AN INQUIRY INTO THE VALUE OF

A STAFF DEVELOPMENT PROGRAM IN THE SECONDARY SCHOOL SYSTEM

A Thesis

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by

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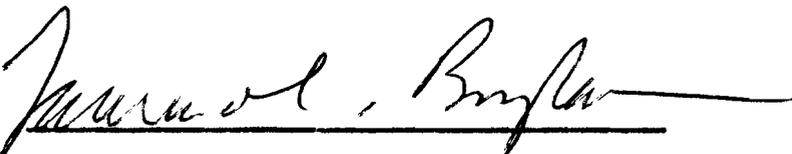
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The importance of the human element to the success of
an educational program has long been recognized, according
to United States Office of Education officials. Educational
systems are vitally dependent upon the daily performance of
their personnel. Just as schools are being closely examined
by the public today, these officials believe that schools,
themselves, should examine the performance of their staff
personnel to determine their competence and what is needed
to improve it.[1]

A top administrator in the school system of our nation's
largest city stresses the essentiality of examining staff
personnel performance when he says that, "I know of no
government or private activity in which the justification
for extensive staff development is greater (than in the public
schools). He goes on to point out that staff development
programs should range from the executive level (principals
and higher), through the middle management level, the

[1]James P. Steffensen, Staff Personnel Administration,
Office of Education, United States Department of Health,
Education, and Welfare, Bulletin 1963 (Washington: Government
Printing Office, 1963), p. 111.

journeyman level, and the beginning teacher entrance level.[2]

This study examines the area of staff development for secondary schools. It also proposes an outline of a specific staff development program that can serve as a prototype program for a secondary school system.

I. THE PROBLEM

Statement of the problem. Could the organization and administration of a staff development program in the secondary school system be of value to successful school administration?

Objective of the study. It was the purpose of this study to examine the staff development function as it is currently organized and administered in industry, government, and education to determine if such a function has a role or a potential role in the successful administration of the secondary school system. It was further the objective of this study to propose a basic program of staff development for use in the secondary school system. This proposed program would be based on examples gleaned from research and modified as deemed necessary for application to school administration to serve as a model for use in secondary

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[2]Theodore H. Lange, "Emerging Role of the Public School Administrator," Public Personnel Review, 30:219, October, 1969.

school systems.

Importance of the study. American education is facing
many challenges today. One of the more important challenges,
according to the United States Office of Education, is that
concerned with the personnel that staff the schools of this
nation. Not only does the challenge exist to recruit
sufficient teachers of high quality, a further challenge
exists to provide them with the conditions under which they
can accept and assume the leadership so essential to the
success of the schools. This acceptance and assumption of
educational leadership is necessary for continued and
improved educational development of American youth.[3]

It is not enough to suggest that quality standards
should be defined and that recruiting of new teachers be
guided by these definitions. This involves a longer range
program of planning. Rather, it is most important to
examine the utilization of those resources now available
and plan to improve their performance and develop their
leadership potential.

One author points out in support of this contention
that the total quality of education is strongly influenced
by experiences teachers have after entering the profession.
He goes on to say that it is increasingly important for

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[3]Steffensen, loc. cit.

teachers to grow on the job because of the increase of new teaching practices. Thus the utilization of the resources now available must be examined and plans made to improve their performance and develop their leadership potential.[4]

The importance of this study then, relates to the examination of the nature of staff development and the proposal of a program to improve the performance and develop the leadership of our current resources.

Scope of the study. This study is limited to an investigation of the nature of staff development as opposed to the broader area of school personnel management encompassing such additional functions as recruiting, wage and salary administration, employee rights and benefits, and employee-management cooperation. The study focuses on the objective of the professional teacher developing his knowledge and skill to the maximum and providing the working position where he is able to make his greatest contribution to the educational program.

Subject areas to be investigated include establishing the objectives of a staff development program, determining needs and suggesting means to meet the needs of such a program, administering the program, and evaluating the

[4] Raymond H. Harrison, Supervisory Leadership in Education (New York: American Book Company, 1968), p. 166.

program to assess its success.

Information is presented based on research in the field of staff development as described in current literature on the topic and on the experience of the author gained from actual work in the field in both industry and government.

II. DEFINITIONS OF TERMS USED

Staff or staff personnel. Teachers, supervisors, and administrators are considered the staff or as staff personnel of the secondary school for the purposes of this study.

Staff development. A design and a strategy for stimulating and guiding the growth of individuals throughout their educational service to build and utilize their highest competence for the purposes of the secondary school system. In-service education, in-service training, on-the-job training, and professional growth are other terms in the literature used frequently to describe continuing education and development of professional school personnel.

Staff development plan. A plan designed to increase a staff member's value to the school and to himself. An adequate plan usually will cover a period of years and will reflect the school administration's confidence in the staff member's potential for assuming greater responsibility in

his present and future assignments. All staff members will
be eligible to participate provided they have demonstrated
potential for growth and their growth needs are consistent
with school program needs and funds.

III. PROCEDURES AND ORGANIZATION OF THE STUDY

Collection of the data. Data for the study was
collected from research in the libraries of the National
Education Association, the Office of Education of the
Department of Health, Education, and Welfare, the United
States Civil Service Commission, and the Library of Congress,
all located in Washington, D. C. Publications of the
Government Printing Office, The Society for Personnel
Administration, The American Society for Public Administra-
tion, The Society for Public Personnel Administration, and
the American Management Association were examined for
information on the policies and procedures of staff
development, particularly those established in industry
and government.

The author has been directly involved in programs of
staff development, career development, executive development,
employee training, supervisory and managerial training, and
education for a period of sixteen years (1953-1969). Much
of the material in this thesis is the result of this
experience and the thesis, itself, was motivated by his

interest in secondary school education and the question
whether staff development or career development as a program
concept was or could be utilized in the secondary school
system. Many of his associates in industry, the military,
and government in this sixteen-year period have been former
secondary school teachers and their reasons for leaving the
teaching profession have centered on the lack of promotional
opportunity -- not in terms of salary or location -- but in
terms of lack of opportunity for supervisory or administra-
tive progression through a planned program of development.
These comments indicate a need for such a program so that a
teacher can progress to positions of supervisor and
administrator. The staff development program as discussed
in this thesis is one that, in the opinion of the author
and based on his experience, could provide the basis and
framework for a successful staff development program in the
secondary school. The format of establishing objectives,
determining needs, meeting those needs, administering the
program, and, finally, evaluating the program is a format
common to most staff development programs and one around
which the author has structured several such development
programs for which he has been responsible. Little reference
is made to any specific resources because the author is using
his experience to propose the program of staff development
that is discussed.

Organization of the study. The study is divided into five chapters. The first chapter is an introduction that identifies the problem of the study, defines pertinent terms, and describes the collection of the data for the study. The second chapter is a review of the literature examined pertinent to programs of staff development and their relationship to personnel administration of organizations. Chapter III discusses the organization and administration of a staff development program. Chapter IV assesses the potential value of such a program to the secondary school. The final chapter contains the summary and conclusions of the study.

CHAPTER II

REVIEW OF THE LITERATURE

The resources necessary for initiating and maintaining an effective program of staff development are many and varied, according to the American Association of School Administrators. They include such factors as a positive and progressive attitude on the part of the people involved, a climate of mutual respect and confidence between those who receive development and those who provide it, well planned policies developed and clearly stated by the sponsoring institution, and a plan of action. Financial resources and many hours of careful work by skilled people are involved.[1]

This chapter will explore some of the phases of staff development as discussed in the literature of personnel management. The areas of industry, government, and education will be examined separately to determine if there are significant differences or similarities in the application of principles and procedures to the planned growth of the work force.

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[1]American Association of School Administrators, Inservice Education for School Administration (Washington: American Association of School Administrators, 1963), p. 173.

I. STAFF DEVELOPMENT IN INDUSTRY

"No modern business can continue to be successful,"
according to Elton T. Reeves, "without planned attention
to the growth and development of its managerial staff."[2]
Chruden and Sherman stress that one of the most important
company assets is its personnel. Their point is that the
advantage which enables some industrial firms to expand
more quickly than others is not always financial capital
but rather, sufficient numbers of qualified personnel at
all levels, particularly at the supervisory levels. The
availability of such personnel in many instances has been
due to the attention paid to the development of these
personnel. Development programs in certain respects might
be compared to the "farm systems" of the major league
baseball teams.[3]

Another author goes so far as to say that no company
can ignore the educational and training needs of its
employees for long without seriously inhibiting their
performance. In fact, employees often expect and demand

[2]Elton T. Reeves, Management Development for the Line
Manager (New York: The American Management Association, Inc.,
1969), p. 11.

[3]Herbert J. Chruden and Arthur W. Sherman, Jr.,
Personnel Management (Cincinnati: South-Western Publishing
Company, 1968), p. 166.

developmental opportunities.[4]

Increasing the skill of present and future managers is one of the greatest challenges facing industrial management today, according to Koontz and O'Donnell.[5] Companies having formal staff development programs, however, have increased rapidly in numbers since World War II. A 1946 study conducted by the National Industrial Conference Board found that a little more than five per cent of the number of firms surveyed had some type of a staff development program. In a study conducted eight years later, nearly one third of the firms that responded had such programs.[6]

A more recent study by the same organization involving one hundred sixty seven companies indicated that the majority of the companies with more than one thousand employees are engaged in management development activities. Smaller companies also have developmental programs but they were less formal in nature. The study concludes that there is every reason to assume that the growth of such

[4]Dalton E. McFarland, Personnel Management: Theory and Practice (New York: The MacMillan Company, 1968), p. 291.

