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A Model for Inservice Professional Development of Educational Administrators

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A MODEL FOR INSERVICE PROFESSIONAL DEVELOPMENT OF EDUCATIONAL ADMINISTRATORS

by

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A MODEL FOR INSERVICE PROFESSIONAL DEVELOPMENT OF EDUCATIONAL ADMINISTRATORS

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The factor most influential in the decision to undertake this developmental study was a directive received from the Director General of Education, Ministry of Education, Malaysia. The second factor was the perception that the obsolescence of previously learned skills and understandings dictates a need for a systematic, comprehensive, and task-oriented inservice professional development of educational administrators within the contemporary system.

The purposes of this study were twofold. The first was to develop a model and the second was to propose a set of task descriptions appropriate and necessary for implementing the model.

The model developed has three crucial stages, i.e., Planning, Implementation, and Evaluation. Within each stage are four common steps, i.e., Analysis, Development, Operation, and Evaluation. The three stages and the four steps within each stage were derived from an exploration of various schools of thought represented in the literature on inservice projects and models. Since the development of the model was primarily based on the advocacy and validity of the stages and steps as proposed in the literature, the model was judged to be theoretically and philosophically valid, and is expected to be responsive to the purpose for which it was developed.

In order to operationalize the model, 98 task descriptions were

proposed as appropriate and necessary. A 12 member panel of experts, all of whom were current professional practitioners, knowledgeable, experienced, and had demonstrated expertise in the field of education, training and development, were used to validate the task descriptions. An interview questionnaire consisting of 98 items which required written responses, and four items which required oral responses, developed by the investigator, was the survey instrument used to gather the data required.

The data analysis consisted, primarily, of percentages and frequency distributions of panel members' responses as to the appropriateness and the necessity of the task descriptions proposed. Results of the validation indicated overwhelming approval of the model as an ideal despite some reservations regarding its practicality in most American settings.

One of the most important recommendations was that an investigation be done at once to determine whether the model, developed from the literature of the United States and validated by an American panel of experts, is deemed valid by Malaysian educators.

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HASHIM, ROFITHAH

A MODEL FOR INSERVICE PROFESSIONAL DEVELOPMENT OF EDUCATIONAL ADMINISTRATORS

Western Michigan University ED.D. 1981

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Background of the Study

The decision that launched the work that is documented in this study was made in mid 1980 by the Director General of Education Malaysia, Ministry of Education, Malaysia. He recognized that a systematic and comprehensive inservice professional development program is long overdue in Malaysia. Since then several officers from the said ministry, including the present writer, have been directed to acquire knowledge in the related field.

One of the factors most influential in the decision to undertake this study was the perception that the pace of obsolescence of previously learned skills and understandings dictates a need for effective inservice training for improving professional knowledge and competencies of educational administrators within the contemporary systems. The need for fresh and continuing education of educational administrators is as real and important as the need for inservice education of employees in a profit organization.

The importance of professional development through inservice training has been strongly supported in recent years. As suggested by Bishop (1976), "inservice education and staff development desperately need to be given a higher priority" (p. vii). The necessity of professional development, as stated by Hirshowitz (1975) was, "commitment

to staff development is necessary for the organization to thrive, build morale, increase its holding power, produce, and perpetuate itself" (p. 213).

As inservice professional development program for educational administrators can be very productive if properly designed. Previous conceptions and operations of inservice programs have not been adequate to meet contemporary inservice needs (Rubin, 1971, p. 245; Harris, 1980, p. 26).

Rationale for the Study

The rationale for this study was: first, inservice professional development must be systematically organized in writing in terms of planning its design and task descriptions. A systematic and organized design for inservice development forms the framework that can justify the existence and modify the design for improvement. Furthermore, a well documented design can be used as an approach to and as a tool for implementing an inservice professional development program.

Secondly, the rationale for this study rested on the specific need of educational administrators to design, implement, and evaluate an inservice professional development program to enhance their professionalism and effectiveness.

Rationale for Inservice Professional Development

Numerous statements of rationale for professional development were found in the literature reviewed, and at least one of the sources consulted is cited for each of the following quoted statements. All

writings strongly suggested that professional development is important for educational administrators, with such statements as:

> 1. Educational administrators need professional development due to such factors as: a need to keep abreast of complex educational issues that have implications for their roles, responsibilities, and opportunities; novice administrators in particular may need specific role guidelines and the development of individual skills, styles, and operating strategies relating to organizational behavior, interpersonal relations, communications, leadership methods, decision making, effecting change, time management, and delegation. (Edwards & Pryne, as cited in Shtogren, 1976/1978, p. 11)

> 2. Without substantial continuing growth in competence of personnel, the entire concept of accountability has little meaning. The heavy reliance upon people to perform nearly all tasks required for organizing and maintaining quality educational programs is a reality that cannot be treated lightly. It is this reality that gives inservice training both its importance and its urgency. (Harris, 1980, p. 13)

> 3. The demonstration of competence in any complex job assignment is inevitably a matter of inservice training. Preservice training is primarily an introduction to professional preparation. So long as people make the crucial difference in the educational organization, their inservice training will be a vital concern. Even if a fully qualified, ideally competent staff were available, time would gradually erode that competence. (Harris, 1980, pp. 14-15)

From the above statements of rationale for professional development of educational administrators, one can conclude that for as long as there is the present magnitude of problems confronting them and for as long as the forces and the trends of change in the society and the system make the difference in roles and functions, inservice will remain a need.

The Purposes of the Study

The purposes of this study were two-fold. The primary purpose was to develop a model for inservice professional development of educational administrators. This model was to be validated by the literature reviewed. The second purpose was to establish the descriptions of the tasks for operationalizing the model. The proposed tasks were based largely on literature reviewed in Chapter II and on the perceptions of the present writer. A panel of experts was used to validate the appropriateness and necessity of the task descriptions in the model.

Professional development was here regarded as synonymous with human resource development. Nadler (1979) defines human resource development as a series of organized activities conducted within a specified time and designed to produce behavioral change (p. 3). Inservice development was viewed for this study as a process of providing continuous professional growth and improving professional knowledge and competence of practicing educational administrators. A process was referred to as the methods used in presenting materials and ideas. Educational administrators were defined as any members of an educational organization's professional, certified staff who perform administrative duties.

The study included a review of literature reports on the professional development needs, planning, implementation, evaluation and models. The model for the study was designed by integrating the characteristics of professional development, as reported in the professional literature, with the perceptions of the present writer.

Limitations of the Study

The study was limited by the following factors:

1. The design of the model was based upon review of only the professional literature published in the United States since 1957; thus, the entire body of literature on the subject was not reviewed.

2. The model and its task descriptions may be limited to professional development in the United States unless further studies, cultural modifications, and institutional variations are taken into consideration.

Summary and Organization of the Study

Chapter I has dealt with the background of the study, purposes of the study, rationale for the study, and limitations of the study.

The remainder of this study is organized and presented in five additional chapters. Chapter II is a review of literature regarding the professional development of educational administrators. The pertinent literature reviewed covered the topics of: (a) the need for inservice development, (b) perspective of inservice development, (c) planning for inservice, (d) implementation of inservice development, (e) evaluation of inservice development, and (f) the models that influenced the study.

A description of development of the model, its components, and its structure--as validated by literature previously reviewed--is presented in the first section of Chapter III. In the last section of Chapter III, a matrix for organizing the proposed necessary task

descriptions of each step within the three-stage model is presented.

Chapter IV deals with the design and the methodology of task validation. In this chapter, the development of the instrument used, identification and selection of validating panel members, and the survey and data analysis procedures used are discussed.

Data from the written and verbal responses of panel members are analyzed and reported in Chapter V. Finally, Chapter VI presents the summary, recommendations for implementation, and a discussion of some issues of concern when adopting and/or implementing the model.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to review the selected literature related to inservice professional development for educational administrators. Specific topics discussed herein are: the need for inservice development, perspective of inservice development, planning for inservice development, evaluation of inservice development and the models influencing this study. Finally, a discussion of the need for a proposed model concludes the chapter.

Although many writers have discussed various components of inservice training, no writing was found that presented a systematic compilation of current trends, either theoretical or operational, used by experts in the field. Thus the following review was completed to synthesize separate writings into a basic foundation for this study.

Need for Inservice Development

With the role and function of educational administrators increasingly taking on different dimensions, the educational administrators hold a wide range of responsibilities--from maintaining to managing the entire organization, and from motivating the community support to the accomplishment of ultimate educational aims. In addition to these roles and functions, the educational administrators are confronted

with forces and trends at work which portend changes for the educational program. Herrick (1965), admonished that "ignoring these forces in our curriculum planning and teaching can only lead to inadequate and dangerous educational programs for our society" (p. 71). The phenomena of change at that time included such developments as the scientific and technological revolution, urbanization, the knowledge explosion and increased attention to international concerns (Saxe, 1968, p. 245). Since that time additional phenomena, such as those described in the Educational Research Service Report (1974), have become apparent:

> Societal change is so rapid today that many new issues and problems constantly face leaders in the educational field. Among these are: changes in the nation's economic, population and employment pictures; the urban crisis and the position of the disadvantaged; the changing life styles and values of youth; teacher organization and militancy; general public dissatisfaction with schools; and voter rejection for increasing spending on education. (p. 1)

So long as the forces and trends of change make a difference in the functions and roles of educational administrators managing the organizations, the inservice professional development of the administrators will be a vital concern. Even if a fully qualified, ideally competent staff were available, time would gradually erode competence as conditions change and old competencies become obsolescent. Even if new knowledge could be gained from on the job experiences, staff turnover and the need to speed learning processes for some would still demand inservice professional development. The magnitude of the problems confronting educational administrators causes them to function under far from ideal conditions. The gap between what is known and what is practiced is enormous in nearly every educational system and

institution (Rogers, 1972, p. 7).

The gap between what staff members are allowed to do and what they are capable of doing is also enormous. Even the gap between what thay are doing and what they want to do is very great for many educational administrators (Rubin & Hansen, 1980, pp. 5-6). Beyond such compelling needs there remains the long-recognized obligation of all professional personnel to seek to improve themselves throughout their careers in education.

The importance of professional development was emphasized by Richardson (1975):

> If institutions can no longer be changed primarily by the process of adding new personnel then steps must be taken to help existing staff members adjust to new demands being made on them. The process of improving staff capabilities for dealing effectively with new and continuing responsibilities is most commonly referred to as staff development. (p. 303)

Also speaking about the necessity for staff development, Hirschowitz (1975) contended:

> Staff development is not an organizational luxury or privilege, it is an organizational necessity. Commitment to staff development is necessary for the organization to thrive, build morale, increase its holding power, produce, and perpetuate itself. (p. 213)

Green and Winsteadt (1975), in their discussion on "Systematic Educational Planning," took the position that:

> College and university administrators today are in a complex, rapidly changing environment. If it's not the energy crisis, then it's inflation. If it's not competition for students, it's the demand for accountability. The list goes on and on, more importantly, the list often changes from day to day. It has been said that there are only three things we know for sure about the future: it will not be like the past, it will not be like we think it's going to be, and the rate of change will be faster than ever before. We

> could also make a fourth prediction: Murphy's Law will prevail; or, if something can possibly go wrong, it will. (p. 33)

Because of the present uncertain circumstances, educational administration is more complex than ever before. It requires different techniques and serves a different purpose. What is needed is dynamic, systematic professional development that is more comprehensive, better organized and more responsive than most of the inservice training that has been conducted previously. The more complex, diversified, and decentralized an educational organization becomes, the more important it is to have systematic inservice professional development.

To enable administrators to meet the current challenges and to prepare them for the future, it is necessary for them to acquire knowledge and skills; to adopt new norms and procedures that would enable the organization constantly to monitor the changing environment; to compare the results of the organization's reactions with what it would accept if movement toward the goals falls below an established criterion. Gardner (1964, p. 1), addressed this matter as self renewal.

Institutional administrators can no longer rely on their preservice preparation to develop the needed skills. Corey (1957) pointed out the necessity for planned programs of inservice education for the improvement of school personnel, expressing the feeling that it was impracticable even then to depend entirely on preservice preparation and individual initiative. He further called for administrators to strive continuously to keep abreast of what they must know and be prepared to do (p. 1).

Staff development and program improvement activities, according

to Bishop (1976):

> . . . are the career counterparts of preservice education. As such, they provide for change, renewal, quality education, and professional competence. What they seek is an affirmative response to the changing social and political scene and to criticism that curricula are not relevant, that professionals are not adequate, and that educational institutions represent lag rather than progress. Such efforts are important ingredients of the continuing curriculum for every career teacher and supervisor. (p. 1)

Truitt and Gross (1970) testified that educational administrators are professional people and professional people in many other organizations, whether profit making or nonprofit making, have found it necessary to keep themselves continually informed regarding the accumulation of knowledge and the changes that have taken place within their own professions. Most professionals realize that there are many methods of keeping pace with rapidly changing needs and requirements. It is logical that most professionals keep themselves informed through continuing education, attending conferences, reviewing current literature and research findings, and inservice education programs. They concluded that continued growth of the professionals is one of the distinguishing features of a profession and can be achieved through inservice education (pp. 212-214).

Stinnett and Huggett (1963, p. 456) contended that, coinciding with teacher immaturity and insufficient work experience, a growing and changing society emerged. Teachers and administrators who were accustomed to disseminating knowledge and following prescribed pedagogical theories of the time began experiencing questions concerning heritage, social change, and shifting values brought upon them by the

impact of foreign influences. The changing role of the society and of the students created a complex but challenging concern for teachers as well as administrators. Following the turn of the century, more and more professional groups met this challenge by increasing certification requirements.

