticize, Discuss and Analyze--criticize means to show the good and bad sides of an issue or event; discuss and analyze mean to determine the nature and relationship of the parts and come to a conclusion about the whole thing.

°Analyze the meaning of the choice of roads in the last lines of Robert Frost's poem, "The Road Not Taken".

Explain, Explicate, Describe and Trace--explain means to make understandable; explicate means to explain in detail; describe means to give specific examples that explain the answer to the question; trace means to show, step by step, the progress, development, or change involved.

°Describe Great Britain's reaction to the Boston Tea Party.

°Explain the causes of the Great Depression of 1929.

Give Examples--give examples means to include precise instances and particular cases.

°Give examples of the effect alcohol has on the brain when present in the bloodstream.

Summarize--means to give a brief rundown of the important facts.  
 °Summarize the major issues involved in Sino-American relations of the 1970's.

In some essay questions you may want to ask more than one thing. For instance, you may ask to explain and give examples, or to trace and analyze, or to compare and contrast by giving examples.

Tests should be designed as the objectives for the study unit are decided. This is not teaching toward a test but rather teaching toward the objectives. A Table of Specifications is made to determine what weight each objective will receive and how many questions on the exam must be directed toward each objective.

Example: Table of Specifications

	Objectives					Total	number of questions
	1	2	3	4	5		
	20%	10%	30%	15%	25%		
Subject Matter	8	4	12	6	10	40	
						40	

40 total number of desired items  
 $\times .20$  weight per objective  
 8.00 number of items per objective

Resource: Tuckman, Bruce W. Measuring Educational Outcomes, Fundamentals of Testing. Harcourt Brace Jovanovich, Inc. New York. 1975. p.p. 76-124.

ANNEX F

Expenditure Approval Form

Check appropriate boxes.

- |   |     |                          |    |                          |
|---|-----|--------------------------|----|--------------------------|
| 1. Does this activity fill a school needs assessment?               | yes | <input type="checkbox"/> | no | <input type="checkbox"/> |
| 2. Has this activity been recommended by the teachers?              | yes | <input type="checkbox"/> | no | <input type="checkbox"/> |
| 3. Has this activity been recommended by the supervisors?           | yes | <input type="checkbox"/> | no | <input type="checkbox"/> |
| 4. Will this activity benefit both high school and primary teachers | yes | <input type="checkbox"/> | no | <input type="checkbox"/> |

Explain negative response to any item:

---

---

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---

Topic:

Consultant:

Requested expenditure:

Number of anticipated participants:

Submitted by:

Accepted

Rejected

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Financial Director



ANNEX G

Workshop Outline

CONSULTANT \_\_\_\_\_ TOPIC: \_\_\_\_\_

GROUP LEADER \_\_\_\_\_

DATE: \_\_\_\_\_

TIME ALLOCATED: \_\_\_\_\_

GENERAL GOALS	SPECIFIC OBJECTIVES	PROCEDURES & ACTIVITIES	EVALUATION PROCEDURES	BIBLIOGRAPHY



ANNEX H

In-Service Workshop Evaluation

WORKSHOP TITLE \_\_\_\_\_ CONSULTANT \_\_\_\_\_  
TIME \_\_\_\_\_ DATE \_\_\_\_\_

DIRECTIONS: PLEASE RESPOND TO THE FOLLOWING ITEMS BY CIRCLING OR UNDERLINING THE LETTER WHICH CORRESPONDS TO YOUR BEST ESTIMATE OF THE PRESENTATION.