[5]Harold Koontz and Cyril O'Donnell, Management: A Book of Readings (New York: McGraw-Hill, Inc., 1968), p. 338.

[6]American Management Association, Management Education for Itself and Its Employees (New York: American Management Association, 1954), pp. 1-5.

developmental programs is continuing.[7]

A comparison of the results of these studies indicates the increased emphasis on staff development programs in industry to meet the growing needs for greater numbers of better qualified personnel. These staff needs are caused by the expansion that the companies have experienced as well as by the technological progress that has created proportionately greater numbers of positions, particularly in the technical and staff areas of the companies.

The recency of the idea of planned systematic development of managerial capabilities is emphasized by McFarland. He cites that management development programs date back only about forty years with most of the techniques now in wide use being less than twenty years old.[8]

The primary objective of most formal staff development programs, according to Scott, Clothier, and Spriegel, is to help staff members perform their duties more effectively and to keep pace with changes that occur within their positions. Another objective is that of helping staff members prepare and qualify themselves for more important jobs into which

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[7]Developing Managerial Competence: Changing Concepts - Emerging Practices (Studies in Personnel Policy No. 189. New York: National Industrial Conference Board, 1964), p. 129.

[8]McFarland, op. cit., p. 313.

they can be promoted.[9] Some companies, however, take

particular care not to permit this latter objective to

overshadow the fact that primary emphasis must be placed upon

helping each individual to achieve the best performance

possible in his existing job. Thus, while it is very

important that personnel prepare themselves for advancement,

this fact should not encourage them either to neglect or to

become dissatisfied or impatient with their current

positions.

   To accomplish these objectives, a program must provide

for the development needs of each individual in terms of

the specific requirements of his job. These provisions

for individual development, furthermore, should give

individuals both the encouragement and the opportunities

through which they may develop themselves within an

organization. To do this, a staff development program

should provide for such areas as analysis of program

requirements, inventory of current manpower, determination

of individual development needs, appraisal of progress and

continual evaluation of the program.[10]

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[9]Walter D. Scott, Robert C. Clothier, and William R.
Spriegel, Personnel Management (New York: McGraw-Hill Book
Company, Inc., 1961), pp. 307-08.

[10]John R. Suman, Growing A Good Executive Crop (New
York: Standard Oil Company, 1963), pp. 8-18.
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Most company staff development programs, as pointed out by McGehee and Thayer, utilize a number of activities in providing an opportunity for employees to improve their performance.[11] Development needs of employees as determined by the requirements of their present and future positions and their personal qualifications and desires tend to vary a great deal. Development activities, as a result, may be grouped in two classes: those that occur on the job and those that occur off the job.

Pfiffner and Fels discuss several common industrial on the job development activities.[12] These include coaching by the individual supervisor, job rotation to gain work experience in a variety of positions, understudy positions to learn as much as possible about the superior's job and the techniques involved in handling it, and lateral promotions in which the employee is advanced to a job in another department rather than to one that is immediately above him in the same department or in the same line of authority.

Jucius believes that "most executive development is

[11]William McGehee and Paul W. Thayer, Training in Business and Industry (New York: John Wiley & Sons, Inc., 1964), pp. 184-85.

[12]John M Pfiffner and Marshall Fels, The Supervision of Personnel (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), pp. 226-32.

accomplished on the job. The trainee learns the job under fire. He can size up his subordinates, and in turn be appraised by them without artificial support or backing."[13]

Another source identifies several techniques used by companies for on the job development. These include conferences, demonstrations, exhibits, guided tours, individual coaching, lectures, panel discussions, role playing, work projects, and written exercises.[14]

While on the job experiences constitute the most important phase of staff development, other forms of development are valuable supplements to such development. Drucker emphasizes in relation to this point, that self development is central to the development of the organization. He goes on to state that as "executives work toward becoming effective, they raise the performance level of the whole organization."[15] These other forms of development are usually termed off the job activities and can help to increase the employee's knowledge, to broaden his outlook, and to influence his attitudes. These activities may be

[13]Michael J. Jucius, Personnel Management (Homewood, Illinois: Richard D. Irwin, Inc., 1967), p. 251.

[14]Dun and Bradstreet, Inc., Managing Your Manpower (The Dun and Bradstreet Business Series No. 4. New York: Dun and Bradstreet, Inc., 1967), pp. 115-16.

[15]Peter F. Drucker, The Effective Executive (New York: Harper & Row, 1967), p. 170.

provided on an individual or group basis and either during
or after normal working hours. Such activities, which are
not a part of the normal job duties, may involve either
formal or informal learning situations and include company
training courses to teach special skills, committee assign-
ments to study major company problems, educational and
professional organization memberships, and professional
reading.

A staff development program involves the use of a
number of developmental types of activities and the
participation of many different departments and individuals.
Because of this involvement, Scott, Clothier, and Spriegel
cite the need to establish a coordination point to monitor
program progress, to determine the role of the personnel
department in the company program, to promote the program
and overcome resistance to it, and to determine the
effectiveness of the program.[16]

In summary, a formal staff development program should
never be a substitute for the initiative and responsibility
that an individual should assume for his own development.
As McGregor points out, "the individual must develop himself,
and he will do so optimally only in terms of what he sees as

[16]Scott, Clothier, and Spriegel, op. cit., pp. 309-10.

meaningful and valuable."[17] Such a program can, however,

help to insure that such development will be accomplished

systematically. A formal program can also aid in insuring

that employees with potential are not overlooked or

forgotten. Thus, the trend among industrial organizations

to establish formal staff development programs reflects

the growing realization of the importance of these programs

in developing employees to meet current and future

requirements.

Kuriloff sums up the situation when he cites that

"it is the behavior of men that determine the effectiveness

of the organization." By giving its members the chance to

grow, develop abilities, and employ talents, the organiza-

tion serves its own purpose and that of society. The

operation of the enterprise is improved by the growth of

its people.[18]

II. STAFF DEVELOPMENT IN GOVERNMENT

The Committee for Improvement of Management in

Government reports that comparatively little attention has

been given to developing managerial manpower in the federal

[17]Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Company, Inc., 1960), p. 191.

[18]Arthur H. Kuriloff, Reality in Management (New York: McGraw-Hill Book Company, Inc., 1966), p. 242.

government. The Government Employees Training Act passed by Congress in 1958 was the first specific authorization of expenditures for executive training by all agencies. Even though expansion has occurred, the Committee believes that most federal development programs still do not compare well with the best in industry. Some exceptions, however, such as officer development programs in the military do exist.[19]

The Training Act, though, has had impact on federal agencies. It has:

1. Required federal agencies to review their training and development needs.

2. Stimulated increased interagency training cooperation.

3. Increased government use of non-federal training opportunities.

4. Created greater top management interest in training and development.

5. Inspired the growth of executive development programs.[20]

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[19]Committee for Improvement of Management in Government, Improving Executive Management in the Federal Government (Washington: Committee for Improvement of Management in Government, 1964), pp. 35-36.

[20]Presidential Task Force on Career Advancement, Self and Service Enrichment through Federal Training (Washington: Government Printing Office, 1967), pp. 526-563.

A recent survey reveals that civil service employees have the same motivations as their industrial counterparts. The conclusion of the survey is that organizations should seek a work climate which permits and encourages employees to use their maximum abilities on the job. Employees have little choice but to turn away from their work if they have no opportunity for creativity, promotion, or accomplishment.[21]

The Presidential Task Force on Career Advancement in studying development for administration stresses that study alone will not make a professional an able manager. Potential and study must be combined, practice and principles joined, and guidance received from a reliable competent source.[22]

Both of these sources are indicating the need for a staff development program -- one that provides the motivation and climate for creativity and accomplishment and provides the framework whereby study and practice join to achieve employee growth.

Staff development programs from two of the largest government agencies are discussed to exemplify what is being

[21]Lance W. Seberhagen, "What Motivates Civil Service Employees?" Public Personnel Review, XXXI (January, 1970), 48-50.

[22]Presidential Task Force on Career Advancement, Investment for Tomorrow (Washington: U. S. Civil Service Commission, 1967), p. 24.

done to provide growth opportunities.

The Department of Health, Education, and Welfare states that "Staff Development is a process which affects every aspect of the agency's work."[23] Further, it involves "all educational and in-service programs which help the person to learn to do a better job in providing service to people."[24] Training and development of employees, according to the Department, is an integral part of the manager's job.[25] Developing subordinates, enabling them to do the best work they are capable of, depends on the way the whole job of supervision and management is accomplished in the organization.

A basic tool for staff development in use by the Department is the training procedure which provides a logical and orderly way of setting up a training and development program for each employee tailored to meet the employee's needs. This includes evaluation of the current job and the employee's ability to do that job as well as an

[23]Margaret M. Heyman, Criteria and Guidelines for the Evaluation of In-Service Training (Washington: Government Printing Office, 1967), p. 2.

[24]United States Department of Health, Education, and Welfare, Staff Development in Public Welfare Agencies (Washington: Government Printing Office, 1963), p. 4.