In order to meet current challenges and to prepare for the uncertain complexity of the future it becomes necessary for the educational administrators to acquire the knowledge and skills essential to their careers. Inservice education is seen by numerous authorities as a feasible method for administrators to fulfill these needs; it becomes an essential means to an end. Professional growth depends on ongoing education. Highley (1974) cited the need for inservice training for institutional administrators thus:

> In addition to being a means of keeping principals up to date and bailing out of emergencies, inservice training can become more forceful for changing the structure of the principalship. (p. 2)

Ecker, Ovellette and Macrae (1970) were of the opinion that training is needed at every level. And they indicated that the most effective training programs are maintained on a continuous basis, not just for training new employees for "putting out fires" in trouble spots (p. 117).

The importance of staff development, or inservice education, according to Harris (1980), is:

> Inservice education is to the educational administrators what good eating habits and a balanced diet are to human growth and vitality. Without substantial continuing growth in competence in personnel serving in our elementary and secondary schools and colleges, the entire concept of accountability has little meaning. The heavy reliance upon

> people to perform nearly all tasks required for building and maintaining quality educational programs is a reality that gives inservice education both its importance and its urgency. (p. 13)

Some of the many other reasons that make professional development of educational administrators a necessity are: a need to keep abreast of new and complex higher education issues that have implications for administrative roles, responsibilities, and opportuniites; a need for updating oneself in particular areas of administrative concern; a need, particularly in the case of novice administrators, for specific role guidelines and the development of individual skills, styles, and operating strategies relating to organizational behavior, interpersonal relations, communications, leadership methods, decision making, effecting change, time management, and delegation; and finally the need for personal growth (Edwards & Pruyne, as cited in Shtogren, 1976/1978, p. 11).

Laird (1978), in answering questions on why have a training department, posited that training causes people to acquire new, predetermined behaviors (p. 9).

Thus inservice programs for professional development should allow administrators to acquire new horizons, new technologies, and new viewpoints in the management of their organizations and maintenance of their personnel. As educational administrators, they need at their command both scientific and normative ideas. As Levinson (1968) stated:

> A professional is a person who must understand and apply scientific knowledge. Unless he does so, he will be buffeted by forces beyond his control. Given knowledge, the professional can choose courses of action; he remains in charge of himself and his work. (p. 1)

In summary, the importance of inservice training, whether it is called training, inservice education, professional development, or continuing education is paramount in any form of organization. Educational organizations should undertake periodic reviews to determine the administrators' needs. Rapidly expanding human service areas require a broad range of professional knowledge and skills. Continuing professional development should aim at proficiency, at mastery, even at brilliance in the performance of management and administrative responsibilities.

Perspective of Inservice Development

An effective inservice education program is expensive and is a continuous year round task. However, if the program is well planned and implemented, inservice education can be a very beneficial investment. No educational organization can reach its potential effectiveness without assuming the obligation for updating and strengthening its leaders and staff. The well known method for improvement of leaders and staff is training. In this case, the training is referred to as inservice training or professional development.

Training is generally judged to be valid if it carries over to the job situation. Mosel (1957) said that in order to achieve this transfer, three conditions must be met. First, the training content must be usable. This is largely a matter of being similar enough to the requirements of the job to be applicable. Second, the trainee must acquire --i.e., learn--this usable content. To a considerable extent, this is a matter of motivating him to learn. The training situations must, therefore, set up rewards and deterrents which support and reinforce

the acquisition of the training content. Third, the trainee must be motivated to change his job behavior to reflect what he has been taught in training (p. 56-64).

Mosel concluded by giving some alternative solutions for making training a successful event. One alternative was that training should start at the top, or as near to the top as possible, and then work down. If this is done, each trained level will support and reinforce the training of the level immediately below. The persons at each level can be made to play active parts in determining training needs and in planning the training program. Such experiences, according to Mosel, often are highly therapeutic for executives concerned, giving them an increased awareness of their own behavior and of the climate they set below.

Another alternative is "vertical training," in which two or perhaps three levels are trained together as a group. To carry out this form of training, the first essential step is to break down the status barriers between levels and create a new social structure in which superiors and subordinates can interact freely. The importance of this method lies in the fact that both superiors and subordinates become committed in each other's presence to a new set of behavioral values. This creates a set of mutual expectations about how one should behave on the job (pp. 360-367).

Seldik, Magnus and Rakau (1980) contend that in developing a truly effective "training system," one that incorporates implementation, five subsystems must be included.

1. Developmental System
2. Internal Training System

3. Installation System

4. Performance System

5. Evaluation/Modification System

They explained that a development system encompasses everything needed to produce an instructional training program for the analysis of job requirements to the design and development of courses and materials. This can be done through inhouse training capability or a combination of inhouse and outside resources.

An internal training system provides the internal training staff with the basic instructional skills required to produce and support training programs. This includes training in task analysis, developing objectives, structuring instructional strategies, writing course materials, providing lesson plans, planning lectures, packaging self instructional materials, and so on.

The performance system, a frequently overlooked element in most developmental models, facilitates the transition of skills and knowledge from the training to the job. An effective performance system emphasizes transfer exercises as job performance aids.

The installation system, another frequently overlooked element, includes the information and controls required to install and implement training programs. The installation system provides the immediate managers or supervisors of trainees with the information needed to administer the training (if the course is taken in the field), to monitor each trainee's progress as each applies what he or she learned, and to evaluate and counsel until desired performance is achieved.

An evaluation system enables an organization to evaluate the

effectiveness of courses in achieving specific business goals. This requires instruments and methods for sampling the quality of the curriculum and job performance to determine whether, and to what degree, goals are being accomplished (pp. 10-12).

Seldik et al., in addition, stress that an organization can achieve significant benefits by installing a "trained system" that incorporates: a systematic process for designing and developing effective training materials that can stand alone; a means to prepare training specialists and instructors to accomplish their roles; tools and techniques to help transition trainees from the course to the job; materials that allow supervisors to support and monitor trainee progress on the job; and a means to measure effectiveness and control the system output evaluation and modification system (pp. 10-12).

Claxton (1976) proposed the following guidelines to overcome the paradox of staff resistance to a development program:

> 1. Staff development is not "for someone else." Rather it is for everyone on the staff--faculty, administrators, student services staff, support staff, custodial personnel, secretarial staff, and security officers.
>
> 2. Staff development is not something isolated from other activities of the organization. It is a continuous, interactive process that encompasses the entire institution and all its people.
>
> 3. Staff development is not a pre-packaged program brought in from the outside and imposed on the organization--rather, the staff looks at what is needed for this particular organization and the design of the program flows from the analysis.
>
> 4. A staff development program is not a haphazard use of resources. It is a planned resource allocation which is consistent with the goals of the institution.

> 5. Staff development is not a "bag of tricks." Instead, it is a context for selecting ways to achieve individual and institutional goals and a means by which they can be achieved. (p. 28)

In his explanation, Claxton suggested that the process of staff development should be a cycle which includes reviewing goals, assessing needs, sponsoring activities, assessing program effectiveness and feeding the results back into planning so modifications can be made.

Richardson (1975) indicated that staff development activities should expose staff members to new ideas and practices which can be translated into action which will contribute to the successful achievement of the goals of the organization:

> The extent of desirable changes which occur as a result of explicitly designed staff development experiences can be maintained depends upon ongoing processes, indlucing committee activity, senates, staff evaluation procedures, and the behavior of those in positions of leadership. (p. 310)

Newman (1980) discusses the 10 guidelines for developing program policy:

> 1. Statement of Mission: The policy should include up front a statement of mission or purpose for the training function. . . . The statement of purpose establishes the rationale for whatever else happens in the training function.
>
> 2. Goals or General Objectives: Goals or general objectives are statements which speak to some aspect of the mission statement and indicate in general the conditions which are desired to be achieved at some future point in time. They refer to the directions in which the training function intends to move.
>
> 3. Objectives: . . . an objective specifies a single result to be achieved within a given period of time which will accomplish all or some aspect of a goal.
>
> 4. Statement of Philosophy: The statement of philosophy should be related to the statement of mission. It may amplify what is intended in the mission statement.

5. System of Management: Policy statements or guidelines should speak to the issue of organization and authority. There should be policy guidelines on plans for training, on procedures, on scheduling, staffing, directing, controlling, review and evaluation.

6. Revisions and Modifications: Provision should be made for revising and modifying the statements in the light of changing needs and conditions. Provision needs to be made for exceptions to the rules. Policies should be an aid, not a burden. They should not be allowed to enslave the training function.

7. Facilities and Equipment: Policy statements should be included concerning the appropriate use of facilities and equipment.

8. Needs Assessment: Training experiences and events should be the response of the training function to the expressed needs of the participants. Unless training events are based on valid needs assessment information, then training is a shot in the dark.

9. Costs and Finances: Budgeting is a critical factor in every training program. Policy statements should be included which clarify how funds will be used to support the training function.

10. Records System: Some acceptable approach to record keeping needs to be designed and stated. This approach should take into consideration the needs of the agency or company, the appropriate information to include, the right to privacy of the employees and the specific uses to which this information will be put. (pp. 22-23)

Newman (1980) suggested that the above ten components were very crucial, and ideal for an effective training policy. However, it is also necessary for one to examine the size of the group to be trained, the budget that is available, and the expected outcome of training before deciding on developing the training policy. The three factors (group size, budget, and outcome) have great influence on policy

statements for any form of training. If the training were for solving an immediate crisis, or short term range, and if the training function were not complex, the policy statement could be brief and simple. Some of the components listed above were used as bases for developing the present writer's model for inservice development.

Laird (1980) cites nine distinct activities of training and development for professional growth, namely: (a) analyzing needs and evaluating results; (b) designing training programs and materials; (c) delivering training programs and services; (d) advising and counseling; (e) managing training objectives; (f) maintaining organizational relationships; (g) doing research to advance the field; (h) developing professional skills and expertise; and (i) developing basic skills and knowledge. His belief is that training should take approaches which actually make a difference in the way of designing the training programs; relating at one extreme to clients, learners, and staff; at the other, to the way the training is managed (p. 18).

Planning for Inservice

In preparing staff development plans and procedures, Bishop (1976) explained that the best planning is for a relevant, need-oriented, well-conceived, and organized instructional improvement program. To this list of requirements must be added the importance of personal involvement, consensus, and commitment. Requirements not only have to be compatible with the ongoing context, but they also must include use of the mass media, community personnel, noneducational agencies, and a variety of learning sites. The activities planned need to be of an interactive

amd evolving type. Once needs are identified, all personnel and faculty should be involved appropriately in the analysis of system needs (pp. 2-3).

Bishop expressed the opinion that staff development should be a continuous responsibility, and must be considered as an integral feature of a system; it must be woven into the ongoing substantive, procedural, and organizational fabrics. It should be the process by which needs become objectives and objectives become programs.

Bishop further claimed that improvement and renewal activities should continue to be one of the major responsibilities of those charged with leadership functions in the organization (pp. 14-15).

In using a systems approach to plan a learning design, Davis, Alexander, and Yelon (1974) posited three principles: "(a) system goals and resources are specified before design decisions are made, (b) the system design process provides for progressive correction, and (c) the system design process is iterative and interactive" (p. 312).

Principle one, system goals and resources are specified before design decisions are made, "allows the designer to generate many possible alternative solutions and judge the practicality of each one" (Davis et al., p. 312).

Principle two, the system design process provides for progressive correction, allows the designer to "check his work and determine whether the goal has been achieved. After designing and trying out the system, the designer determines the extent to which the objectives were achieved and what unforeseen problems developed. Then he redesigns the system to remove the indicated discrepancies" (p. 312).

Principle three, the system design process is iterative and interactive, allows the designer to design each component of the system to fit together with every other component. The designer "characteristically begins with an overall plan consisting of general ideas--using the plan as a guide, he works on one part of the system at a time, putting in details--return to the same step--each time adding more detail or correcting errors" (p. 313).

This principle also allows the designer to keep in mind the requirements and the decisions made as each phase is related to and has implications for the requirements and the decisions made in the rest of the phases of the learning system design.

These principles, when used as design strategy, can help "the designer evaluate all important alternatives and arrive at solutions that most efficiently achieve the system goal" (p. 306). An illustration of these principles being used in the phases of system design strategy is as reproduced in Figure 1.

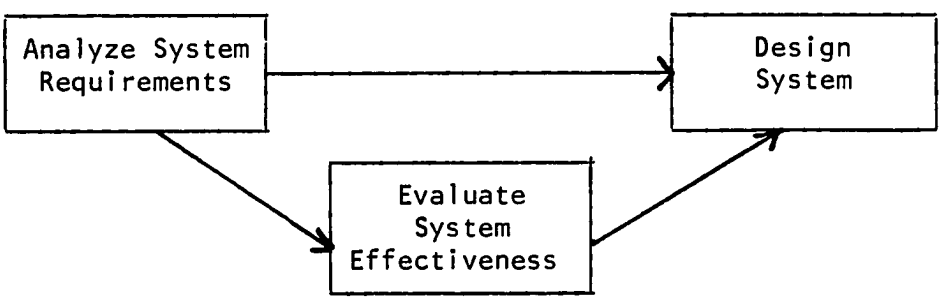

Figure 1

Basic Strategy of Learning System Design

Source: Davis, Alexander, and Yelon (1974, p. 307)

In phase one, analyze system requirements, the designer should "specify and describe the system goals and the availability of resources and constraints" (p. 306). Davis et al. claimed that "by considering goals, resources, and constraints together, the designer is in a position to evaluate all possible system components and methods of organizing them" (p. 306).