A - Excellent                      C - Average                      E - Poor  
B - Above Average                  D - Below Average

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. PREPARATION AND ORGANIZATION.<br>The presenter's knowledge of the subject,<br>general teaching techniques, utilization<br>of time, utilization of media.      | A | B | C | D | E |
| 2. OPERATIONAL PROCEDURES.<br>Planned learning activities, opportunity<br>for interaction, involvement of partici-<br>pants, availability of reference material. | A | B | C | D | E |
| 3. CONTENT OF SESSION.<br>Relevance and appropriate sophistication<br>level, examples and illustrations used to<br>increase participant understanding.           | A | B | C | D | E |
| 4. WORKSHOP OBJECTIVES.<br>Objectives made clear in advance, objec-<br>tives met by the speaker.   | A | B | C | D | E |
| 5. INDIVIDUAL OBJECTIVES.<br>Aided in professional growth, gained<br>knowledge for better job performance,<br>stimulate creativity.                              | A | B | C | D | E |

COMMENTS, SUGGESTIONS OR RECOMMENDATIONS

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Credit: The School Board of Broward County, Florida. February, 1980



ANNEX I

In-Service Workshop  
Summary Evaluation

TOPIC: \_\_\_\_\_

CONSULTANT: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

NUMBER OF PARTICIPANTS \_\_\_\_\_

NUMBER OF RESPONDENTS \_\_\_\_\_

CATEGORIES	Excellent	Above Average	Average	Below Average	Poor
1. Preparation & Organization	%	%	%	%	%
2. Operational Procedures					
3. Content of Sessions					
4. Workshop Objectives					
5. Individual Objectives					

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Credit: The School Board of Broward County, Florida, March 1980



ANNEX J

Workshop Model

TOPIC: Goal and Objective

Identification

DATE: \_\_\_\_\_

CONSULTANT \_\_\_\_\_

GROUP LEADER \_\_\_\_\_

TIME ALLOCATED: 2 hours

GENERAL GOALS	SPECIFIC OBJECTIVES	PROCEDURES OR ACTIVITIES	EVALUATION PROCEDURES	BIBLIOGRAPHY
<p>1. Present/ reacquaint the audience with skills for identifying goals and objectives</p>	<p>Short Term 1. When presented with statements on goals and objectives the participants will be able to correctly distinguish the differences and identify each through verbal and hand written responses. Long Term 1. When preparing weekly lesson plans the participants will identify, by including in the plan, at least two learning objectives per subject, per day</p>	<p>1. Objectives for Instructional Programs - sound tape and film strip, 1st. half; answer short questions contained on tape and hand out sheets. (25 min.) 2. Review and discuss characteristics of goals and objectives (5 min.) 3. Hand out sheets, read and discuss domains of learning - characteristics. (10 min.) 4. Read and discuss levels of domains of learning; oral use of verbs when expressing objectives. (20 min.) 5. Group work - writing learning objectives in a particular subject using the six cognitive and five affective levels. (30 min.) 6. Volunteer groups present #5 to class. Closing comments. (30 min.)</p>	<p>Short Term 1. Verbal identification of goal and objective statements. 2. Paper and pen identification of levels of domains of learning using any subject matter (group work). Long Term 1. Evaluation by comparison of "before" and "after" use of skills based on workshop objectives and review of weekly lesson plans.</p>	<p>Mager, Robert. <u>Preparing Instructional Objectives.</u> Fearon Publishers, Inc. California. 1962. <u>Objectives For Instructional Programs.</u> Ingroup, Inc. Huntington, California, 1975.</p>

## Viewer Response Form

## OBJECTIVES

For Instructional Programs

INSGROUP, INC. 1973

Notes:

1.)

2.) "...Measure the temperature of classmates, accurate to within  $\pm .5^\circ$  and following each of the seven approved steps. To be accomplished with a standard oral thermometer and three classmates (two of whom have modified basal temps.).

3.) "...Write an essay describing international cooperation which cites at least six historically accurate incidents. Full use of all local reference sources will be permitted."

4.) "The sales trainee will be able to

(outcome)

accurate to the penny, when provided with a full cash drawer and tagged merchandise."

5.) "...Multiply and prove by division

(level of achievement)

word problems requiring use of four digit, base ten numbers, while working alone without references."

6.) "...Clean and reinstall a carburetor so that it functions properly, when provided with

(conditions of eval.)