[25]United States Department of Health, Education, and Welfare, Staff Development (Washington: Government Printing Office, 1954), pp. 4-5.

appraisal of how the employee can best be developed for new and greater responsibilities. Job Instruction is another tool of staff development. This is aimed at improving performance on the job accompanied by assessment of potential achievement in the same field of work. Staff meetings are a third tool of staff development. Two major purposes are established for staff meetings: to give instructions or give and exchange information, and to permit the group to consider common problems.

The Department of the Army has established a well organized plan for developing staff competence.[26] The plan involves placement of responsibility on executives and managers at all levels to insure their own competence in technical and managerial skills and their responsibility to assure that their subordinates are provided opportunities to develop to the fullest extent consistent with their potentials. To accomplish this program of staff development, there is first a determination of what is needed to provide for current and future staff needs and second an identification of how the incumbents are currently performing. A total plan of staff development is prepared from the data accumulated. Some of the methods

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[26]Department of the Army, Training and Development of Executives and Managers (Pamphlet No. 690-20. Washington: Government Printing Office, 1964), pp. 1-18.

cited for staff development include special assignments and counseling, participation in research team approaches, attending management conferences and seminars, and group training which includes case discussion and role playing.

Implicit in all government agency staff development programs is the philosophy that to insure a future supply of competent staff personnel and managers, there must be continuous planning at all levels. The objective of this planning is to stimulate growth in the abilities of personnel now employed in managerial and staff positions or showing potential for such positions. One source, however, cites the need for more thorough analysis and clearer identification of its goals by the federal government in its support and promotion of employee training and education. The same source indicates a need for more aggressive encouragement by the federal government for employee self development.[27]

III. STAFF DEVELOPMENT IN EDUCATION

One study of staff development in school administration indicates that such programs appear to be of three general

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[27]Presidential Task Force on Career Advancement, Self and Service Enrichment through Federal Training (Washington: Government Printing Office, 1967), p. 88.

types.[28] The first is a program that is involved in
familiarizing the staff with a new activity within the
organization. Such items as changes in testing, in class
groupings, in reporting to parents, for example, would be
typical. It is accomplished primarily through an ad hoc
committee.

The second type of development program is that
individualized to particular staff members. It is based on
appraisal of performance, training, and experience in the
current position. The method is essentially remedial in
that the objective is correction of incomplete or inadequate
preservice training.

Certain new changes and knowledge in instructional
methods and content, in learning theory, in materials and
equipment, and other developments that have implications
for the entire school staff have created concerns which
generally are quite unrelated to the present quality of staff
performance or of previous training. This third area of
staff development is of particular significance because it
has resulted in a greater emphasis upon development programs
directed at teacher performance.

Provision for staff development programs in each of the

[28] James P. Steffensen, Staff Personnel Administration,
Office of Education, United States Department of Health,
Education, and Welfare, Bulletin 1963 (Washington: Government
Printing Office, 1963), pp. 35-36.

above areas generally rests with the local school district.
The program of development may be accomplished through use
of the internal school staff, through cooperative arrange-
ments with a university, or through the regular or
extramural weekend, evening, and summer educational
programs.

Staff development programs in education pose somewhat
of a different problem than those for a government or
private business organization.[29] Perhaps the primary
reason for this is that most of the personnel concerned
within education are operating with similar position
descriptions and with little differentiation in terms of
additional responsibilities. Such additional qualifications
as a graduate degree and experience usually are recognized
only in terms of increased salary and not in the terms of
qualifications permitting the employee to be assigned to a
different position, particularly one with increased
responsibility. There is a general absence of the
managerial or supervisory type of development program so
closely identified with industrial and government
organizations.

The result is that the teacher's development revolves
around increased proficiency in the subject area and not

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[29]Ibid., p. 37.

around the development for increased responsibility and

managerial growth. This has caused much horizontal and

geographical mobility directed toward salary advancement.

A recent research study, however, is encouraging in that

there is considerable evidence that emphasis in school

promotion policies is shifting from selecting administrators

to developing administrators.[30]

Staff development programs in education take a variety

of forms, both in principle and procedure.[31] Such

activities as curriculum development committees, practicums

for new teachers, visitation days, summer university

sessions, supervision, research projects, conventions,

extended contracts for summer employment, extended leaves

of absence for study or travel, and classes for teachers

conducted by the local staff or by a nearby university

represent attempts at staff development. One research study

cites "the recognition of teaching as a true profession

means that teachers must police their ranks to get rid of

incompetency" with the result that higher standards are

[30]Developing Administrative Leadership (Educational
Research Service Circular No. 6. Washington: American
Association of School Administrators and Research Division,
National Education Association, 1968), pp. 1-4.

[31]National Education Association, Association for
Supervision and Curriculum Development, Leadership for
Improving Instruction (Yearbook 1960. Washington: National
Education Association, 1960), pp. 127-158.

being established for the teaching profession. Staff

development programs can help achieve these higher

standards.[32]

Another study of staff development programs indicates

an impression of widely spread interest resulting in a

great range and variety of programs.[33] A major concern of

the study, however, is that staff development programs have

arisen in response to an immediate interest and a feeling

that anything which can be done is better than nothing. No

continuous thread of purpose appears to run through the

multiplicity of staff development activities in an area.

Trial and error attacks rather than a planned and organized

program moving toward established goals characterize the

programs. These programs have activities in four general

categories. There is much participation in meetings,

conferences, and workshops held outside local school

districts which are sponsored by universities, professional

associations, and state educational agencies. Such

participation, however, is recognized by one research study

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[32]Evaluating Teaching Performance (Educational Research
Service Circular No. 3. Washington: American Association of
School Administrators and Research Division, National
Education Association, 1969), pp. 1-6.

[33]American Association of School Administrators,
Inservice Education for School Administrators (Washington:
American Association of School Administrators, 1963), pp. 103-05.

and recommended as providing inservice training as well as professional growth.[34] Many administrators and staff members are enrolled in credit courses on the campuses of institutions of higher education or at extension centers within driving distance of the local school system. Consultative services are increasingly being utilized by local school districts to evaluate educational problems and recommend possible solutions instead of using the resources of staff development to seek solutions to these problems. A growing number of inservice publications are available to provide professional reading in educational specialties.

Examination of the staff development programs described in educational literature indicates that only a small number of school systems are being reached with worthwhile programs and it is usually the stronger school systems that are served best. The problem appears to be how to interest administrators and boards of education to seek help and to use the help that is available. Without awareness of the needs that exist in their schools and without a desire to do something better than is currently being done to provide a better educational program, there

[34]Attendance at Professional Conferences and Conventions (Educational Research Service Circular No. 6. Washington: American Association of School Administrators and Research Division, National Education Association, 1969), p. 1.

is no motivation to move toward improvement and no reason to be concerned about staff development.

Yet there is a need to be concerned. One source, in discussing the future implications for career development, states that the position of "Assistant Superintendent for Development and Training will cap off the pyramid of such positions in the central office of the school system."[35] The same source points out career development programs will be involved in producing new kinds of education specialists with reasonable knowledge and demonstrated skill in curriculum theory-practice, personnel management, organizational planning, educational research, and the governance of schools.

Another source indicates that the "uniqueness of school administration, as compared with the executive functions in other organizations, is its primary emphasis on teaching and learning." The highest value of administrative decisions in schools involves the facilitation of learning of students.[36] Staff development then, can aid the creation

[35] William H. Lucio (ed.), The Supervisor: New Demands, New Dimensions (Washington: Association for Supervisors and Curriculum Development, National Education Association, 1969), pp. 75-76.

[36] Norman K. Hamilton and J. Galen Saylor (ed.), Humanizing the Secondary School (Washington: Association for Supervision and Curriculum Development, National Education Association, 1969), pp. 90-91.

of a climate that nurtures improvement, commitment, and involvement of all the staff to produce optimum learning.

IV. SUMMARY

The review of the literature as reflected in this chapter points to the situation that industry generally has well organized and functioning programs of staff development; that government staff development programs are increasing; that education programs of staff development are sporadic and not organized in any pattern; and that such programs can serve essential needs in all three areas.

CHAPTER III

THE ORGANIZATION AND ADMINISTRATION OF

A STAFF DEVELOPMENT PROGRAM

The organization and administration of a program for
staff development within a school system must be more than
a neatly structured organization chart which identifies
people and indicates the flow of responsibility within the
structure. It must be more than a plan of operation that
is sold to a school system by a school management
consultant. It must be more than a series of off-campus
courses, periodic visits from a state department of
instruction inspector, or monthly meetings with administra-
tors and teachers of the school system. The program must
be designed to fit the requirements of the school system
to which it is applied. There must be, as one commission
stressed, a desire on the part of the people involved in
the school system -- from the administrators through the
interested lay citizens -- that people are more important
to the success of the school than are buildings, buses, and
budgets. There must be a realization that improvement in
any phase of the school's operation is made only as
changes occur in the knowledge, understanding, and skills

of the people concerned.[1]

Desirable changes in people must be the focus of the organization and administration of the staff development program. Such changes then will be the motivating force that will sustain and advance the total program of the school.

To help people in the school meet their responsibilities and grow is the purpose of a staff development program. This chapter will discuss the organization and administration of such a program.

I.   ESTABLISHING STAFF DEVELOPMENT PROGRAM OBJECTIVES

Any program requires planning to be successful. To plan, however, one needs an objective or purpose. This may vary from a general statement of goals to specific aims, but it must be clear and complete.

The objectives of a staff development program can be simply stated:

1. Bring current performance of each staff member up to the highest attainable level and to develop whatever potential he may have for growing into positions of higher responsibility.