In phase two, design system, the designer should select and organize the particular components and procedures that will be employed in the system, and try them out (p. 306).

In phase three, evaluate system effectiveness, the designer should "compare the actual performance of the system with the planned performance. The system may have to be redesigned, depending on the extent of discrepancy between planned and actual performance" (p. 306).

An illustration of the interactive nature of the phases of the design process is reproduced and indicated by two way arrows, as shown in Figure 2.

In order to approach training needs systematically, McGhee and Thayer (1961) suggested a three-fold approach to thinking about the training requirements of an organization or a component of an organization. It consisted of determining; (a) where within the organization training emphasis can and should be placed; (b) what the content of training programs should be, based upon a study of the tasks or duties involved; and (c) what skills, knowledge or attitudes an individual employee must develop if he or she is to perform the assigned tasks or job duties effectively (pp. 10-11).

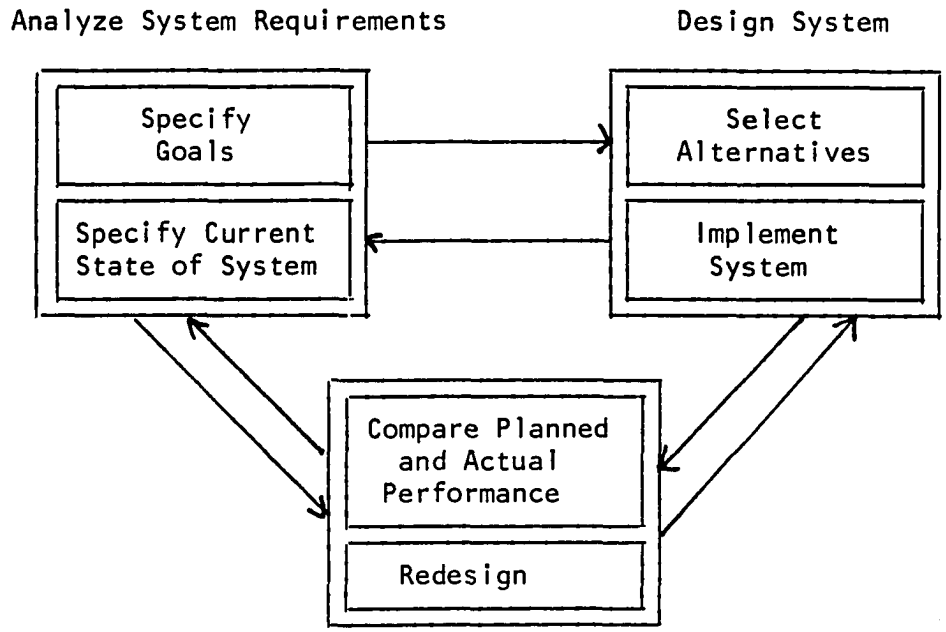

Figure 2

The Interrelationships Among the Phases in the Learning Design Process

Source: Davis, Alexander, and Yelon (1974, p. 314)

Gross (1963) proposed several guidelines for inservice professional development, which included:

1. Each program must be planned, initiated and perpetuated in view of individual staff and institutional goals and needs.

2. Every inservice program should begin with a set of agreed upon objectives which give direction to the overall program.

3. Inservice programs must be continuously planned and maintained.

4. The inservice program should utilize the knowledge and skills of the participants as well as those of consultants and other resources

5. Inservice program activities must be geared to the varying levels of the professionals involved and readiness of the participants.

> 6. Programs for inservice development should reflect needs of staff and organizations.
>
> 7. Inservice programs should use a variety of resource materials, techniques, procedures, and personnel.
>
> 8. Adequate budget and facilities should be assigned and made available to the inservice program.
>
> 9. Participants in the inservice program should be actively involved in program evaluation. (pp. 114-116)

McLaughlin and Berman (1977) claimed that an effective plan for inservice professional development should have a variety of options and a flexible program format (p. 191). The planner needs to bear in mind and recognize the fact that individuals differ in many aspects. These differences should be respected and accommodated in the planning of inservice programs, and a variety of options and flexibility in program format are vital (Hirschowitz, 1975, p. 213).

Bishop (1976) stated that, in planning an inservice program, it is necessary to design and institute a sequential and comprehensive plan. He concluded that each phase of planning should have the following states: decision making, management, feedback, evaluation, and recycling (pp. 3-5). He further stressed that if the plans for inservice are to be effective, the implementation stage that follows should be clear and should define actions to be performed:

> By so ordering the plans, it is possible to organize, specify, and develop; it is also possible to develop alternatives at each level, to prepare cost estimates, and to assign specific accountability measures at each level of operation. (p. 43)

Thus, planning should be the first stage in designing inservice training.

Kast and Rosenzweig (1974) presented a complete cycle of integration of planning and control. Planning and control were considered as two interdependent processes: objective setting --> planning --> ; action --> feedback --> control (pp. 457-458).

Anthony (1965) explained that strategic planning has two control activities: "Management control is the process by which managers ensure that resources are obtained and used effectively and efficiently in the accomplishment of the organization's objectives--operational control is the process of assuring that specific tasks are carried out effectively and efficiently" (pp. 16-18).

To insure that a project is carried out effectively and efficiently, the project must be organized, planned, executed, and evaluated (Malcolm, 1958, pp. 177-187; Odiorne, 1970, pp. 180-182).

Planning, by definition, is arranging or laying out a device or foundation aimed at achieving an end. Webster's dictionary (1970, p. 457) defined planning as "devising a scheme for doing." Since planners for an inservice project are accountable for results in terms of outputs or outcomes, instead of processes, then sensible planning is the key (Kaufman, 1972, p. 22).

Planning does not mean that one is locked in and has to follow what has been previously specified. Planning is coordinating the various information-processing services, such as communications, records management, mailing, procuring suitable work site, equipping the work areas with functional, efficient and up to date equipment, staffing the office with qualified employees so that the work will flow smoothly and quickly (Keeling, Kallaus & Neuner, 1978, p. 5).

Planning should be performed at all levels of management, in order to achieve the objectives of the organization. Planning then is the management function of analyzing information from the past and the present and assessing probable developments of the future so that a course of action--the plan--may be determined that will enable the organization to meet its stated goals. Morse and Lorsch, as cited by Keeling, Kallaus and Neuner (1978), were of the opinion that "the best approach to the development of a healthy organization hinges on a careful planning of the nature of work to be done and the particular needs of the people involved" (p. 51).

Keeling, Kallaus and Neuner (1978) posited seven principles as guides to effective management of planning. Six of the principles, which are applicable to this study, are presented below:

1. Principle of objectives. The objectives of a business or of a group of functions within the business must be clearly defined and understood (p. 52).

2. Principle of responsibility. Responsibility for organization exists with managers at all levels, beginning with top management and extending to the first line supervisor (p. 52).

3. Principle of unity of functions. All business organizations are composed of various functions that are interrelated and which must work together to achieve the major objectives of the business (pp. 52-53).

4. Principle of assignment of responsibilities. An effective organization is made up of people who perform the work assigned (p. 54).

5. Principle of delegating authority commensurate with

responsibility. Individuals in the organization must be given authority commensurate with their assigned responsibilities so that they can be held accountable for the performance of their duties (p. 55).

6. *Principle of unity of command*. For individuals to know clearly to whom they report, each employee should receive orders from and be responsible to only one supervisor (p. 56).

All of the above principles of effective management of planning were used as bases in developing the planning stage and the task descriptions called for in each step of the present writer's inservice model. From the principles posited above, Keeling, Kallaus and Neuner (1978) generated five essential tasks in securing effective planning, namely: (a) identifying the major objectives and purposes of the organization; (b) determining the activities necessary to carry out those objectives; (c) determining the most logical pattern of organization to carry out its activities and meet the needs of its workers; (d) fixing responsibility for the accomplishments of these objectives; and finally (e) establishing proper communications and relationships to unify all efforts and develop team spirit (pp. 52-53).

Following is the review of literature relating to implementation of inservice development.

Implementation of Inservice Development

Implementation, by definition, is carrying out or executing a planned set of activities in order to achieve desired outcomes. Webster's dictionary (1970, p. 303) defined implementation as "carrying into effect."

Seven essential tasks, according to Keeling, Kallaus, and Neuner (1978, p. 424), in securing effective implementation include: (a) identifying the training objectives; (b) outlining the scope and subject matter of the program; (c) identifying the training methods and techniques that may be employed; (d) describing the types of trainees and instructors who will be involved; (e) assigning responsibility for developing training materials and course outlines; (f) providing for top management's review and approval of the training program; and finally, (g) providing for periodic follow up to evaluate the effectiveness of the program.

The failure in bringing about positive differences in education and training--despite endless approaches, planning, and innovations--according to Kaufman and English (1975), was not due "to lack of energy or dedication but to some less than productive thinking" (p. vii). Specifically, the failure in training or in education was said to be due to the inability of those people responsible for it to specify and demonstrate an understanding of the needs of the participants. Most of the time the target objective and the goals "are not related to a useful and valued set of outcomes" (p. vii). It is difficult to know whether the targeted objectives have or have not been met when the targets are not specified.

Kaufman and English regarded needs assessment as an effective strategy in identifying educational or training needs. They concurred that:

> Needs assessment is a critical tool--basic tool for productive, rational, and logical thinking about problems and solutions. It is a tool to be used

> to functionally separate means and ends. It is a way in which any educator, trainer, learner, or parent can make sense of intended innovations ranging from program budgeting to locus of control. (pp. vii-viii)

Since needs assessment was accepted as a formal process which determined the discrepancy in and the gaps between the current outcomes and the desired outcomes, the correct analysis of needs ought to be accepted as a formal process of identifying what needs to be done in order to achieve the desired outcome. Stakenas, Kaufman et al., as cited by Kaufman and English (1979), contend that goals or missions often failed because they were selected and implemented without solid evidence of what they should accomplish (p. 11). Analysis of needs ought to be the basic and justifiable process of identifying and prioritizing what things were to be accomplished. Analysis of needs was conceptualized by several writers as a means of selecting successful interventions, after first defining and justifying ends to achieve, and choosing one of the alternative means of getting there (Kaufman, 1976; Kaufman & English, 1979).

Bishop (1976) agreed that the implementation stage is critical in any inservice project because this is where the plan is executed and effected (p. 115). This stage is often termed the installation or the operation stage (Carver & Sergiovanni, 1969; Tannenbaum, 1969; Kaufman, 1972). Bishop (1976) further testified that "implementation is a complex series of transactions that includes all the previous phases and all the other processes" (p. 115). However, a well developed inservice education plan can explicitly guide implementation (Harris, 1980, p. 114).

Bishop (1976) stated that, operationally, the implementation stage

commences once the decision has been taken to institute a particular planned program, whereas technically, it commences when planned change has been developed, approved and is ready for installation. The planned change, such as revision in content, instructional strategy, materials, equipment, etc., takes place after feedback has been obtained. All above-mentioned activities including staff training and market awareness "can be viewed as first stages in the implementation scheme" (pp. 119-120).

The implementation phase, according to Bishop (1976), can be divided into subphases, i.e., preoperation and operation. In a task oriented phase of implementation, the emphasis is on individual roles and responsibilities rather than on structure, organization, or events (p. 123). The present writer's model was designed to include all emphases, i.e., individual roles, responsibilities, structure, organization, and events scheduling. Precisely, the model emphasized all three major phases of task, function, and process. Following is a listing of implementation tasks, implementation functions and implementation processes as listed by Bishop (1976, pp. 126-129).

Implementation Processes

1. Directing-appointing--taking action or putting a decision into effect.

2. Consulting--judgments usually sought as to the most beneficial or worthy action, may propose alternatives.

3. Recommending--being definitely involved but not the decision maker.

4. Obtaining consensus--obtaining general agreement of collective opinion.

5. Conducting workshop--involving participants in activities designed for staff development.

6. Conducting training session--a limited involvement of participants designed to achieve specific objectives or skills.

7. Studying--researching--careful or disciplined inquiry directed toward the data collection, clarification, analysis, and/or recommendations for the resolution of a problem or for development.

8. Informing--responding--relaying or conveying information, limited response to a particular communication or situation.

9. Obtaining group decision electing--formal determination or selection of alternatives.

10. Utilizing--using or implementing as previously determined.

Implementation Tasks[1]

1. Plant equipment--acquiring, building, or obtaining rights to large equipment, e.g., TV installations and computers, or significant building modification; making necessary changes, maintenance.

2. Policy--specifications regarding program needs and objectives, designation of budget requirements, high level procedures to insure progress and implementation; support of implementation procedures.

3. Evaluation program--evaluation of overall program, concern for balanced instrumentation procedures; utilizing standards and procedures, providing feedback.

4. Evaluation staff--determining personnel competencies to effect particular curricular changes; ongoing evaluation.

5. Evaluation learners--determining personnel competencies to effect particular curricular changes; ongoing evaluation.

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[1] In each task description, a semicolon separates those aspects of implementation that are preoperation from those that are operation responsibilities.

6. Orientation climate--establishing tone or climate for change; maintaining a high level of understanding and commitment.

7. Training--involving participants in specific tasks necessary for achieving a particular outcome; maintaining and improving competencies.

8. Materials management--selecting, procuring, and distributing instructional materials; maintaining flow and coordination.

9. Materials staff competencies--determining the performance levels of personnel for utilization of instructional materials; and continuous evaluation of effectiveness of materials and use.

10. Organization school staff--determining criteria, patterns, and organizing staff to implement curriculum; making necessary staff adjustments.

11. Schedule school, pupil--developing or overseeing student schedules; making necessary changes and assignments to program areas.