7.) Seven geographic locations: The learner will be able to

## Goals and Objectives, Handout Sheets

### GOALS: CHARACTERISTICS Very broad.

1. Non-behavioral - does not state what the learner must demonstrate; does not permit evaluation.
2. Gives direction to instruction/where you want to go.
3. Long term (yearly)/short term (unit).

### GOAL STATEMENTS - Examples

1. The student should understand the system of checks and balances written into the U.S. Constitution.
2. The student should comprehend the necessity for conservation of energy.
3. The pupil should learn the nines' multiplication table.
4. The student should know the difference between goals and objectives.

### OBJECTIVES: CHARACTERISTICS Specific, precise.

1. Expected behavior is stated clearly.
2. Written in terms of student performance which can usually be observed and measured.

ABCD - if degree is not in time or cut-off established than 100% is assumed.

### INSTRUCTIONAL OBJECTIVES - Examples

1. Given a unit of study on "The Early Age of Exploration" the students will be able to evaluate the contribution of various explorations to the development of this country.
2. Given a unit of study on "Forming a New Nation" the students will be able to describe what they consider to be the major advantages of a two-party system over a one-party system.
3. Given a unit of study on "Matter and Energy" the students will be able to compare factors involved in evaporation of water and alcohol.
4. Given a unit of study on "Oceans" the student will be able to gather and communicate information about the cause, effects, and possible prevention of water pollution.

### DOMAINS OF LEARNING

1. COGNITIVE - learning of a factual and intelligence nature.
2. AFFECTIVE - mental exercises leading to knowledge; attitude; feelings.
3. PSYCOMOTOR - skills which demand movement of the body (sometimes called perceptual-motor skills because they also involve mental activity).

COGNITIVE - Six levels of learning proceeding from simple to complex. Most teachers don't expect students to go beyond the 2nd level. Grades 1 - 12 ALL LEVELS of learning can be broached.

EXAMPLES

1. Knowledge - recall; state the rules for use of the apostrophe to show possession in English.
2. Comprehension - restate selected passages from the Bible in your own words.
3. Application - using a recent road map, determine the shortest route in miles from Denver to New York City.
4. Analysis - watch several commercials on television and decide whether they meet the standard of "truth in advertising".
5. Synthesis - produce a documented research paper on the effects of cigarette smoking on the human body.
6. Evaluation - read a short story and evaluate it in respect to 1) mood, 2) vocabulary burden, 3) impact on the reader.

ACTION VERBS THAT CAN BE USED WHEN WRITING OBJECTIVES IN THE COGNITIVE DOMAIN:

1. Knowledge - define, describe, identify, label, list, select, state, match, name, outline.
2. Comprehension - convert, defend, distinguish, estimate, explain, extend, generalize, give examples, infer, paraphrase, predict, rewrite, summarize.
3. Application - change, compute, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use.
4. Analysis - diagram, differentiate, discriminate, discover, identify, illustrate, relate, select.
5. Synthesis - categorize, combine, compile, compose, create, tell, write, devise.
6. Evaluation - compare, contrast, criticize, describe, explain, justify, interpret, support.

AFFECTIVE - (Feelings) no way of knowing the level of mastery

EXAMPLES

1. Receiving - show in class discussion a sensitivity to the problems of the Maya Indian. (What a person professes is not what one always feels).
2. Responding - volunteer to serve on a committee.
3. Valuing - express a positive school spirit.
4. Organization - control hostility to people who disagree with you.
5. Characterization by value or value complex - develop the habit of collecting facts before making decisions.

PSYCOMOTOR - 7 categories; except for writing and typing we don't spend much time in this area. Measurement of skills; easy to measure by writing instructional objectives. This area is geared to the lower grades of pre-kindergarten and kindergarten.

## Information Sources

Gagne, Robert M. Briggs, Leslie. Principals of Instructional Design. Holt, Rinehart and Winston. New York. 1974. p.p. 49-56.

Tuckman, Bruce W. Measuring Educational Outcomes, Fundamentals of Testing. Harcourt Brace Jovanovich, Inc. New York. 1975. p.p. 26-30.