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[1]American Association of School Administrators, Inservice Education for School Administration (Washington: American Association of School Administrators, 1963), pp. 64-65.

2. Insure availability of qualified manpower as
required to meet the school syst..'s current and future
needs.

3. Insure consistently high utilization of individual
capabilities.

Meeting such objectives necessitates the provision of
a continuing program throughout the school system which
involves the entire staff in an action-oriented program.

Providing a continuing program involves a constant
effort to reach optimum effectiveness. Lucio emphasizes
that proposals and plans for career development programs in
education must not be based on appraisals of the current
situation alone or on merely correcting obvious short-
comings.[2] Changes in subject matter and procedures caused
by an ever-changing world require instruction to maintain
pace. A continuing program attempts to correlate what the
teacher knows with what he needs to know. The program must
be school-system wide to achieve uniform results and
participation essential to total school growth.

The entire staff, including administrators, supervisors,
and teachers, should be involved in the program. One should
always remember that a program of staff development in the

[2]William H. Lucio (ed.), The Supervisor: New Demands,
New Dimensions (Washington: Association for Supervision and
Curriculum Development, National Education Association, 1969),
pp. 71-72.

school system is aimed at one major goal which is to increase the effectiveness of all who are engaged in the teaching-learning process. The attainment of that goal requires concentration on the three objectives previously cited.

It was often in the past that teachers on an individual basis only participated in activities to improve themselves and this participation arose from a personal sense of need or desire to advance. Many other teachers for various reasons did little or nothing to improve. This improvement by chance can no longer be afforded by school systems. A continuing and system-wide program of staff development is essential to maintain pace with new knowledge, changes in procedures and techniques, and the interest of the public in schools and education.

Not only is staff development essential for the improvement of instruction, it is necessary to identify and develop candidates to fill administrative and supervisory positions. Leadership training, then, becomes an integral part of staff development. As one source says so well, supervisors "must learn to use themselves in such a way that what they do makes a difference" in our school systems.[3]

Individuals who make up the professional staff of the

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[3]Lucio, op. cit., p. 101.

school represent a wide variety of abilities, ambitions,
experiences, backgrounds, motivations, and values. Such
differences make imperative in the staff development
program opportunities for individual growth as well as
those opportunities for group growth.

An action program must be established to provide staff
development. Action has two connotations in this respect.
First, the program, itself, must represent action to achieve
results. Mere words, organized structure, and well written
plans are of no value without action on the part of the
planners, administrators, participants, and evaluators.
Second, action represents programs that involve the equipment
and hardware of action. Instructional devices such as
educational television, other audiovisual equipment,
computers, teaching machines, and modern laboratory equip-
ment provide tools for action that help teachers make subject
matter achieve realism and help administrators manage the
school system. Education is learning for living. An action
program can bring living into learning.

II. DETERMINING STAFF DEVELOPMENT PROGRAM NEEDS

The basic process for identifying staff development
program needs appears simple: determine what is required
or expected in the program (objective or goal) and determine
the degree to which this requirement or expectation is being

met. As one author points out, there is a need "to determine the explicit purposes and the specific role performance required of the persons affected" in designing a career development program.[4] If requirements and expectations are not being met, find the reasons. To the extent that these reasons involve changes in the knowledge, skills, attitudes, or behavior of people, one has a need or needs which development can probably help.

The simplicity of the process is deceptive because so many of the determinations involved are necessarily subjective. They must, therefore, be made with special care, based upon good information adequately interpreted and evaluated.

Several areas can be valuable sources of information concerning development needs. These include actual experiences of the school system as identified by the staff; information from questionnaires and surveys; changing teacher certification requirements; and research studies of curriculum, instruction, and administration.

A school system represents great diversity in personnel in that the teaching staff, for example, includes beginning teachers, teachers with experience but new to the system, teachers returning to work after a period of time away from

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[4]Lucio, op. cit., p. 75.

teaching, and experienced teachers having a period of
continuous service. There are also differences in attitudes
and ambitions of these groups which inspire or impede
performance.

Leadership training is desirable and necessary as
turnover and expansion create new and additional needs for
supervisors and administrators. Newly appointed
administrators and teachers need orientation plus on the
job learning experiences to assist them in better performance.

The following paragraphs discuss some of the areas that
may provide staff development program planners with specific
information on development needs.

A line of communication should be established between
the office responsible for staff development and all levels
of administration and supervision that deal directly with
teachers. This will provide a channel for suggestions,
questions, and recommendations from teachers through
administration. It can, in reverse, provide a channel for
leadership, guidance, and assistance to teachers. Personnel
should feel free to contact the staff development office to
request attendance at a workshop or course, to give suggestions
and recommendations for such workshops or courses, and to
obtain any needed staff development information.

The staff development office should establish a program
of individual teacher interviews to the maximum extent

possible. Interviews of some kind are a must for the staff development officer who would keep a finger on the pulse of his organization. Better than any other device, they help him understand how people feel and why -- understanding crucial to success of any effort to bring about change. They also demonstrate, in a personalized way, sincere interest in what people in the system think.

Written questionnaires are also useful tools for gathering information from which development needs may be derived. Such questionnaires distributed among administrators and teachers asking what their development needs are can be valuable aids to ascertain needed programs and activities.

A meeting should be held at the end of the school year between planners and those teachers who were new to the system that year to evaluate the orientation and development programs attended at the beginning and during the school term. Planners should determine what information was valuable, solicit information for new programs, and request cooperation in developing a better program for the new year to come.

Even community surveys may reveal areas affecting the school system that would profit by staff development activities. For example, such a poll might indicate a need to change the school grading system or to improve the method of reporting pupil progress to parents.

Administrator and teacher certification requirements vary from state to state and change frequently. This creates a need for continual review of the certification status of staff members to insure availability of courses needed for certification and renewal. In addition, courses to meet advanced degree requirements which can result in salary increases and career progression should be made available through planned development programs.

A continuing coordination with curriculum committee efforts is essential. Curriculum changes and revised courses of study create demands for new knowledges and skills on the part of administrators and teachers responsible. Changes in such course areas as new mathematics or in such methods as educational television, for example, create needs for staff development programs.

Educational research is constantly creating new needs derived from new knowledge and the resulting change in course content and method and materials and equipment. Staff development programs must keep abreast of these changes to provide the development opportunities necessary for increased and improved performance by staff members.

The information, once obtained, must be analyzed and evaluated for staff development program needs. This involves reviewing, classifying, interpreting, and evaluating the information obtained and then determining what action will

best solve the problems found.

In making this determination, it is important to consider all the alternatives to include cost, practicality, acceptability, and administrative feasibility, that might accomplish the desired result. Alternatives that may be considered include reassignment, separation, or training of personnel; selection of different kinds or levels of talent; changes in work assignments, methods, equipment, or relationships; clarification or simplification of school system policy, structure, or instructions.

III. MEETING STAFF DEVELOPMENT PROGRAM NEEDS

When staff development needs have been identified and agreed upon, it is time to consider development resources, administration, content, and method. A reminder of major importance is that development goes on all the time, in some form or another, even in the absence of formal or planned programs. Another reminder is that many developmental resources are available, even to school systems which have no development staffs, and ordinary administrative processes can be made to serve as very effective development methods.

Development programs for school system staffs present some different problems than those of government and business.

One of the most important of these differences is that

the great proportion of individuals within educational

systems are, in practice, operating with very similar

position descriptions and with little differences in work

assignments in terms of additional responsibilities. Such

additional qualification attainments as graduate degrees

and experience are usually recognized only within salary

levels and not as factors in assigning the individual to

new and greater responsibilities. There is also a general

absence of the managerial and supervisory types of develop-

ment programs which are in wide use in industry and

government. The result is a system of horizontal or

geographic mobility aimed at salary advancement. The school

system loses an individual who is well oriented to the

system and who could be developed into a supervisor or

administrator. Frequently, the individual leaves the

teaching profession causing a loss to the system, education,

and society.

A number of staff development activities have been

organized over the years to meet identified needs of the

school system. The following are those that can be used

in almost all schools:

New teacher orientation

Student teacher supervision program

In-house workshops and study groups

Teacher rotation and visitation program

Attendance at local, state, and national conferences

Organized summer program

Off-site college course center

Leadership and supervisory training

Sabbatical leave for additional study

The objective of orientation programs in the school system is to help the new teacher become familiar with the system and its operations. All new teachers and staff members should be urged to attend. The program should be as complete as possible to provide the new personnel with whatever information is needed to be capable of full performance the first day on the job. It may be well to identify sponsor teachers to provide a source of advice and counsel for the new teacher.

Orientation must be carefully planned. It will be the first impression of the system to the new staff member. The sessions should provide an introduction to the organization and procedures of the system; explain the resources and services available within the system and the surrounding community; inform about the professional organizations and their activities; and describe the daily routines and expected performance of the new staff member in the system. A handbook or an orientation guide to the school system is recommended also as a continuing point of reference to reinforce the material covered in group sessions. A handbook

should cover such topics as historical and organizational
information about the school, salary schedules, certifica-
tion requirements, calendar of events, personnel policies
and procedures, and a description of the staff development
activities available to encourage staff participation and
growth.