12. Staff selection--selecting staff for specific assignments; making necessary adjustments.

Implementation Functions

1. Deciding--making the critical judgment with respect to what is to be done in a particular situation or course of action.

2. Implementing-directing--effecting previously determined decisions, policies, or procedures.

3. Monitoring--active surveillance or supervision with authority to intervene.

4. Designing--preparing plans that serve as guidelines for subsequent developments or actions.

5. Evaluating--determining the value or worth; making an appraisal in order to find strengths and weaknesses.

6. Analyzing--gathering evidence of and examining factors or parts in terms of the total.

7. Mediating--working with contending parties in order to bring about a settlement or compromise.

8. Training--helping others to become skillful or proficient in a particular task or process.

9. Planning--forming a plan (scheme or method) for doing something specific.

10. Organizing--making systematic or orderly arrangements for a program or activity.

11. Coordinating--performing integrating tasks or processes.

12. Communicating--relaying or conveying information.

13. Attending--being informed with interest or commitment. (Bishop, 1976, pp. 126-128)

Bishop concluded by claiming that:

> Implementation is the culmination of a series of activities and events that began with diagnosis and proceeded through the planning stages of defining objectives, structuring and designing, developing, and validating. The implementation phase is where procedures, plans, and product impact to achieve the desired objectives. (p. 140)

To implement, according to Harris (1980), is "to select a training plan, make arrangements, and lead participants through a sequence of meaningful learning activities; and to train personnel in specific procedures for conducting inservice training sessions to assure that basic techniques for leading discussion, presenting viaualizations . . . will be skillfully used" (p. 148).

In all phases of planning and implementation activities, Beckhard (1956) concluded, it is important that the members of the planning committee have: creative ideas; understanding of participants' needs; familiarity with meeting procedures, to include presentation methods

and processing skills, subject matter knowledge and experience; skills in getting information from participants; acceptance as representative by peers, subordinates, and superiors; and skill in public relations (pp. 9-18).

Literature for planning and implementation of inservice development was reviewed and pertinent points presented in the two sections above. Following this, a review of literature pertinent to evaluation of inservice development was completed.

Evaluation of Inservice Development

As the importance of professional development and inservice education has gained broader awareness and acceptance, the need for evaluation processes has become quite evident. Inservice educators are being constantly confronted with the question, "what impact is the inservice program having on professional development?" Related questions concerning who should be involved in the evaluation process and what criteria and evaluation strategies can be used have made evaluation of inservice training a much discussed, yet little understood, topic. In an attempt to provide answers to some of the questions related to evaluation, the writer reviewed some pertinent literature on the subject which can be applied to inservice program and inservice design.

A conceptual and methodological definition of evaluation is that it is the procedure used in determining the value or worth of a process or thing (Phillips, 1968, p. 2). Stufflebeam (1971), defined educational evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives (p. 40).

Stufflebeam (1971) viewed the evaluation function as serving two main roles; providing information for decision making and for accountability. The former calls for a proactive evaluation application, as information is provided to decision makers in advance when they must make decisions. Hence, the criteria for evaluation of such information are: (a) relevance to the decision to be served and (b) time when the information is needed. This type of evaluation, in general, is equivalent to formative evaluation as defined by Scriven, cited in Stufflebeam (1979, p. 8). Formative evaluation can help in developing programs and ensuring their chances of success.

Providing information for accountability is a retroactive application of evaluation that provides information after efforts have been completed, and after all implementation decisions have been made. This kind of information helps hold the service organization accountable for the content and quality of their work. Evaluation for accountability is similar to what Scriven (1974/1979) termed summative evaluation (p. 8).

In evaluation of a training program, especially an inservice program, the functions, according to Brinkerhoff (1980), are three fold, namely:

> 1. To facilitate planning: determination of program goals and strategies.
>
> 2. To facilitate and develop a program's implementation.
>
> 3. To assess the effects of inservice programs upon work environment. (p. 16)

Brinkerhoff (1980) says that there are two purposes in planning evaluation: (a) to determine the proper goals for an inservice program,

and (2) to help determine the best strategy for meeting these goals. These purposes may be accomplished first by collection of information about needs, strengths, weaknesses, and other factors within the potential program's environment. Then, evaluation can be applied to identify, compare, and assess alternative strategies, or to determine the adequacy of a given approach (pp. 17-23).

Evaluation of implementation is dependent upon the developmental stage of the program, and will need to focus upon different purposes. Some alternative focuses for evaluation effort during the implementation stage are evaluation of: (a) installation, with the purpose of determining the extent to which the program is being installed and is operating as designed; (b) processes, which focus on the intention of discovering and clarifying any causal relationship with the program's operation; (c) achievement of terminal objectives, which aim at evaluating the "end point" objectives of the inservice intervention; and (d) documentation/quality control, which focuses on ensuring that the program is delivered within tolerable levels of variation from standard practice.

Impact evaluation has a three-fold focus. It should aim to determine: (a) the extent to which inservice "graduates" are applying on job performance, (b) the difference noted in job performance when the competencies acquired have been used, and (c) whether the conditions which inspired the inservice program have been altered in any significant way (Brinkerhoff, 1980, pp. 17-28).

Provus, as cited by Stufflebeam (1971/1979) contended that evaluation always involves determining the discrepancy between performance and

some standard. He also contended that a program staff should respond to discrepancy information by changing their performances so that the discrepancy will be removed. The discrepancy evaluation includes three stages, namely: (a) design--assessed structural adequacy and theoretical soundness, (b) installation--assesses the extent to which the program design is being properly implemented, (c) interim results--assesses whether the project is achieving its objectives. When the discrepancy between the interim results and objectives has been removed, the project is said to be stabilized and ready for the final two stages, namely: Stage 1--terminal outcome is compared with terminal goals; and Stage 2--assessing the cost-benefit effect (pp. 12-13). Thus, there are five stages overall, according to Provus.

Scriven (1974), in his Pathway Comparison Model for the evaluation of training program processes, outlined the steps of: (a) characterizing the nature of a program; (b) clarifying the nature of the questions to be addressed; (c) assessing evidence about cause and effect relationships between independent and dependent variables in the program; (d) comprehensively checking for likely consequences of the program; (e) determining and assessing the criteria of merit and the philosophical arguments pertaining to the program; (f) assessing various kinds of program costs; (g) identifying and assessing the program's critical competitors; (h) performing a needs assessment to determine the social utility of the program; (i) and forming a conclusion about the merit of the program (pp. 97-143).

The nine step guide to evaluation seems to encompass everything that is needed in an evaluation process, i.e., from planning of a

program through modifying it based on the outcome of the evaluation. Though all the steps must be completed, they do not necessarily follow the outlined sequence. One can start the evaluation process by performing a needs assessment to determine the social utility of the program, or by characterizing the nature of a program and so on, depending on the situation and the goal of the program. It is imperative to recognize that evaluation of inservice training must deal first with where the inservice is to be done and the purpose of the training. The major goal and purpose of inservice evaluation should be to help learn about inservice and to apply these learnings to the improvement of inservice planning, implementation methods and inservice program content design to meet the required needs. Evaluation then, ought to help discover, define, clarify and analyze the mistakes made in inservice training as a whole and as a part. The outcome of the evaluation should relate to whether inservice training achieves or does not achieve what it sets out to do.

Brinkerhoff (1980) regards evaluation's function as assisting with the planning and designing of inservice so that it can avoid errors and be as responsive as possible to the identified needs. Such evaluation should be perceived as a formative learning process, and should recognize the magnitude of problems faced by inservice education (p. 5).

The concepts of the CIPP method of evaluation described by Stufflebeam (1976/1979) are worth looking at. CIPP is an acronym for context evaluation (which proposes to assist in choosing goals), input evaluation (which proposes to assist in identifying and assessing the relative merits of alternative project designs), process evaluation (which proposes to assist in giving guidance to making implementation decisions),

and product evaluation (which proposes to serve as a tool for recycling decisions) (pp. 23-28).

The CIPP evaluation model is especially well suited to the evaluation of inservice training, and formed the basis for the evaluation approach incorporated into the presently proposed model for inservice professional development.

Evaluation has often been regarded as ranging from the highly informal to the highly formal. Informal evaluation has consisted of judging estimating, or giving opinions about the extent to which certain changes have occurred or goals have been met. Formal evaluation has involved carefully collecting and treating data about progress toward planned or prescribed goals (Provus, 1971; Stufflebeam, 1971; Scriven, 1974).

Keeling, Kallaus, and Neuner (1978), in viewing the principle of evaluation, stated that "a sound training program provides for periodic evaluation and measurement of its effectiveness" (p. 424). The eight tasks required in conducting the evaluation and measurement of a training program, according to them, included: (a) checking the results of the training against the objectives of the program; (b) establishing standards of learning time against which the progress of trainees may be checked; (c) developing data on trainee performance before, during, and after training; (d) obtaining reactions from the trainees, perferably in writing about what they liked in the training program, what they disliked, and suggestions for improvement; (d) keeping records on the progress of each trainee; (f) testing the trainees on the abilities, skills, and knowledge acquired; (g) providing for the instructor to rate each trainee during and at the end of the training program; and

(h) following up on the trainees by periodically observing the long range effects of their training (p. 425).

A second acronym--CDPP, for Context, Design, Process, and Product--was developed by Randall (1969). In CDPP, the meaning of context is investigation of participants' needs and related problems, etc. Design suggests program development in which money, personnel qualifications, facilities, scheduling, and the like are instrumental. Process is the monitoring of program. Product means measurement of effectiveness of the program at its conclusion (pp. 40-44).

Another well known model for evaluation is the EPIC, or Evaluative Programs for Innovative Curriculums. The cubicle model of EPIC shows one visible panel as Behavior, which is subdivided into the cognitive, the affective, and the psychomotor. A second visible panel is Instruction, which has within it organization content, method, facilities, and cost. A third visible panel is called Institution, which has these parts: participants, instructors, administrators, and society. The EPIC model, on the other hand, is said to reckon with five variables: Variable 1--prediction sources, which call for examination of types of instruction; Variable II--descriptive variables, which includes instructional techniques and institution constraints; Variable III--variable of objectives of the program; Variable IV--variable of behavior which includes instructions, institution and participants; Variable V--variable of effectiveness, which requires analysis of all data collected (Hammond, 1967/1971, p. 5).

Characteristics of evaluation, as pointed out by many writers (Kindvall & Cox, 1970; Kerlinger, 1975; Macy, 1975, etc.), were several:

(a) Presence of values and valuing--the evaluators must consciously recognize the values that they hold for the evaluation and make value judgments regarding the effects of the evaluation at the conclusion of the evaluation; (b) Orientation to goals--evaluators must be consistent in both the evaluation devices and learning experiences expected of participants; (c) Comprehensiveness--the evaluators must make use of numerous and varied media, though some may have to be invented; (d) Continuity--the evaluators must evaluate frequently, and evaluation must be recurrent and continual if not continuous; (e) Diagnostic worth, validity, and reliability--the evaluators must use instruments which are capable of: (i) diagnosing specific aspects of educational situations, (ii) describing what they purport to describe, and (iii) measuring the effects of an educational experience accurately on repeated occasions; (f) Integration of findings--the evaluation should serve to integrate findings about educational institutions and phenomena.

If an increased focus on professional development and inservice education is to be worthwhile, comprehensive evaluation that is responsive to the needs, purposes and outcomes is essential. From the literature review on this subject, one may conclude that evaluation is effective when it begins in the workplace--with broad context analysis to identify real needs--and ends by returning to the workplace to determine the impact of programs upon needs, and the impact of changing needs upon the design of future programs.

The evaluation designs and models discussed here were used as basic guidelines in developing the evaluation stage, evaluation steps, and evaluation task descriptions of the writer's model.

Models that Influenced the Study

Two models that influenced the writer's proposed model, which will be presented in Chapter III, are reviewed in this section. The two models are the OCUTE (Oklahoma Consortium for Urban Teacher Education) Model developed by Rubin and Hansen (1980) and the Project Tasks Process Model developed by Bishop (1976).

Rubin and Hansen (1980) developed the OCUTE program development model, which can be utilized by a variety of groups, as shown in Figure 3.