Industry and government have used intern programs
successfully to develop desired skills and knowledge under
some form of guidance and supervision for specified periods
of time. Similar programs can be valuable in the school
system. A cooperative program with the education department
of a local college will provide opportunity for the student
teacher to learn on the job, afford the school system a
chance to sell itself to the potential teacher, and permit
the college to examine the operations of teaching as
compared to the theory of teaching. The assignment of a
teacher intern or student teacher to a full time teacher in
the classroom must be done carefully to insure that the
sponsor teacher is capable, willing, and enthusiastic about
this responsibility. A poor assignment could result in the
loss of a potential teacher to the system. This program
has merit for the sponsor teacher also, because he will have
to examine his program, his techniques, and his knowledge to
insure that he has something to offer the student teacher.

The intern or student teaching program should provide

for group meetings between regular teachers and student
teachers to assist each to gain new insights into subject
materials, learning theories, and current research in the
fields involved.

The school system can profit from such a program by
creating a desire in the student teacher to both want to
continue in the teaching profession and to join the system
concerned.

School system workshops and study groups provide a
valuable source of development through exchange of informa-
tion on techniques of instruction, course content, and
teacher-pupil relationships. Topics of discussion and
study may range from that related to a specific course to
the exploration and evaluation of new educational
innovations and techniques of instruction. Properly
organized and scheduled, such workshops and study group
sessions can be used as a method of earning credit toward
certificate renewal.

Workshops and study groups should be provided on a
system-wide basis to provide maximum input of all levels of
activity. The staff to administer the program may be
provided from school system resources or from without
the system, as experience and wisdom indicate.

Another method of meeting the needs of staff development
is to provide for teacher visitations to other classes and

other schools. It may be possible to go as far as teacher exchanges with other schools for an extended period of time. Such visits coupled with discussions and counseling following the visits can be an excellent method for exposing teachers to new, different, and better methods of doing their job. An important caution to be remembered is that all such visits and exchanges should be coordinated through a central source, normally the school staff development office, to insure that the visits have specific purposes and are evaluated for their worth upon completion.

Local, state, and national conferences provide opportunities for learning of new developments and procedures pertinent to subject or administrative areas. Maximum attendance at local conferences should be encouraged. Selected representatives should be sponsored by the school system to attend state and national education meetings. These representatives, in turn, should report to the staff about the activities and developments of the meeting attended. Not only does learning accrue from the formal agenda, the informal group discussions and meetings prevalent at such conferences provide a valuable exchange source of information about instructional and administrative

procedures and techniques.[5]

The educational field has one great advantage over industry and government in the staff development area. While the latter fields are in business all year long, the educational field has a three-month break in activity that is ideally fitted for the development of the professional staff. Teachers and administrators are free from the school year classroom activity and can devote time to professional advancement. The school system can play a major role in utilizing this period for staff development.

Activities for summer may include workshops within the system. These can be designed to improve the instruction and relate to curriculum, techniques, teaching skills, and materials.

Another summer program project is the laboratory school. An ideal program would permit a variety of courses offered to students from kindergarten through high school levels. This program has dual benefits in that students receive remedial and additional education and the instructional staff has a laboratory research opportunity to improve its competency. The larger school system has a better and wider

[5]Attendance at Professional Conferences and Conventions (Educational Research Service Circular No. 6. Washington: American Association of School Administrators and Research Division, National Education Association, 1969), pp. 1-6.

opportunity to use this development activity but its use in
small schools, even in limited fashion, is well worth
considering. Use of consultants and specialists in the
subject area fields is recommended whenever possible to
evaluate the success of the laboratory course and the
performance of the instructional staff.

Summer periods provide an excellent time for staff
members to attend universities for advanced or specialized
study. It may be possible for the school system to provide
financial aid in the form of scholarships or grants to
encourage such study.

An off-campus college program is an excellent source
of staff development opportunity. It must be recognized,
however, that such a program is not always possible in many
areas. Geography, finances, and number of schools within
the area are factors that must be considered. Where
possible, such a program provides opportunity for meeting
certification requirements, helps keep teachers current
with new developments in education, and provides for
graduate degree achievement. It may be possible for several
school systems to join together in an effort to establish
this type of program at a centralized location. Not only
will the program provide growth opportunities, but it will
have a positive effect in encouraging teachers to remain
with their system to take advantage of the additional

learning possibilities.

In contrast to the scope and numbers of programs
pertaining to supervision and management in industry and
government, the educational field has been noticeably
lacking in developing its own leaders and administrators.[6]
A staff development program that does not provide for such
growth is hardly worthy of its title. Qualified and
capable leaders in such a specialized field as education
can only come from the field, either through growth in
the particular system or from other school systems.

An efficient school system must maintain an inventory
of potential leaders and administrators to fill the vacancies
caused by resignation, retirement, and death. Those best
qualified for such replacements must be from resources
within the system -- they are the people who know and under-
stand the goals, programs, services, and scope of the
system.[7]

One large corporation cites four major fundamentals of
its supervisory development program: 1. Know what the
management structure of your organization must be, 2. Select
candidates who have the qualifications required by the jobs,

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[6]Lucio, op. cit., p. 11.

[7]National Education Association, Better Principals for
Our Schools (Washington: National Education Association,
1961), pp. 36-40.

3. Establish a simple method of appraising the candidate

selected, and 4. Provide the training necessary to complete

the candidate's experience.[8]

The school system, likewise, by evaluating its current

and planned management structure, can assess its present

manpower inventory and project what is needed to fulfill

planned future requirements. Identification and selection

of potential leaders may be done through individual

application after meeting specified requirements or through

identification by other teachers and administrators on an

individual or group basis. Establishment of potential

leadership abilities may be accomplished on the basis of

written recommendations, specific tests, interviews, and

committee evaluations. A school system may want to use a

leadership workshop or training course as a requirement or

to require those interested to attend certain university

courses. An additional evaluative tool is the use of an

administrative internship whereby the potential leader is

relieved of all or part of his teaching load to participate

in administrative activities under the supervision of

designated administrators.

Once selected, the beginning leader needs orientation

[8] John R. Suman, _Growing A Good Executive Crop_ (New
York: Standard Oil Company, 1963), pp. 8-15.

and training in his administrative duties and responsibilities. Such orientation and training can be conducted through seminars, workshops, rotating assignments, meetings with outside consultants and in-system leaders, and group sessions with other beginning leaders led by the central staff representatives.

Periodic appraisals of the candidate are recommended to determine the success of the selection, the progress of the individual, and the state of the program. Many appraisal methods exist and one that is simple and pertinent to the needs of the school system should be selected. Weaknesses identified through appraisals should be the target for corrective action.

Experienced leaders also need to keep abreast of administrative and instructional changes. This need can be met through workshops, group sessions of school system leaders, visits to and from educational specialists of the universities, visits to other schools within and without the system, and attendance at professional meetings and conferences.

Some form of a leadership development program can be established by every school system. It should be established to provide the resources so essential for the continuity of the school system program.

Sabbatical leaves for a semester or a school year

should be considered as another staff development tool.
They must be administered carefully, permitted for specific
purposes, and be evaluated on the potential value received
in relation to the cost to the school system.

Use of many or all of these staff development
activities will provide a basis for substantial growth of
the staff personnel of the school system. Experience will
provide many new and modified versions for additional
implementation.

IV. ADMINISTERING THE STAFF DEVELOPMENT PROGRAM

The proper administration of a program of staff
development is essential to its success because it involves
the use of a number of developmental types of activities
and the participation of many different departments and
individuals. Regardless of the size of the school system
involved, an adequate staff development program will offer
a range of activities that involve a wide variety of
individuals.

Important areas to consider in the administration of
the program are responsibility for the program, relation-
ship to all school system functions, facilities and
schedules, resources and equipment, involvement of people,
program leadership, and provision of development
opportunities.

Authority and responsibility for the staff development program must be clearly established. Development should be achieved by leadership not coercion. Every large school system should designate an administrative office as responsible for staff development. The office would usually be responsible to an Assistant Superintendent for Instruction. In a small school system, staff development will normally be a part of the responsibility of the superintendent or an assistant superintendent. The key point is that responsibility is placed specifically in one area coupled with the necessary authority to take required action to implement the program.

Staff development is involved in every area of the school system. However, the curriculum study area should be a central point of interest to staff development. Teachers, supervisors, and administrators are involved in curriculum development and evaluation; the curriculum area is the focal point of the school mission to teach; and the changes in curriculum involve the continuing development of the staff. It is no less necessary to coordinate all instructional and personnel services of the school system with that of staff development though, so that growth opportunities will be compatible and consistent with the needs and activities of all school system staff members. Coordination will further assist the maintenance of

communications to provide a flow of information between the instructional and administrative staff and the development program.

Time and facilities are two important factors to consider in administering a program of staff development. Time is necessary to plan for activities as well as to prepare for, participate in, and evaluate their success. Without sufficient time, not even the most willing participant can succeed. The result is negative and future participation is endangered. Facilities are important also. Lighting, ventilation, acoustics, seating, group size, and rest rooms affect the successful conduct of courses and meetings. Impact of travel distance and parking must also be evaluated.

Another important physical feature that must be evaluated is availability of equipment. The supplies and conditions of films, slides, records, and demonstration equipment must be adequate if proper learning is to occur.

Successful staff development requires the voluntary participation and involvement of teachers, supervisors, and administrators. Involvement begins with a climate of encouragement that the program is for the participants based on their needs and desires, not based on a program designed by the top administrators to be forced upon the participants. Teachers and administrators through joint

efforts can be encouraged to participate in the total program from determination of objectives through evaluation of the results. This program of involvement can result in the needs of the individual staff members meshing with the needs of the school system and the working out of compromises when conflicts occur. Administrators must be involved because without their support the goals and objectives of the program will never be achieved.

Leadership in the program is not restricted to the recognized leaders such as supervisors and administrators. The many activities of a staff development program require leadership from many people. For example, leaders are needed for workshops, study groups, panels, seminars, and teacher training. One way to secure leaders for these activities is for the school system to use the potential leaders identified for supervisory training discussed earlier in this chapter. Another way would be to use outside consultants from universities, other schools, or professional education associations. A third source might be to use the informal leaders that are developed within such workshops and group sessions through the democratic process of being selected or elected as group leaders.

A well organized and administered staff development program will provide a wide range of choices to permit individual growth and improved performance. Effective

leadership will be continuously adding to the opportunities
provided, but at the same time, evaluating current useage
to insure that value is received. The many types of people
involved and the wide range of courses in the curriculum
demand a great variety of development opportunities.

Many of these opportunities have been mentioned
previously in this chapter but are referred to again to
demonstrate the scope of activities essential to a
functioning staff development program.

Regardless of the size of the school system, the
staff development program should offer the widest range of
opportunities possible for growth and development. It will
be important to the teacher or administrator because he will
see an opportunity for his growth. It will be important to
the school system because the school will profit from the
individual's growth. The involvement of all personnel in
needs determination and in the planning to meet these needs
will create an atmosphere of all working toward a common
goal of development of self and, consequently, of the
school system.

V. EVALUATING THE STAFF DEVELOPMENT PROGRAM

Evaluation is, quite simply, an appraisal or judgment
of the value or worth of something. The immediate purpose
of evaluating is, usually, to find out how well something

is done in relation to what was planned to have done, how well the results have been achieved.

The process of determining development needs is itself a process of evaluation. Through factfinding and appraisal, problems are identified for solution and training and development activities attempt to solve the problems. Then, evaluation is applied to determine if the problem was solved. A complete cycle thus occurs: need determination (resulting from evaluation), program planning, program implementation, and evaluation -- followed by replanning, reimplementation, and reevaluation.

Evaluation of staff development activities, like evaluation of any other administrative practice, should be designed not to justify its existence or to prove that it "pays its way" but rather, to insure that development is used as effectively as possible in meeting the school system's needs.

A systematic approach should be used, one involving a planned method of evaluation that assesses the results of the staff development in terms of its stated objectives, that looks for all reasonable evidence both of success and failure, that accepts the evidence without bias, that provides for a system of cross checks, and that seeks an accumulation and appraisal of obtainable data rather than an all or none answer.

The objective is to determine how well the staff development job has been done in terms of needs of the school administration and system and in terms of the resources available to meet these needs. Evaluation then becomes the process of determining whether progress is being made toward stated objectives at a reasonable rate and expense.

The nature and scope of the staff development program in the particular school system will determine the extent of the evaluation. As a minimum, two areas should be considered in evaluation:

1. Results of the total program.

2. Results of individual development activities.

To measure the results of the total program, all activities included must be examined. Data from different sources must be collected and analyzed. Opinions of the school staff, changes and improvement in the instructional program, and personnel records are three areas that can provide objective data for evaluation.

Surveys and personal interviews are two simple ways to obtain staff opinions of the program. Negative comments must be assessed also because they serve as guides to change and improvement. Every interviewer should specifically seek information on how the program can be improved. Every aspect of the program should be considered by those

completing questionnaires and being interviewed to provide
information and insights into the effectiveness of the
program.

Improvements in the instructional program may provide
information as to the effectiveness of the staff development
program. Results from year to year on standardized
intelligence and achievement tests may indicate improvement
or lack thereof in the quality and competency of teaching.
College records of former students can be analyzed to
determine adjustment of students and ability to meet college
requirements. Records of vocational school students may be
compared with their work records after school in those
vocations to determine how well they were prepared for the
work.

Records of teachers should be reviewed. Periodic
appraisals of staff performance should be made and
evaluated. Turnover of teachers and staff members may
indicate that the staff development program has been
effective in retaining or not retaining teachers and other
staff members. Exit interviews should be held with those
leaving to determine the cause. The data gained should
then be used to improve deficiencies.

Effects of individual self development activities such
as workshops, off-duty courses, and attendance at conferences
should be evaluated also. Observed behavior as opposed to

questionnaires and interviews, is probably more effective
in determining whether the staff member's behavior has been
altered as the result of the activity and what effect the
changed behavior has had on the students and staff
associates with whom he has contact.

Effects of new procedures or techniques can be measured
by the frequency of their use and the increased use of
materials associated with the new procedure or technique.
For example, after a workshop on techniques of programmed
learning, requests to the training center for texts and
equipment increased greatly.

The mere increased use of the equipment and materials
is not a guarantee of improvement, however. Evaluation
must also be made of student growth and learning. Areas to
consider are the appropriateness of the material to the
subject being taught and whether the teacher demonstrates
an improvement in teaching skill as a result of the
activity.

If evaluation reveals that cooperation is high,
involvement is great, communications are clear, goals are
being achieved, and attitudes are good, then it would appear
that the staff development program is playing a major role
in contributing to the commitment and attainment of the
professional staff to the continuing improvement and growth
of the school system's program of education.

VI. SUMMARY

Improvement of teacher effectiveness in the classroom
is a major objective of the staff development program. A
second major objective is the development and improvement
of supervision and administration in the school system.
Size, structure, or finances do not decrease the importance
of these objectives. The activities of the staff develop-
ment program discussed in this chapter are applicable to all
secondary school systems, even if differences in numbers
and sizes cause variations in extent of applications of the
program.

CHAPTER IV

VALUE ASSESSMENT OF THE STAFF DEVELOPMENT PROGRAM
TO THE SECONDARY SCHOOL SYSTEM

The basic purpose of the program of staff development in the secondary school system is to strengthen the leadership and instructional competency of the school so that the program for the students can move forward and upward. Bringing about changes in people is the focal point in the organization and administration of a staff development program.

This study has indicated that:

1. The initiation of the program must be simple and flexible.

2. Planning must be shared by those who receive and by those who extend the program.

3. The program can be used in varying degrees depending upon size and finance of the particular school.

4. The program should be indigenous to the community served.

5. It should begin where people are, should be long-range, and should enable them to go under their own power where they want to go.

6. Development of insights and understanding should

be as important as the development of know-how and technical
skills.

7. Staff development leadership must lead and
inspire.

8. Team spirit is essential throughout the program.

9. The program should be simple in organization and
orientation.

10. The program should stand up under the test of
usefulness.

This study stresses that the central goal of staff
development is growth. The American Association of School
Administrators states the central goal of growth is
quality, a continuing newness in the quality of teaching
and learning caused by quality in administration.[1] A
question then arises as to how quality can be evaluated.
The mere presence of the activities of the staff develop-
ment program certainly does not insure quality of the
program. The Association feels, however, that growth and
quality come through changes in people -- all the people
involved in the educational situation.

The value assessment of the staff development program
then is made in terms of the changes in people that it

[1]American Association of School Administrators,
Inservice Education for School Administration (Washington:
American Association of School Administrators, 1963), p. 195.

generates. Some of the potential areas of changes in
people that can be caused by a program of staff development
are examined in the following paragraphs.

1. Improvement of methods. The staff development
program can result in a stress on the importance of the
potential productivity of new and better methods; specific
recommendations as to the areas in which methods improvement
is needed; encouragement of an attitude of constructive
inquiry; and a genuine concern for greater effectiveness
in performance.

2. Reduction of absenteeism and turnover. Orienta-
tion, organized job training, development of a competent
leadership in supervisors and administrators combine to
lessen the dissatisfaction, insecurity, and the feeling of
inadequacy in a position which are basic causes of
absenteeism and turnover.

3. Reduction of learning time. Unguided or poorly
directed learning is both faulty and slow. This slowness
represents a restriction of productivity which can be
eased to a great extent through staff development.

4. Reduction in supervisory burden. Staff members who
are well trained, who have developed a real comprehension of
their jobs and the initiative and enthusiasm to carry them
out in the face of changing or unusual circumstances require
less constant and less exacting supervision.

5. Reduction of grievances. Supervisors unskilled in the art of human relations, workers who are ill-adjusted to their jobs, who do not understand or appreciate school system policies and practices are both prolific sources of time-consuming, morale-destroying grievances. Careful training of staff members and supervisors will go far toward the reduction of the number and seriousness of complaints.

6. Improvement of quality. Quality of product or service is a direct result of each staff member's ability and willingness to do his job effectively. Without either ingredient, something less than optimum quality will be provided. Staff members must be trained fully in the skills and knowledge of their jobs. In addition, they must be helped to see the close relationship between the maintenance of high quality and the security of their own positions.

7. Encouragement of promotion. Any organization which is alive and growing is faced with the frequently recurring need of capable, well-trained men and women to fill new positions or to move into vacancies created by death, retirement, transfer, promotion, and resignation. Filling these positions by hiring new people is destructive of morale and costly in terms of the necessary period of adjustment of a stranger to a new work community.

Recornizing this, alert school systems should endeavor through development work on every level of their organization to prepare staff members for promotion when vacancies occur.