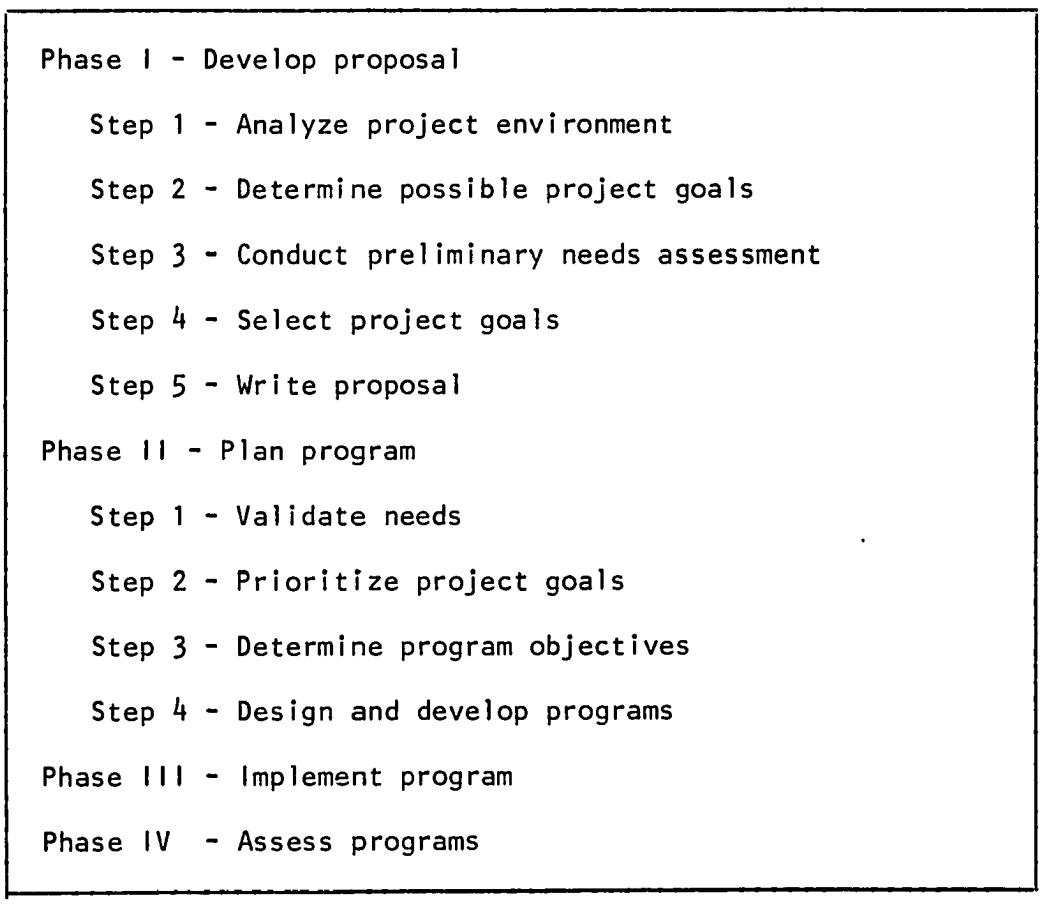

Figure 3

The OCUTE Program Development Process

Source: Rubin and Hansen (1980, p. 109)

The OCUTE program development process has four phases: (a) develop a proposal, (b) plan the program, (c) implement the program, and (d) assess the program. In Phase I, five steps or activities are required. These activities are: (a) analyze project environment, (b) determine possible project goals, (c) conduct preliminary needs assessment, (d) select project goals, and (e) write proposal. All the five steps are used to secure adequate information to be included in the proposal.

Phase II, plan program, has four steps: (a) validate needs, (b) prioritize project goals, (c) determine program objectives, and (d) design and develop programs. As commonly claimed and used by many practitioners, validation of needs assessment is here used as a crucial factor for determining the rest of the steps in the phase. Having determined possible project objectives, the planners reassemble to formulate the design and develop the program. An effort is made here to insure that the project objectives, the design and the programs developed, comlement the requirements in Step 1 of Phase II.

Phases III and IV are phases for program implementation and program evaluation or review. There are no steps proposed for these phases. However, a brief explanation on evaluation was given:

> The complexity of the evaluation depends upon how measurable they are. Both preprogram and post program measures are used, involving objective and subjective feedback from participants. This formative evaluation becomes a part of the inservice process. (Rubin & Hansen, 1980, p. 110)

Bishop (1976) also suggested possible steps and sequences in his model, named Project Tasks Process, as shown in Figure 4.

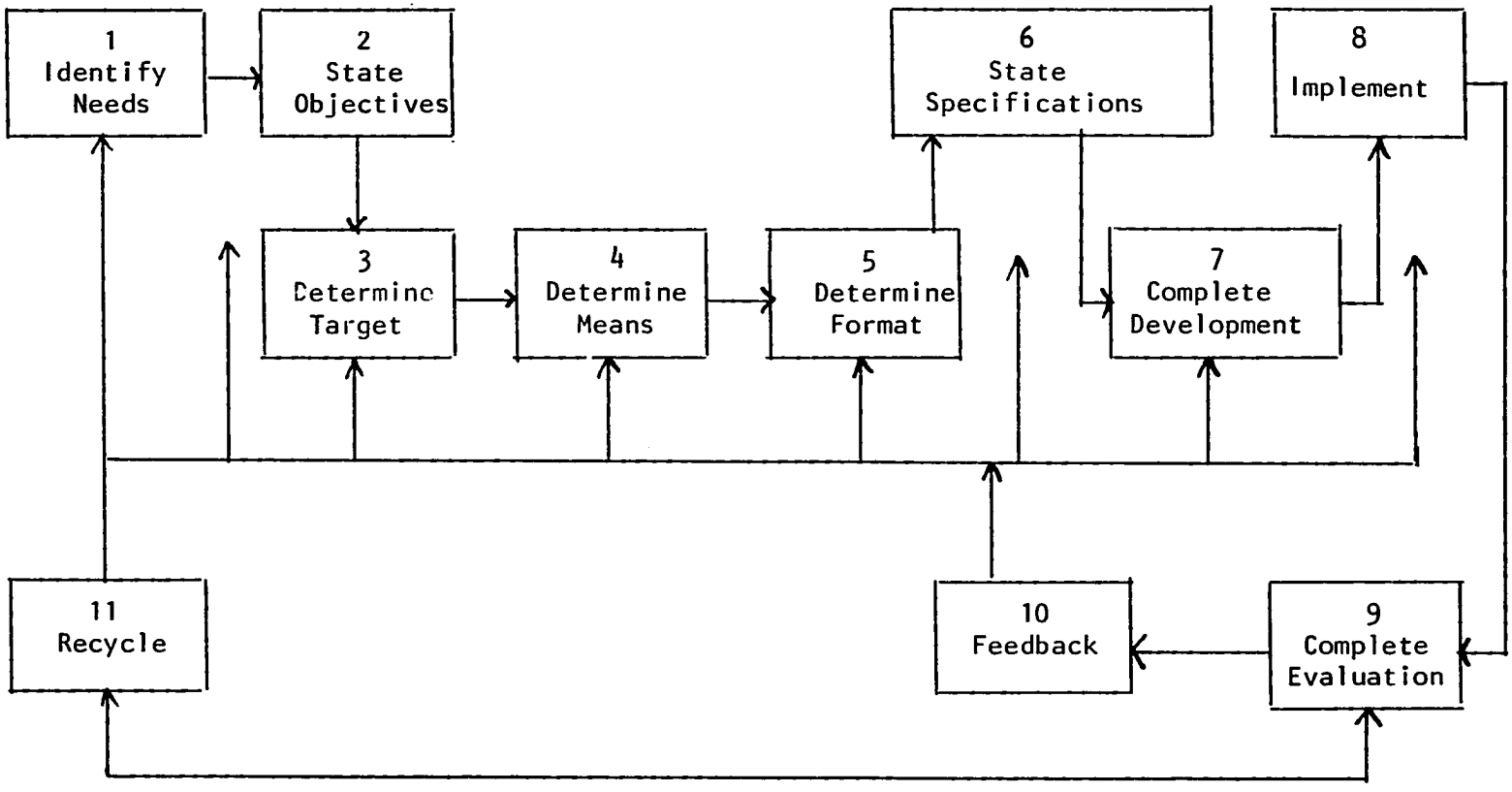

Figure 4

Project Tasks Process

Source: Bishop (1979, p. 60)

In Figure 4, Steps 1 through 5 provide analysis of the needs of participants and of the objectives of training which are complementary to the organizational goals. Having determined the target population, a general format of the training activities is designed. Tasks 1 through 5 of Bishop's Project Tasks model are somewhat similar to Steps 1 through 4 in Phase I of the OCUTE program development process.

Tasks 6 through 10 of the Bishop model provide for synthesizing and implementing the plan for action (p. 61). Having accomplished all tasks from Step 6 through Step 10, a systematic plan will have emerged. The OCUTE program development process model embraces Bishop's Steps 6 through 10 in its Phases II through IV, although they are not spelled out. Phase IV of the OCUTE model also provides a means for recycling of the training plan, design implementation, and evaluation.

Both models illustrate the need to have a developed strategy in which the steps involved can relate to each other in achieving both a total process and a terminal point. Both models contribute to an understanding of what may transpire, as well as to assisting personnel in knowing that progress is taking place. Each model involves a decision making process, management process, feedback process, evaluation process, and recycling process. Likewise, in both, each phase is dependent upon each other, and each has subordinate elements.

Rationale for Developing a New Model

Thirty-four years ago, Corey (1957) stressed that professional development programs, which he termed "inservice education," had not received sufficient attention in the professional literature and

practice (p. 1). It was interesting to note that in recent years much has been done to improve inservice programs for professional development of educational administrators. Numerous models for the purpose were developed. Among those models which have been officially implemented are Crawford's (1962-1968) Human Resources Research Organization Model for Curriculum Engineering, The Project Tasks Process (Bishop, 1976, p. 60), The Control Process for Solving Micro Training Needs (Laird, 1978, p. 76), and the Oklahoma Consortium for Urban Teacher Education (OCUTE) (Rubin & Hansen, 1980, p. 109).

All the above mentioned models were developed based on careful and thoughtful rationale. They had explicit justifications and directions. These models have been field tested, officially implemented and accepted. However, these models have a tendency to become more comprehensive as their distinctive goals are pursued.

In each of the above mentioned models, six modes of change process were apparent: (a) orientation, (b) preparation, (c) mechanical use, (d) routine and refinement, (e) integration, and (f) renewal (Loucks, Newlove & Hall, 1975, pp. 8-9). These modes of change process are crucial to all inservice models. However, these models do not evaluate each mode as they progress; evaluation is only done at the end of the process. Thus the problems with these models are: (a) they tend to use only summative evaluation, (b) they lack formative evaluation, (c) they do not have self correcting procedures built into their phases.

Therefore, based upon the above deficiencies, a new model which incorporates both formative and summative evaluation, with self-correcting procedures built into each step and stage, was deemed necessary.

Summary

Chapter II has examined the literature crucial to effective inservice development for educational administrators, namely the areas of: (a) the need for inservice development, (b) perspective of inservice development, (c) planning of inservice development, (d) implementation of inservice development, (e) evaluation of inservice development, and (f) models that influenced the study. The final section of this chapter was a presentation of the rationale for developing a new model.

How this review was used in developing the needed new model will be discussed in Chapter III. The differences between the above mentioned models and the proposed model will be demonstrated as one reviews the proposed tasks for operationalizing the model listed in Appendix D and introduced, with a matrix which served to organize them, in the final section of Chapter III.

CHAPTER III

MODEL DEVELOPMENT AND VALIDATION

Introduction

Chapter III presents a model for professional development of educational administrators that improves upon existing models. The validation of the model's states, steps and tasks, through the support of pertinent literature, follows the presentation of that model. Following the validation and model is a matrix for organizing the tasks proposed as necessary to operationalize each step within the model's three stages. The tasks themselves comprise the survey instrument that constitutes Appendix D.

Restatement of the Purposes

The purposes of this study were two-fold. The primary purpose was to develop a model for inservice professional development of educational administrators, as requested by the Director General of Education Malaysiz. This model was to be validated from the literature reviewed. The second purpose was to determine the tasks that are both appropriate and necessary for operationalizing the model. The proposed tasks were based largely on literature reviewed in Chapter II, but augmented by the perceptions of the present writer.

Structure and Components of the Model

The model proposed represents a systematic and organized design, which can be used as an approach to and a tool for designing an inservice project. The model integrates the philosophy and theory obtained from the literature published from 1957 through 1980 into its framework.

There are three stages in the conceptual development of the model of professional development for educational administrators, viz:

1. Planning.
2. Implementation.
3. Evaluation.

Within each stage of the model are four common steps, namely:

1. Analysis.
2. Development.
3. Operation.
4. Evaluation.

These three stages and the four common steps within each stage are the result of an exploration of various sources in the literature on inservice projects and models. Included among those sources were Gross, 1963; Kaufman, 1972; Bishop, 1976; Claxton, 1976; Newman, 1980; Rubin and Hansen, 1980; and others.

The information gathered from those sources and others has been synthesized, along with the perceptions of the present writer.