8. Improvement of communications. Development of more effective communications up and down the line is one of the most pressing problems in any modern organization. Increase in organization size, the growing complexity of society, the development of conflicting demands and loyalties within individual staff members all contribute to make the job of communications more difficult. Staff development helps to increase mutual respect and understanding between staff members and supervisors. It also provides through conferences, orientation classes, bulletins, and individual discussions the vehicles through which communication may take place.

9. Improvement of morale. One of the most important factors in staff development is the establishment of the sort of climate in which people can grow, in which they can work to the advantage of themselves and their organization. When morale is high, employees are usually productive, receptive, and adaptable. When morale is low, employees are usually indifferent, resistant, or actively hostile. Development for satisfying individual performance and for cooperative group endeavor is a foundation of high morale.

10. Reduction of waste and spoilage. A substantial productivity of offices and shops is lost daily in avoidable waste and spoilage. Improper work habits, indifferent or hostile attitudes, and incomplete understanding on the part of staff members lie back of this vitiating of effort. Through an adequate development of staff members and supervisors this waste can be substantially reduced.

11. Aid to recruiting. A school system that attains a reputation for a good staff development program resulting in high morale, excellent human relations, and a climate of growth will be the object of those seeking employment. Rather than have to seek applicants, the school will be able to select the best of those who apply.

Negative factors play a role in value assessment of any program. They must be considered, if for no other reason than to prepare to overcome them.

1. Cost-time-effort factor. Implementation of a staff development program will cost too much money, take too much time, and involve too much work.

2. Resistance to change - "why needed" attitude. The attitude will exist that the school has gotten along so far so why is a change needed. Change will cause teachers and supervisors to become upset, some may leave the school, and new techniques and procedures will have to be learned.

3. Impact on immobility. The application of a staff

development program will cause unrest among those who are
satisfied and settled in their positions because of the
possibility that they will have to attend workshops,
courses, seminars, and may have to move somewhere within
the system.

4. Off-duty requirements. The need to participate in
workshops, study groups, and courses during off-duty hours
is an imposition on the staff member's personal time and
should not be permitted.

5. Administrative requirements. There will be added
requirements to report on and evaluate the new techniques
and procedures. New forms will be instituted. Time will be
required that will take the teacher away from his allotted
time for instruction.

6. Additional area of organization. An added office
of staff development will be created or the duties will be
added to a present administrator's work load. An additional
source will be seeking information and investigating what
teachers and staff members are doing and why.

7. Lack of qualified program administrators. It will
be difficult to establish the program because of the lack
of any skilled and experienced staff development personnel
in the education field.

One writer came to this conclusion:

If there be a single test of quality in an

educational institution, it is a lively dissatisfaction
with things as they are and an active, open-minded
search for ways to make them better. Where you find
an administrator and teachers who are genuinely
disturbed by their institution's shortcomings (and what
one does perfectly fulfill its purpose?); who are
studying new organizations, new methods, new tools, new
curriculum; who build a continuous measuring mechanism
into their try-out's; who are fired with lively
enthusiasm and warmed by a real concern for the people
and purposes they serve; who are willing, while cheer-
fully granting to their colleagues the same right, to
try out promising ideas without waiting to remake the
whole school or convince the whole staff; there you may
look for quality.[2]

A staff development program is aimed at such things as
change, growth, and quality. Any value assessment of such
a program must believe that the program is worth the time,
effort, and expense involved because it is through the
program that the process of change, the process of
professional growth, and an improvement in quality begin
to show.

It is believed by the author of this study that the
positive factors of a staff development program outweigh
the negative factors and that the program is worth the time,
effort, and expense involved to achieve this new quality.

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[2]Archibald E. Shaw, "The Measure of Quality," Overview,
3:11, January, 1962.

CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter will set forth a summary of the inquiry into the organization and administration of a staff development program in the secondary school system. It will also cite, based on the inquiry, conclusions concerning the organization and administration of such a program in its application to successful school administration.

I. SUMMARY

This study has examined the characteristics of a staff development program in the secondary school system and has suggested potential approaches to improved theory and practice.

Staff development assumes the need for planning to identify ultimate replacements for current incumbents, for filling projected new positions, for relating personal ambitions to organizational goals, for developing potential of staff members, and for identifying and utilizing the increasing number of professional and administrative talents in the school system.

Staff development can be described as an area of

profitable growth in school administration. There are few
precedents to guide -- or frustrate -- experimentation in
new concepts and techniques. It may be suggested that the
greatest potential for both derive from looking on education
and development as a continuous process. The school system
then, has a great responsibility to provide appropriate
continuing growth experiences for the staff members.

Criteria are necessary, however, to guide the timing
of various educational and developmental experiences.
Criteria, in turn, await the development of better methods
of evaluation of development programs. This study has
suggested various evaluative tools.

Some action items are suggested for consideration.
These items are not presented as a complete listing of
opportunities for improving development, but rather as
possibilities which may be followed under existing
organizations. In summary, these items are as follows:

1. Graduate study

2. Internships - student teaching

3. Visitation and exchange of staff members

4. A staff development information center

5. Leadership development

6. Workshops and study groups

7. Summer programs

These suggestions provide specific possibilities

for future action.

II. CONCLUSIONS

Several conclusions seem evident from this study of staff development programs in the secondary school system.

1. A staff development program can provide a means for the continuous relating of staff member goals and school system goals. One of the major functions of a staff development program is to correlate individual goals with those of the school system. Continuous analysis and planning is necessary to keep these goals related for full utilization and maximum individual satisfaction. It is important to keep the individual informed of the school system's needs and to provide a way to relate individual ambitions for personal development to the school system's potential for satisfying these needs.

2. A staff development program can assist in the development of individuals to the limits of their potential. Individuals differ widely in both potential and in desire for development. Many do not want more authority or responsibility. Many others not only desire higher assignments but have the potential for them. These latter individuals should be encouraged to develop their capacities through staff development activities.

3. A staff development program can provide a means

by which increased skills and abilities are made available
to serve the school system. If individuals develop them-
selves through the staff development program, their
increased skills should be put to work within a reasonable
period of time to avoid disillusionment and frustration.

4. A staff development program can identify needs for
replacements. School systems should develop manpower
inventories. They should plan for a work force that is
balanced by age. Too many young or too many old staff
members may cause difficulties in years to come. A manpower
inventory is a simple method for recording the strengths and
weaknesses of current manpower resources to meet future
requirements.

5. A staff development program can provide well
qualified candidates for planned new positions. School
systems should develop means for estimating the possible
results of change in their system over a period of years.
Planning should anticipate the necessity of filling positions
and provide for the development of individuals who are
qualified in the new knowledges and skills which may be
required.

In the final analysis, neither business, government,
nor education can afford to neglect staff development.
Good development is dependent on good organization and
administration. Efficient operation of a business

corporation, a government agency, a school system requires high quality results at reasonably low cost. Efficient operation can be achieved if staff members have skill and use it willingly. Only a small per cent of staff members develop on their own initiative a large proportion of their potential ability. They need help. A well organized and well administered staff development program can help greatly to bring out the best in a staff member's performance. This being so, the organization and administration of a staff development program in the secondary school system will be of value to successful school administration.

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APPENDIX

APPENDIX

PLAN FOR A STAFF DEVELOPMENT PROGRAM

I. POLICY

The _____ School System recognizes that
development and training of staff members are vital to
economical and efficient operations and to immediate and
long range objectives of this school system. To this end,
the school administration:

1. Encourages staff members at all levels to seek
training and development needed for improvement of work
performance and job potential.

2. Provides, though in-service and outside sources,
management and supervisory development for those employees
in a supervisory capacity.

3. Provides, for all new staff members, orientation
outlining the history, mission, goals, and operation of the
school system.

4. Provides skills development opportunities and
in-service training for all staff members.

5. Provides in-service and outside training for
technical and professional staff members to increase their
competency.

6. Provides financial support, to the extent funds

are available, for staff members to pursue academic studies which will increase their effectiveness.

7. Provides development opportunities to all staff members on the basis of job needs, regardless of color, race, religion, or sex.

II. OBJECTIVES

The overall objectives of the _____ School System Staff Development Program are:

1. To provide staff members with potential an opportunity to improve their job performance and develop new skills.

2. To provide the school system with a reservoir of personnel capable of assuming more responsible duties.

III. SCOPE OF THE PROGRAM

The staff development program involves planned training and experience to increase staff member skills, knowledge, and abilities in the performance of official duties. The program may include such activities as the following:

1. Orientation to the school's history, mission, goals, and operations.

2. Varied work assignments inside and outside the staff member's work area.

3. Assignments involving supervision and administration.

4. Required attendance at staff meetings, committee
participation, and field trips.

5. Formal in-service training.

6. Training exchanges with other school systems.

7. Undergraduate and graduate academic training.

Staff development in all occupational areas is
encouraged. Opportunities exist in the following broad
categories:

1. Professional, scientific, and technical.

2. Managerial and supervisory.

3. Administrative.

IV. RESPONSIBILITIES

Responsibilities for the organization and administra-
tion of the _____ School System Staff Development
Program are established as follows:

1. The Staff Development Committee is responsible for
making recommendations to the Superintendent of Schools that
will assure the continuing growth and development of all
staff members throughout their careers in the school system.
The committee will make policy recommendations in such areas
as promotion, coordination, evaluation, and overall direction
of the _____ School System Staff Development
Program. This committee consists of the Assistant Superin-
tendent for Instruction, Chairman; Chief, Office of

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Curriculum Development; Chief, Office of Staff Development;
and representatives from offices and areas of instruction to
be designated by the Superintendent of Schools. A member
of the Office of Staff Development will serve as Executive
Secretary. Periodic reports on the program will be made
by the committee to the Superintendent of Schools. The
committee is responsible for approving individual staff
development plans and applications for education and
training that involve financial expenditure by the school
system, staff member absence from duties for longer than
one week, and attendance at non-school system sponsored
activities. The committee is also responsible for making
recommendations for improvement of the program based on
continual reviews of it.

2. Administrators and supervisors are responsible for
administering the program. This responsibility includes:

a. Being thoroughly familiar with the policy,
objectives, and scope of the program.

b. Keeping the Staff Development Committee advised
of problems in developing and administering the program.

c. Encouraging staff members to participate in
the program.

d. Counseling staff members on the program.

e. Informing staff members of training and
development opportunities available to them.

f. Recommending approval of staff development plans and training and development applications submitted to the Staff Development Committee.

g. Selecting and assigning staff members to appropriate in-service training opportunities.

h. Insuring that development activities completed by staff members are reported to the Staff Development Office.

i. Reviewing and updating staff member development plans annually no later than October 15 of each year.

3. Staff members are responsible for initiating a self development plan which includes establishing immediate and long range development needs, investigating where training may be obtained, and discussing staff development plans with their supervisors. Staff members should keep their personnel records current by reporting to the Staff Development Office any completed training and development activities taken at their own expense on their own time that is not reported through their supervisors.

4. Supervisors and staff members are responsible for seeking assistance from administrators and the Staff Development Office when resources beyond their level are needed.

5. The Staff Development Office's responsibilities include:

a. Coordinating and evaluating the total program.

b. Conducting surveys to identify staff development and training needs.

c. Developing plans to meet identified needs.

d. Coordinating courses, workshops, seminars, and study groups conducted in the various areas of the school system.

e. Maintaining files of individual development plans.

f. Performing staff work in administering applications for various development activities.

g. Notifying staff members of approval or disapproval of development applications.

h. Recording all development activities completed by staff members.

i. Conducting courses in orientation, supervision, and other courses as determined by the Staff Development Committee.

V. EVALUATION OF THE PROGRAM

The _____ School System Staff Development Program will be evaluated as follows:

1. Evaluation of staff development activities completed by their staff members is the responsibility of supervisors.

2. Evaluation of the total program is the responsibility of the Staff Development Committee and is accomplished as

follows:

  a. Determination of training and development needs.
A comprehensive program is established annually to insure
that needs are being identified and evaluated. The Office
of Staff Development will, through surveys, interviews, and
staff visits, assist in the identification and evaluation
process.

  b. Orientation. A comprehensive program for
orientation is maintained and the Office of Staff Develop-
ment will conduct appropriate evaluation procedures to
insure its effectiveness.

  c. Technical and professional development. Super-
visors and staff members are surveyed by questionnaire each
year to determine quality of development activities
conducted.

  d. Supervisory and management development. A
three phase evaluation procedure is used for supervisory
and management development -- a pre and post evaluation by
the immediate supervisor and a post evaluation by the
student. An annual survey questionnaire and interview of
all supervisors and administrators will also be used to
evaluate the effectiveness of this development activity.

VI. PROCEDURES

Staff members are encouraged to discuss staff

development plans with their immediate supervisors. Supervisors may consult the Office of Staff Development for assistance in any phase of the program. When the staff member and his supervisor agree on a development plan, the procedures are:

1. Application.

The staff member will complete Part I of Form ____, Application and Appraisal (Exhibit 1), describing what he considers to be a realistic program to increase efficiency in his present position and to assume greater responsibilities. Three copies of the form should be submitted to his immediate supervisor.

2. Appraisal.

Each application will be evaluated by group or individual appraisal. Each method of appraisal identifies the ways in which the staff member can best realize his and the school system's long range objectives. Administrators will determine the type of appraisal to be used. The success of the staff development plan depends to a great extent upon the effectiveness with which the appraisal phase is accomplished. The appraisal evaluates the applicant's total potential and performance. On the basis of the appraisal, the supervisor and the appraisal panel will work with the staff member in establishing his development plan. Part II of Form ____ will be completed by the staff

member's supervisor during the appraisal phase.

      a. Group Appraisal.

      When the group appraisal is used, the Staff Development Committee will recommend the composition of the appraisal panel which must include the staff member's immediate supervisor and at least two other individuals senior in rank to the staff member.

      (1) Each member of the panel should be familiar with the staff member's job performance, personnel records, and goals.

      (2) Each member of the panel will review the plan proposed by the staff member.

      (3) The panel will review the staff member's job performance, try to identify his strengths and weaknesses, and will consider the staff member's own development efforts.

      (4) After careful evaluation and documentation on Part II of Form _____, the panel will recommend approval or disapproval of the staff member's plan or propose a modification of the plan. If modification is proposed, it will be worked out through consultation of the staff member with the appraisal panel.

      (5) Two copies of the final plan will be forwarded to the Staff Development Committee. One copy of the plan is retained by the staff member's immediate

supervisor.

      b.   Individual Appraisal.

When the individual appraisal method is used, the immediate supervisor of the staff member will follow the same steps that the panel uses in the group appraisal method.

    3.   Review and approval of individual plan.

Upon receipt of the individual development plan, the Staff Development Committee will:

      a.   Review the plan.

      b.   Return the plan to the staff member's immediate supervisor if modification is necessary.

      c.   Approve the plan if no modification is necessary and return one approved copy to the immediate supervisor of the staff member concerned.

      d.   Retain one approved copy of the individual plan for filing in the Office of Staff Development.

    4.   Requests for training and development.

Staff members or their supervisors may initiate requests for attendance at development activities by sending a memorandum to the Office of Staff Development. The memorandum will cite the following information:

      a.   Name, position, office address and telephone of staff member.

      b.   Title, location, date, and cost of training

activity.

      c.   Justification for attendance.

      d.   Approval of supervisor if activity is conducted within the school system.

      e.   Recommendation for approval by supervisor if activity requires expenditure of school funds, requires absence of staff member from duties for longer than one week, or is conducted off the school premises.

      f.   Statement that attendance at the activity is part of the staff member's development plan. If not part of the plan, explain recommendation for attendance.

      The Office of Staff Development will coordinate all requests for training and development. Staff members will be advised through their supervisors that attendance is approved or disapproved. If requests involve school funds expenditure, duty time away from the job for more than one week, or off-site activity they will be referred to the Staff Development Committee for approval. The Office of Staff Development will advise the staff member through his supervisor of action taken by the committee.

      5.   Evaluation of training and development activities.

      Upon completion of the staff development activity, the staff member will make an evaluation of the activity by memorandum through his supervisor to the Office of Staff Development. The memorandum will include such items

as:

    a.   Title, date, and location of the activity.

    b.   Brief description of the activity's content.

    c.   An evaluation of the relationship of the
activity to the staff member's duties.

    d.   An evaluation of the construction, procedures,
methods, equipment, facilities, and instruction involved
in the activity.

    e.   An evaluation as to the worth of conducting
future similar activities and of the value of sending other
staff members to such activities.

The supervisor will be required to make an
evaluation of the staff member and the effect of the
development activity on his performance. If the develop-
ment activity involves supervisory training, the supervisor
will make a pre and post performance evaluation of the
staff member involved. Evaluations will be submitted as
a memorandum to the Office of Staff Development. All
evaluations will be filed with the staff development plan
for the staff member involved.

APPLICATION AND APPRAISAL

_____ SCHOOL SYSTEM DEVELOPMENT PLAN

PART I

(To be completed by applicant)

Name: Title: Location:

Education: Bachelor (Major):   Master (Major):

            Doctor (Major):   Other (Major):

1. Education or Training Since Employed by _____
   School System?

2. Special Honors or Awards (Describe):

3. In what area of your present position do you feel you
   need improvement?

4. How can this need for improvement be met?

5. What do you believe to be your greatest need for future
   development?

6. How can this need for future development best be met?

_____   _____
Date   Signature

Exhibit 1, Page 1

PART II

(To be completed by Immediate Supervisor or Appraisal Panel)

Instructions: The information needed to complete this record
will be developed during the appraisal phase by Immediate
Supervisor or the Panel. The staff member's supervisor will
document the information, obtain appropriate signatures, and
forward to the Staff Development Committee.

7. Qualifications: List outstanding qualifications (ability
    to get along with people, ability to write or speak
    effectively, knowledge of subjects, initiative, etc.)

8. Performance:

    a. List examples of above average performance in present
        position.

    b. List examples of below average performance in present
        position.

9. Plans for improvement in present position:

10. Plans for future utilization:

11. Plans for development for future assignments:

12. Proposed Plan - Beginning date:

        Approximate ending date:

Exhibit 1, Page 2

APPRAISAL MADE BY

Immediate
Supervisor:_____Title:_____Date:_____
                Signature

Panel Member:_____Title:_____Date:_____
                Signature

Panel Member:_____Title:_____Date:_____
                Signature

Panel Action: Approved:_____   Disapproved:_____

            If disapproved, give reason:

ACTION OF STAFF DEVELOPMENT COMMITTEE

Approved:_____

Disapproved:_____

Returned for modification:_____

        If disapproved or returned for modification, give
        reason:

        Comments:

                                    _____
                                    Chairman,
                                    Staff Development Committee

                                    _____
                                    Date

Exhibit 1, Page 3