Figure 5 is the model for an inservice professional development program. Each stage and step in the model is laid out in a natural sequence; there should be no dead ends until the whole process is

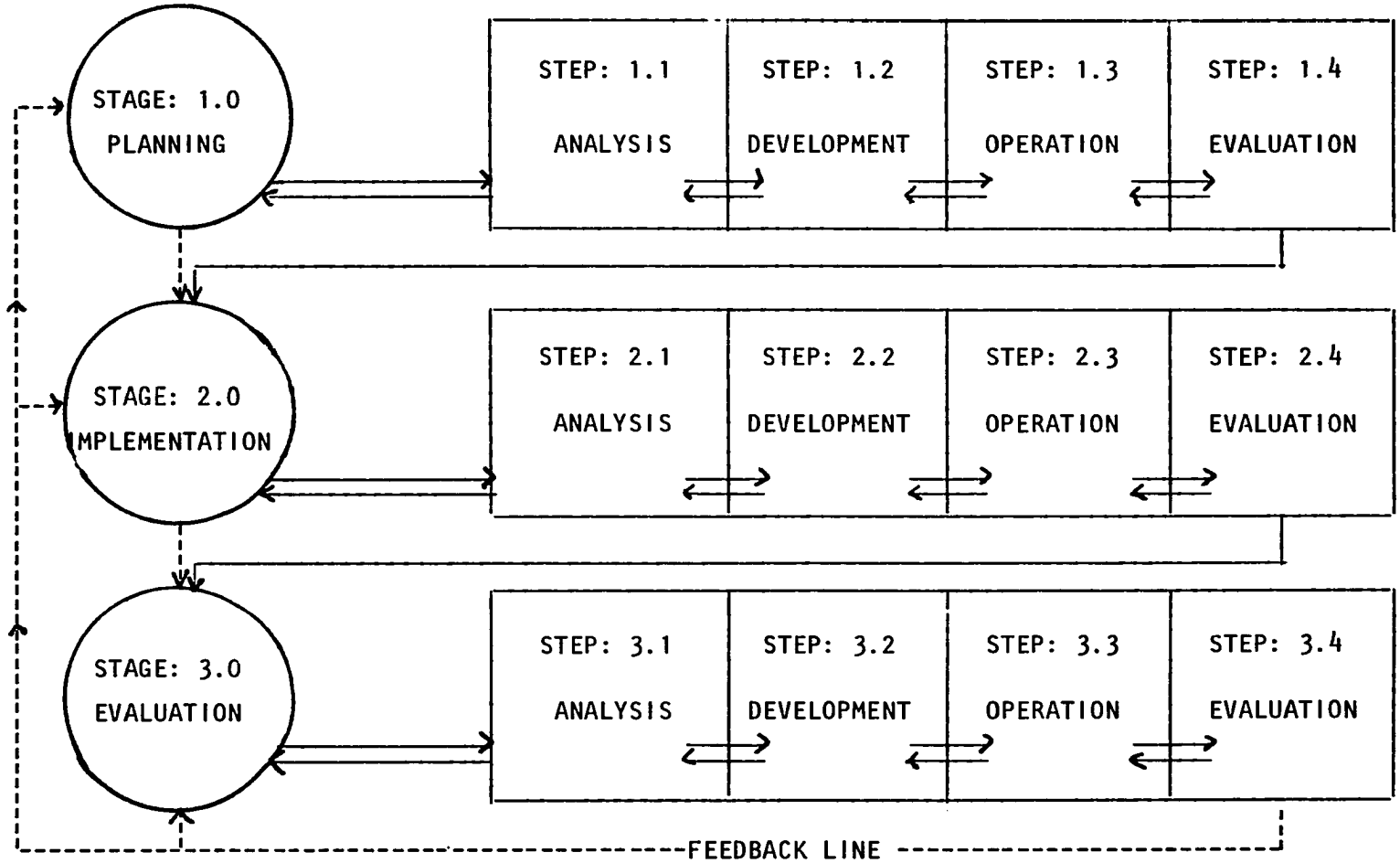

Figure 5

Model for Inservice Professional Development of Educational Administrators

completely finished and evaluated. All the stages and steps were designed to concur with a systems approach. The systems approach, in this context, offers a set of crucial strategies, represented in the figure by three circles, each followed by four blocks. The circles represent the stages and the blocks represent the steps of the model.

As described by Davis, Alexander and Yelon (1974), a systems approach design includes both iterative and interactive processes (p. 313). The iterative and interactive processes among the stages and steps are indicated in Figure 5 by the two-way broken and unbroken arrows pointing sideward, downward and upward until the cycle is completed and restarted.

Validation of the Model's Stages and Steps

Following is a discussion of the literature supporting the validation of the stages and steps in the model.

Stages of the Model

The model offered a set of crucial strategies which were presented in three sequential stages. These three stages were Planning-1.0; Implementation-2.0; and Evaluation-3.0. In Figure 5, these three stages were represented by three circles.

The literature reviewed supported that an inservice model should start with planning, followed by implementation and finally by evaluation (Malcolm, 1958; Odiorne, 1970; Kast & Rosenzweig, 1974; Bishop, 1979).

Planning-1.0. Bishop (1976) states that, in developing an inservice program model, it is necessary to design and institute a sequential plan. Each part of planning should comprise decision making, management process, feedback evaluation and recycling (pp. 3-5). On one hand, organized planning, as described by numerous authors, stressed the importance of realistic diagnosis of needs, adequate resource retrieval, collaborative planning and solution building, and systematic design and evaluation of alternatives (Gross, 1963; Claxton, 1976; Newman, 1980; Seldik, Magnus & Rakau, 1980).

On the other hand, organized planning helps to organize, specify and develop plans, prepare cost estimates, and assign specific accountability measures at each step or level of operation. It is possible for an organized plan to spell out in detail the activities in terms of overall strategies and the explicit sequences of action steps that make up these strategies (Malcolm, 1958; Kaufman, 1972; Bishop, 1976: Rubin & Hansen, 1980).

Planning, shown as Stage 1.0 in the model, is perceived as necessary and important by the present writer because a healthy and effective inservice program or project hinges upon careful planning of the steps that need to be taken and of the tasks involved in accomplishing each step if the particular needs of the people involved are to be addressed. The numerous resources on planning that were reviewed indicated that there is no one best inservice development approach, but that if inservice is to be effective, it has to be well planned and organized so that the needs and the objectives of the inservice program fit the nature of the tasks to be performed (Mosel, 1957; Higginson, 1966; Simonds, 1970:

Drucker, 1974; Bishop, 1976; Claxton, 1976; Laird, 1980; Rubin & Hansen, 1980).

The present writer reasoned that since planning is the key to a successful inservice program, it must come before implementation. An inservice program without a plan is impossible to prepare for and impossible to evaluate. Good planning should insure apprppriate use of energy and funds and bring about the right mix of resources, trainers, and trainees aimed at achieving the common objectives.

The high degree of congruence between the literature reviewed and the present writer's decision in selecting planning as the first stage of inservice project model testified to two conclusions: (a) the stage developed concurred with the literature and thus is philosophically and theoretically valid; and (b) since it is a valid stage, a model including it can be responsive to the purpose for which it was established.

Implementation-2.0. Kast and Rosenzweig (1974), and National Inservice Network (NIN) (1979-1980), emphasized that when a plan had been finalized the next stage should be implementation. Implementation is a complex series of transactions that includes all the steps, phases, and processes developed in the planning stage (Carver & Sergiovanni, 1969; Tannenbaum, 1969; Kaufman, 1972; Bishop, 1976).

An effective implementation stage should be systematically planned and defined and should begin with diagnosis of needs and proceed through structuring, developing, and validating (Bishop, 1976; Claxton, 1976; Seldik, Magnus, & Rakau, 1980). In other respects, implementation is a critical stage and should be clearly defined, step by step, based on the agreed upon needs of the participants and the organization (Mosel, 1957;

Gross, 1963; Bishop, 1976; Claxton, 1976; Laird, 1980). The implementation process and tasks, if well stated and defined, make possible a smooth flow of activities and accomplishment of goals (Bishop, 1976; Harris, 1980).

Implementation, shown as Stage 2.0 in the model, is perceived as another universal and crucial stage if an inservice program or project planning is to eventuate. Operationalizing the planning activities is implementation, or installation of agreed upon actions finalized in the planning stage. Operationalizing planned activities hinges on a well stated and well defined implementation process, including functions and tasks. The present writer's decision to select implementation as the second stage of the model was based on its advocacy and validity as proposed in the literature.

Evaluation-3.0. Many authorities in the field of inservice education claimed that the final stage of inservice programs or projects is evaluation, including Malcolm, 1958; Odiorne, 1970; Provus, 1971/1979; Kast and Rosenzweig, 1974; and, NIN, 1979/1980.

Evaluation as a final stage should focus on assessing the soundness of the planning, assessing the effectiveness of the implementation and assessing the effectiveness of the program. The information obtained from the evaluation in the final stage should serve as feedback for deciding whether the project is to be retained, modified or dropped (Provus, 1971; Stufflebeam, 1971; Scriven, 1974; Brinkerhoff, 1980). Brinkerhoff further claimed that evaluation, as the final stage, aimed at facilitating planning, facilitating implementation, and assessing the cost effectiveness of the project.

Selection of evaluation as the final stage in the model was based on adequate and sound support found in the literature. Therefore, the selection was judged to be theoretically and philosophically valid.

Steps of the Model

The model proposed a set of common components which were presented in four sequential steps. These four steps were Analysis-1.1, 2.1, and 3.1; Program Development-1.2, 2,2, and 3.2; Operation-1.3, 2.3, and 3.3; Evaluation-1.4, 2.4, and 3.4.

In Figure 5, these four steps were represented by four blocks following each of the three circles. The two-way unbroken arrows indicated iterative and interactive processes between blocks. These four steps were laid out in sequential order. One has to start with step 1.1 and proceed to step 1.2, thence to step 1.3 and so forth. While working on any one step, one can go back to the previous step or to the next step and further work on it. However, for the model to be effective, it is recommended that the steps be followed sequentially. The literature support for each step is cited below.

Analysis-1.1, 2.1, and 3.1. Kaufman and English (1975) claimed that needs assessment and analysis served as a critical tool and as an effective strategy for identifying training needs and objectives (pp. vii-viii). The analysis of needs as a formal process for identifying, prioritizing and developing program objectives was supported by many other authorities in the field, including Bishop, 1976; Kaufman and English, 1979; Harris, 1980; and Rubin and Hansen, 1980.

Lack of an analysis of needs and/or a statement of program objectives has led to failure of goals or missions for inservice projects (Kaufman, 1972; Kaufman & English, 1975). Since needs assessment and program objectives were accepted as critical tools in inservice projects, and since they functioned as means of determining the discrepancy in and the gaps between the actual outcomes and the desired outcomes, analysis should be the first step within each stage of the model.

The support from numerous authoritative sources found in the literature gave evidence that analysis as a first step was valid philosophically and theoretically.

Development-1.2, 2.2, and 3.2. Gross (1963), Bishop (1976), Claxton (1976), and Newman (1980), testified that when analysis of needs had been accomplished, the next step should be development. Further testimony was provided by Rubin and Hansen (1980).

Analysis is an important beginning step, but it is not sufficient in itself without further delineation as to how the program will be developed. This step is critical in all stages of an inservice project. Analysis and development are important because they focus on insuring the availability of the necessary training materials, facilities, equipment, personnel, ancillary services, and finance (Hammonds & Wallace, 1974; Bishop, 1976; Claxton, 1976; Newman, 1980; Rubin & Hansen, 1980).

The evident importance of development as an immediate next step following the completion of analysis of needs was strongly supported by the literature; therefore, the decision to include development as Step 2.0 of the proposed model was judged to be valid.

Operation-1.3, 2.3, and 3.3. Having completed the program analysis and development, the next crucial strategy is operation. Bishop (1976) termed the step as doing implementation tasks. The relationship between program development and program operation is that the latter has to rely heavily on the former. Many writers contended that operation should be based on the strength of the available personnel, facilities, equipment, ancillary services, and financial calculations and then rationalized (Bishop, 1976; Harris, 1980; and Laird, 1980).

Keeling, Kallaus and Nuener (1978) stated that the step of operation should come after identifying training objectives and outlining the scope and subject matter (p. 424).

The proposed model's third step thus is congruent with the philosophy of inservice development pervading the literature. Since it is in line with the theory professed by writers who are authorities in the field, it was concluded that the development of the third step, i.e., operation, was philosophically and theoretically valid.

Evaluation-1.4, 2.4, and 3.4. The fourth and final step proposed as necessary within each stage of the model was supported by prominent writers, including Provus (1971/1979), Stufflebeam (1971), Scriven (1974), and Brinkerhoff (1980).

Hammond (1967/1971) and Randall (1969) stated that evaluation is essential for measuring the effectiveness of the program at its conclusion. Other authors suggested that evaluation of program is so necessary that it has to be an integral part of planning and should be done on a

continuous basis (Gross, 1963; Davis, Alexander & Yelon, 1974; Bishop, 1976; Harris, 1980).

Since the literature reviewed posited that evaluation should be the final step in an inservice project and the model proposed it as the final step, therefore, the step was judged to be valid theoretically and philosophically.

Evaluation, as proposed in the final step (3.4) of the model, differs from the evaluation as proposed in the final stage (3.0). Evaluation as a step (3.4) deals with formative evaluation. Evaluation as a stage (3.0) deals with summative evaluation of the inservice development project.

It is important to note that the four steps in every stage, though each appears three times, do not have the same goals and objectives. Step 1.1 in Stage 1.0, Analysis, deals with goals and objectives for the planning stage. Step 2.1 in Stage 2.0, Analysis, deals with goals and objectives for the implementation stage. Finally, Step 3.1 in Stage 3.0, Analysis, deals with goals and objectives for the evaluation stage. The same distinction could be made for each of the other steps within each stage.

Following is an introduction to the tasks judged to be appropriate and necessary in operationalizing the four steps in each of the three stages.

Task Descriptions

In order to operationalize the model, it was necessary to list specific tasks for accomplishing each step within each stage of the model.

Most of the task descriptions were derived from the literature. However, the arrangement of the tasks generated from the literature and additional tasks incorporated in the list were based on the perceptions of the present writer. They constitute the instrument to be found in Appendix D.

The numbering system used in the listing of task descriptions was designed to indicate to which stage and to which step within that stage each task relates. For example, "1.1.1" indicates the first task in Step 1.1 (Analysis) in Stage 1.0 (Planning). The relationships may be readily established by referring to the matrix in Figure 6, which follows.

Stage	Step			
1.0 Planning	1.1 Analysis	1.2 Development	1.3 Operation	1.4 Evaluation
2.0 Implementation	2.1 Analysis	2.2 Development	2.3 Operation	2.4 Evaluation
3.0 Evaluation	3.1 Analysis	3.2 Development	3.3 Operation	3.4 Evaluation

Figure 6

Matrix for Organizing Inservice Professional Development Tasks

Summary

Chapter III has provided a restatement of purposes for the study, need for the model and a conceptualization of the model (see Figure 5). It has described the structure and components of the model and has provided validation of each stage and step of the model. Figure 6 has provided a matrix for relating the stages, steps and numbering sequence in the model. Finally, a matrix for organizing the proposed task descriptions for operationalizing each step within each stage of the model was presented.

CHAPTER IV

DESIGN AND METHODOLOGY OF THE TASK VALIDATION

Introduction

The second purpose of this study was to validate the descriptions of the tasks proposed for operationalizing each step within each stage of the model presented in Chapter III. The tasks proposed were based on the pertinent literature reviewed in Chapter II and the perceptions of the present writer.

In order to accomplish the second purpose of this study, four actions were required and these are discussed in this chapter, as follows: (a) developing an instrument, (b) selecting a panel of experts, (c) administering the instrument, and (d) analyzing the data collected.

Design of the Validation

The design of this study used survey and interview methods which entailed development of a survey instrument containing structured questions. The survey instrument was comprised of the task descriptions introduced in Chapter III and detailed in Appendix D. It was intended to elicit the judgments and perceptions of the validating panel members as to whether the proposed task descriptions were appropriate and necessary. "Appropriate" was defined as the task being suitable for accomplishing the goals of the model. "Necessary," in the context of this study, was defined as the task being required in order to

operationalize the model. The structured interview questions were developed to elicit further information concerning the tasks proposed.

Both the survey instrument and the interview questions were administered to the selected panelists for their reactions. A "yes" or "no" response in both the "appropriate" and "necessary" columns was required for each item in the survey instrument and an oral response was required for each interview question. A "yes" response implied support for the proposed task and a "no" response implied lack of support for the proposed task. Responses for the interview questions were used to supplement the information obtained through use of the survey instrument.

The Survey Instrument

The initial undertaking was the development of an appropriate instrument for surveying the reactions of the panelists as to whether each proposed task was appropriate and necessary. Due to the length of the survey, the instrument was broken into two parts. Part one listed the proposed task descriptions in a written survey form, and part two elicited supplementary information, through interview questions, regarding the same subject matter.

The survey instrument was comprised of the task descriptions introduced in Chapter III. Since the items in the survey questionnaire were organized according to the model's three stages, it was decided to administer one stage at a time. Thus Stage 1.0 of the instrument asked for responses concerning the tasks proposed for each step in the Planning stage; Stage 2.0 of the instrument called for responses concerning the tasks proposed for each step in the Implementation stage;

Stage 3.0 of the instrument elicited responses concerning the tasks proposed for each step in the Evaluation stage.

The rationale for dividing the survey instrument into three stages was that it was necessary to: (a) remind the panelists of the tasks proposed for each stage, and (b) break the monotony and boredom of having to respond uninterruptedly to the lengthy instrument.

The instrument is shown in Appendix D.

The Interview Questions

A set of four questions was developed for the interview. The purpose of the interview questions was to elicit supplementary or additional information regarding the tasks that the present writer believed to be appropriate for each stage. The four questions are shown in Appendix E.

Interview questions 1 and 2 were asked after each stage had been completed by the validating panelist. Questions 3 and 4 were asked after completion of the final stage. Responses obtained from these four questions helped the investigator to determine: (a) the adequacy of the proposed task descriptions, (b) tasks which were considered appropriate and necessary but were not included, and (c) the appropriateness of the sequence of the tasks.

The interview process required recording of the responses obtained from each validating panel member. Probing and clarification of responses were done only when necessary. The objective of projecting a neutral attitude on the part of the interviewer was to reduce the possible impact of interviewer bias. A synthesis of the interviewee

responses is presented in Chapter V.

Responses obtained from the survey instrument and the interview questions were analyzed and are reported in Chapter V.

Pilot Test and Its Result

A pilot test of the survey instrument and the interview questions was administered on the 3rd of September 1981. Persons involved in the pilot test were five doctoral candidates in the Educational Leadership Department, College of Education, Western Michigan University.

The purposes of the pilot test were to: (a) establish the administrative procedures, and (b) ensure clarity and simplicity of the instrument's organization, concepts and wordings.

No revisions resulted from the pilot study of the instrument. Respondents involved indicated satisfaction with the administrative procedures, the clarity, and the simplicity of the instrument's organization, concepts and wordings.

Reasons for Using Panel of Experts

The task descriptions proposed for this study were based on many sources from the literature previously reviewed in Chapter II. However, the organization, the grouping, and the packaging of the tasks for each step within each stage of the model were accomplished by the present writer. In order to validate whether the tasks were appropriate and necessary, two methods were considered; i.e., use of a field test and/or use of experts' opinions. Due to the time constraint faced by the present investigator, the first method, field test, was not

feasible. Thus, experts' opinions were sought.

According to Van Dalen and Mayer (1966) testimony of experts is often sought by researchers because experts are intellectual, trained, experienced and better informed than other people. However, total reliance on experts' opinions is said to be "a dubious if not a dangerous practice" (pp. 19-20). To avoid this danger, researchers were advised to exercise many precautions when identifying experts. One means of exercising precaution was said to be by establishing a set of selection criteria. Such criteria were used in selecting a panel for this study.

Selection of Panel of Experts

For the purpose of selecting members to serve on a panel of experts in this study, selection criteria included: (a) employment, (b) knowledgeability, (c) experience, (d) expertise, and (e) willingness to be involved in follow up activities. These are expanded below.

Employment

Each member of the validation panel had to be currently employed in an educational organization in the state of Michigan. Questions used to secure information concerning employment were: "Are you currently employed by an educational organization?" and "What is your current position?"

Knowledgeability

Each panel member had to be knowledgeable about the current trends

in inservice education. Knowledge could have been gained through work in related fields in accredited higher institutions. The related fields emphasized were educational administration, educational management, human resource development, etc. Questions used to secure information concerning knowledgeability were: "Do you read journals and books related to inservice development?" "Have you attended any seminars for inservice development programs within the last few years?" and "Are you familiar with systems design for inservice development"?

Experience

Each panel member had to be experienced in the field of inservice training. Experience could have been gained through working as a consultant or with an inservice training association or organization. The minimum experience in inservice training and development required to qualify as a validating panel member was five years. Questions used for securing information concerning experience were: "Have you conducted, facilitated, or planned inservice seminars or programs?" "Are you a member of any inservice association or organization?" and "How many years have you been actively involved in inservice projects?"

Expertise

Each panel member must have demonstrated expertise in the field of inservice training, research, or other scholarly pursuits. Examples of personnel believed likely to demonstrate such expertise included administrators, researchers, training and development officers, directors of programs for inservice, etc. The questions used to secure

information concerning expertise were: "Have you had published any of your writings regarding inservice programs?" "Have you had any other evidences of training competence that you wish to share?"

Follow Up

Each panel member had to be willing to respond by telephone, at some future date, to additional tasks suggested by other panel members. The question used for securing their willingness to participate in the follow up was: "Are you willing to respond by telephone, at some future date, to additional tasks that may be suggested by other panel members?"

Panel Size

The panel had to be large enough to be representative of authorities in the field and small enough to be manageable. It was decided that between 10 and 15 members, each of whom conformed to the above criteria, would be representative enough for the purpose of validating the proposed necessary task descriptions for each of the four steps within each of the three stages of the model.

The Survey

Prior to administration of the survey instrument, permission to conduct the investigation was secured from the Committee on Human Subjects of the Department of Educational Leadership at Western Michigan University. Following that, each validating panel member was orally questioned by telephone or in person, on personal vitae to insure conformity to each of the selection criteria. Questions were

as indicated above (see also Appendix F). During the period from September 2nd through 4th, 1981, 17 persons were asked the criteria questions by telephone. Of the 17 persons queried, 12 were judged to meet all the criteria. Their names and position titles appear in Appendix A.

Each potential member was then apprised of the general nature and purpose of the study, and of the nature of the forthcoming survey. All 12 panel members indicated their willingness to participate and to have their responses to the oral questions recorded, and thus were included as panel members.

During the weeks of September 7 and September 14, 1981, an appointment was made with each validating panel member. Each member was given three packets of materials during the interview. Overall, the instrument package consisted of the following three items: (a) the Instrument Cover Letter and General Directions (see Appendix C), (b) a Summary of the Three Stage Model (see Appendix B), (c) the instrument titled "Task Descriptions for an Inservice Program Model" (see Appendix D).

Preceding the completion of the survey, the model summary was discussed with each panel member. The panel member was then handed the cover letter and the general directions for completing the instrument (see Appendix C). Following this, the Stage 1.0 portion of the "Task Descriptions for an Inservice Program Model" was presented.

Upon completion of written responses, each panel member was then asked Interview Questions 1 and 2 (see above or Appendix E) and the responses were recorded. The panel member was then handed the Stage 2.0 packet and after writing responses to it, was again asked Interview

Questions 1 and 2, and again responses were recorded. Similar procedures were followed at the completion of the Stage 3.0 packet and, in addition, Questions 3 and 4 were asked. Again, all responses were recorded.

Data Analysis Procedure

A descriptive analysis, using frequencies and percentages, was used to analyze the data collected. Tables which follow in Chapter V exhibit frequencies and percentages of positive and negative responses for each proposed task in each of the four steps of the three stage model.

The decision rule used for this study was that any task, to be retained, must have been supported by "yes" responses from a simple majority of responding panel members. The rationale for this decision rule was that no single series of task descriptions is perfect for operationalizing an inservice model. A "no" for the "Necessary" column did not necessarily mean "no" for the "Appropriate" column or vice versa. It was anticipated that an item might have received a "no" due to a semantic or sequencing problem, or both, not because the content was incorrect. Thus, simple majority support was considered a high standard.

Any tasks proposed by the investigator as both appropriate and necessary which did not achieve simple majority support was to have been deleted, and any new and/or additional tasks proposed by panel members were to have been added. This would have meant a revalidation through telephone contact, of the the new tasks proposed as appropriate

and necessary by any one of the original panel of experts.

The recorded responses obtained from the interview questions are discussed in Chapter V.

Summary

Chapter IV has focused on the second purpose of the study, which was to validate the task descriptions proposed for operationalizing each step within the three stage model developed by the present investigator. This chapter has also discussed the design and the methodology of the study, including the development of the survey instrument, the pilot test and its result. The identification and the selection of the validating panel members, the survey activity, and the data analysis procedures have also been discussed in this chapter.

CHAPTER V

REPORT OF THE FINDINGS

Introduction

This chapter is a presentation and discussion of the responses obtained from the twelve member panel of experts. The findings are presented in accordance with the discussion in Chapter IV dealing with the analysis of data. The first section of this chapter deals with the profile of the panel of experts. Twelve tables, two through 13, are presented, depicting percentages of responses for each task in one step within each stage, with corresponding discussion. Each content area is discussed in terms of the appropriateness and necessity of the tasks proposed, as perceived by the panelists. Additional comments, obtained through interview questions, from panel members are presented and are summarized as they relate to the content areas. A further table displays a profile of the panel members.

Profile of the Panel of Experts

The initial undertaking before the formal validation of the tasks proposed was a telephone survey eliciting information regarding the qualifications of the validators. The information received was matched against the selection criteria established as reported in Chapter IV. The criteria included employment, knowledgeability, experience, expertise, and willingness to participate in follow up.

Members of the panel included two directors, two chairmen of departments, an associate director, three consultants, two coordinators, one professor and an associate professor. Each member of the panel was employed by an educational organization. Each member was a professional practitioner in the field of education, training, and development through inservice. Each member had demonstrated knowledge, experience, and expertise in the related area. The mean number of years of experience in inservice programs at local, state and national levels was 13.0 years, with the maximum experience being 20 years and the minimum being six years. As all validation panel members were experts in the field of inservice, their responses provided credibility for the appropriateness and the necessity of the task descriptions proposed. Following in Table 1 is a profile of the members of the panel of experts selected.

Report and Discussion of Findings

The following tables indicate at least 83% support ("yes" from each of 10 of the 12 panel members) for both appropriateness and necessity of all the tasks proposed for all of the four steps in each of the three stages of the model.

This was viewed as overwhelming support for all of the proposed task activities, as the percentage of "yes" responses in both columns, for every individual item, far exceeded the 51% required by the decision rule of retaining those activities achieving simple majority support.

Table 1

Profile of the Panel of Experts

Person	Criterion								
	Employment	Knowledgeability			Experience & Expertise				Follow Up
	Currently Employed	Professional Reading	Attendance at Inservice, Conferences etc.	Familiarity with Systems Design Approach	Conducted, Facilitated or Planned Inservice	Professional Memberships	Number of Years of Experience	Publication	Would Participate in Follow Up
1	yes	yes	yes	yes	yes	yes	15	yes	yes
2	yes	yes	yes	yes	yes	yes	10	yes	yes
3	yes	yes	yes	yes	yes	yes	13	yes	yes
4	yes	yes	yes	yes	yes	yes	6	yes	yes
5	yes	yes	yes	yes	yes	yes	14	yes	yes
6	yes	yes	yes	yes	yes	yes	19	yes	yes
7	yes	yes	yes	yes	yes	yes	8	yes	yes
8	yes	yes	yes	yes	yes	yes	8	yes	yes
9	yes	yes	yes	yes	yes	yes	20	yes	yes
10	yes	yes	yes	yes	yes	yes	9	yes	yes
11	yes	yes	yes	yes	yes	yes	20	yes	yes
12	yes	yes	yes	yes	yes	yes	14	yes	yes

Each table reports panel members' reactions to the tasks proposed for one of the twelve steps of the three-stage model.

Step 1.1

The perception of the panel regarding tasks for Step 1.1, Analysis, within Stage 1.0, Planning, is shown in Table 2.

Tasks 1.1.1 through 1.1.4 and 1.1.6 were viewed as completely appropriate by the experts. The 100 per cent "yes" response to tasks 1.1.1, 1.1.3, 1.1.4 and 1.1.6 indicated unanimous perception of those tasks as both appropriate and necessary. The 92% responses given to tasks 1.1.5, 1.1.7 and 1.1.8 as appropriate and to tasks 1.1.2, 1.1.5, 1.1.7 and 1.1.8 as necessary were also high.

The two panelists' reasons for not supporting tasks 1.1.5, 1.1.7 and 1.1.8 as appropriate or necessary included: (a) these tasks were inappropriate, because doing them would mean that too much time would be spent on the planning of the project; (b) given the usual fiscal, manpower and time constraints, these tasks would not be feasible; and (c) if the planning team were big enough, all these tasks then would be viewed as appropriate and necessary.

Three comments were provided by panel members through the interview session for this step within Stage 1.0. Each comment was a positive endorsement of the organization and sequence of the tasks listed for accomplishing the goals and for operationalizing the project.

Table 2

The Percentage of Responses to Step 1.1 Analysis Within Stage 1.0 Planning

Step 1.1 Analysis	*Appropriate		*Necessary	
	%Yes	%No	%Yes	%No
1.1.1 Identify the immediate and long range skill needs.	100	0	100	0
1.1.2 Rank order the immediate and long range skill needs.	100	0	100	0
1.1.3 Prioritize the problems, projects and/or outcomes to provide the immediate and long range skills needed.	100	0	100	0
1.1.4 Identify individuals to be part of the planning team(s) based on the key problems, projects and/or outcomes identified in 1.1.3.	100	0	100	0
1.1.5 Prepare materials for planning team(s) meeting.	92	8	92	8
1.1.6 Conduct an orientation meeting with planning team(s) members for clarifying priority problems, objectives and/or outcomes.	100	0	100	0
1.1.7 Divide planning team(s) members into small groups and allow reasonable amount of time on reworking the original list of activities.	92	8	92	8
1.1.8 Reassemble planning team(s) members to further refine the list.	92	8	92	8

*Number of respondents = 12 for all 8 items.

Step 1.2

The various tasks itemized in the Step 1.2, Development, within the Stage 1.0, Planning, were viewed by the panel of experts as reported in Table 3.

Five out of 11 tasks, i.e. tasks 1.2.1 through 1.2.3 and 1.2.6 through 1.2.7, were perceived as both appropriate and necessary by the experts, as indicated by the 100% in both "yes" columns for each. Tasks 1.2.4, 1.2.5 and 1.2.8 through 1.2.11 received 100% support as appropriate from 11 of 12 panel members. Tasks 1.2.4, 1.2.8 through 1.2.9 and 1.2.11 also received 92% support as necessary from 11 of 12 panel members. Two tasks, 1.2.5 and 1.2.10, for the step received only 83% support. However, even on those tasks, the percentage of support received exceeded the simple majority required by the decision rule.

This particular set of tasks generated four comments from the panel members. Generally, the comments provided support of the logical and sequential nature of the tasks proposed. One comment focused specifically on tasks 1.2.4 through 1.2.5. A member of the panel commented that if the instructors were trained, competent and expert in the subject area, the planning team should trust these activities to the care of the instructors. Another member commented that tasks 1.2.8 through 1.2.11 were appropriate and necessary for obtaining successful planning for development of a project; however, for an experienced planning team, these tasks were normally subsumed under others and were given very little attention. Finally, another panel member indicated that task 1.2.11 was inappropriate and unnecessary; however, if this activity was meant for starting a project in a new setting, it would be appropriate and

Table 3

The Percentage of Responses to Step 1.2 Development Within Stage 1.0 Planning

Step 1.2 Development	*Appropriate %Yes	*Appropriate %No	*Necessary %Yes	*Necessary %No
1.2.1 Identify any discrepancy between what exists and what is desired.	100	0	100	0
1.1.2 Identify program objectives and goals from the prioritized needs.	100	0	100	0
1.2.3 Identify specific outcomes to be achieved.	100	0	100	0
1.2.4 Identify instructional content.	92	8	92	8
1.2.5 Identify instructional activities.	92	8	83	17
1.2.6 Identify materials and other supporting aids (money and space) for instruction.	100	0	100	0
1.2.7 Identify potential resource personnel.	100	0	100	0
1.2.8 Prepare materials for a meeting with members of the planning team(s) and resource personnel.	92	8	92	8
1.2.9 Obtain opinions and suggestions from members who attended the meeting.	92	8	92	8
1.2.10 Reassemble the members involved to further refine the activity ists.	92	8	83	17
1.2.11 Prepare program development requisition procedure form.	92	8	92	8

*Number of respondents = 12 for all 11 items.

necessary.

Step 1.3

The tasks for the step of Operation (1.3) within the Planning Stage (1.0) were judged by the panel members and their responses are exhibited in Table 4.

The twelve member panel of experts demonstrated their undivided support for the appropriateness of all tasks for Step 1.3 as evidenced by the data in Table 4.

Eleven of 12 members perceived seven of the 13 tasks as appropriate but not necessary. Ten members perceived task 1.3.9 as necessary. There were only a few comments regarding tasks in this step. Generally, the majority commented that the format, the organization and the sequence of the activities were excellent. Other comments raised concern about the time factor if activities 1.3.2, 1.3.4, 1.3.5, 1.3.8 through 1.3.11 and 1.3.13 were considered necessary. However, in an ideal situation all agreed that even those tasks become necessary.

Step 1.4

The judgment of the panel of experts for the tasks in the Evaluation Step (1.2) within the Planning Stage (1.0) is reflected in Table 5.

The viewpoint of the panel was very positive on this set of tasks as a whole. The panel expressed unanimous support of tasks 1.4.3, 1.4.4, 1.4.6 and 1.2.11 through 1.4.13 as both appropriate and necessary. Tasks 1.4.1, 1.4.5, 1.4.7, 1.4.8 and 1.4.10 were considered appropriate by only 11 of the 12 panelists. Task 1.4.1 was considered

Table 4

Percentage of Responses to Step 1.3 Operation
Within Stage 1.0 Planning

Step 1.3 Operation	*Appropriate		*Necessary	
	%Yes	%No	%Yes	%No
1.3.1 Gather information regarding the characteristics and the competencies of the participants to be served.	100	0	100	0
1.3.2 Determine specific competencies the participants will be expected to possess.	100	0	92	8
1.3.3 Arrange and group participants' performance objectives to develop instructional packages.	100	0	100	0
1.3.4 Determine the instructional methodology best suited for achieving the program objectives.	100	0	92	8
1.3.5 Determine instructional equipment and materials best suited to the instructional methodology to be used.	100	0	92	8
1.3.6 Identify competencies needed by the instructional staff.	100	0	100	0
1.3.7 Determine the number of staff persons needed.	100	0	100	0
1.3.8 Develop a procedure for analysis of potential participants' entry levels.	100	0	92	8
1.3.9 Develop a schedule of activities that must be completed before training starts.	100	0	83	17
1.3.10 Develop a procedure for operational budget development.	100	0	92	8
1.3.11 Prepare specifications for purchasing and installing new equipment.	100	0	92	8
1.3.12 Identify potential personnel for instructional positions.	100	0	100	0
1.3.13 Prepare a staff plan for requesting ancillary services.	100	0	92	8

*Number of respondents = 12 for all 13 items.

Table 5

The Percentage of Responses to Step 1.4 Evaluation Within Stage 1.0 Planning

Step 1.4 Evaluation	*Appropriate %Yes	*Appropriate %No	*Necessary %Yes	*Necessary %No
1.4.1 Establish a committee to review literature related to evaluation of inservice.	92	8	83	17
1.4.2 Determine the rationale for evaluation.	100	0	92	8
1.4.3 Determine type(s) of evaluation that should be conducted for each activity.	100	0	100	0
1.4.4 Plan for executing each evaluation activity.	100	0	100	0
1.4.5 Organize for participants' evaluation of course(s) and instruction.	92	8	100	0
1.4.6 Organize evaluation of faculty members.	100	0	100	0
1.4.7 Organize facility evaluation procedure.	92	8	92	8
1.4.8 Organize evaluation of supporting aids.	92	8	92	8
1.4.9 Organize evaluation of the planning, implementing and evaluating processes.	100	0	92	8
1.4.10 Develop a plan to utilize the special committee in evaluation.	92	8	92	8
1.4.11 Determine data that need to be gathered from each activity.	100	0	100	0
1.4.12 Determine records and reports that need to be maintained by the evaluation committee.	100	0	100	0
1.4.13 Prepare a schedule for executing various evaluation activities.	100	0	100	0

*Number of respondents = 12 for all 13 items.

unnecessary by two members and tasks 1.4.2 and 1.4.7 through 1.4.10 were each so considered by one panel member.

Few comments were expressed by the panel, although the entire set of tasks was highly supported. Tasks which received negative responses as either appropriate or necessary were, in actual fact, not considered absolutely inappropriate or unnecessary. Given a situation where inservice is a common practice, evaluation tasks numbers 1.4.1, 1.4.5, 1.4.7 through 1.4.8 and 1.4.10 would be appropriate. However, if tasks 1.4.1, 1.4.3, 1.4.7 through 1.4.10 were made necessary, they would be perceived either as chores or as a disservice to the inservice program in the views of those who gave "no" responses.

One member suggested that tasks 1.4.7 and 1.4.8 be combined and listed as one task having two goals. This member also suggested that tasks 1.4.11 and 1.4.12 be combined and presented as one task evaluating three areas. An example given was "determine the following: (a) data that need to be gathered from each activity, (b) records and reports that need to be maintained by the evaluation committee, and (c) a schedule for executing various evaluation activities."

Task 1.4.1 was regarded as inappropriate and unnecessary in American situations due to: (a) the literature in the area of evaluation is plentiful and having to go through it is very time consuming, and (b) it has always been difficult to get personnel to do this chore, expecially in a situation where academic freedom is practiced.

Step 2.1

The judgments of the panel of experts for tasks proposed for

Step 2.1, Analysis, with the Stage 2.0, Implementation, are displayed in Table 6.

Evidence is provided in Table 6 as to support for tasks proposed for this step by all members of the panel. With the exception of task 2.1.5, the tasks received 100% agreement as being both appropriate and necessary.

Comments received for this area were very positive. The layout of the tasks and the simplicity of the terminology used were well appreciated. Task 2.1.5 was criticized as a task with or without which the inservice project can be materialized. Furthermore, panel members pointed out that when scouting around for personnel for various jobs, the planning team members normally would locate capable and competent personnel. Thus there would be no necessity for a job description to be prepared for each individual involved. One should trust the capabilities and the competencies of the personnel.

Step 2.2

The perceptions of panel members for tasks proposed in Step 2.2, Development, within Stage 2.0, Implementation, are exhibited in Table 7.

All tasks proposed for this step were perceived as appropriate by all 12 panel members. Their acknowledgement of the necessity of the tasks was indicated by the 100% "yes" responses for all three tasks--2.2.4 through 2.2.6--which received "yes" percentages of 92, 83 and 92 respectively. Generally the comments attested that tasks could be worded in a number of different ways. As an example, activity 2.2.4 could start with "adopt locally developed materials for training or purchase. . . ."

Table 6

The Percentage of Responses to Step 2.1 Analysis Within Stage 2.0 Implementation

Step 2.1 Analysis	*Appropriate		*Necessary	
	%Yes	%No	%Yes	%No
2.1.1 Decide on a management plan which identifies the activities to be completed in a particular program.	100	0	100	0
2.1.2 Decide on a management plan which identifies activities to be completed by particular personnel	100	0	100	0
2.1.3 Decide on a management plan which identifies the target dates for completion of each activity.	100	0	100	0
2.1.4 Decide on the estimated expenditure for program, personnel, facilities, equipment, and travel.	100	0	100	0
2.1.5 Prepare a job description for each individual involved.	92	8	83	17
2.1.6 Assign tasks and responsibilities to each individual identified and agreed upon.	100	0	100	0
2.1.7 Develop a survey of programs of interest.	100	0	100	0
2.1.8 Develop training and program objectives.	100	0	100	0
2.1.9 Decide on communication process.	100	0	100	0

*Number of respondents = 12 for all 9 items.

Table 7

The Percentage of Responses to Step 2.2 Development With Stage 2.0 Implementation

Step 2.2 Development	*Appropriate %Yes	*Appropriate %No	*Necessary %Yes	*Necessary %No
2.2.1 Obtain adequate financial support.	100	0	100	0
2.2.2 Approve individuals for staff positions.	100	0	100	0
2.2.3 Approve the schedule of classes, programs, instruction, personnel, facilities, equipment and target dates for completing all activities identified.	100	0	100	0
2.2.4 Decide whether to locally develop the materials for training or to purchase commercially prepared materials.	100	0	92	8
2.2.5 Assign individuals knowledgeable in the program area to locally develop prepared materials.	100	0	83	17
2.2.6 Assign individuals to purchase commercially prepared materials	100	0	92	8
2.2.7 Approve specifications for purchasing of supplies, training materials, and services needed for program operation.	100	0	100	0
2.2.8 Prepare a plan for cataloging and controlling the distribution and use of materials by staff and participants.	100	0	100	0

*Number of respondents = 12 for all eight items.

Step 2.3

The proposed tasks for the Operation Step (2.3) within the Implementation Stage (2.0) were reviewed by the panel and the results are demonstrated in Table 8.

The validating experts were totally in agreement with all the tasks proposed as being appropriate, with a rating of 100% for each. In the "necessary" column, the tasks proposed were also highly supported. The two comments received included one supportive of the excellent format, organization and sequence. The other comment was that the word "check" in activity 2.3.5 should be "recheck."

Step 2.4

Analysis of the Evaluation Step (2.4) within the Implementation Stage (2.0) is provided in Table 9.

Each of the tasks proposed was viewed as both appropriate and necessary by at least eleven of the twelve panel members. Task 2.4.2 was not judged as appropriate by one panel member, who suggested that the task be broken into two: i.e. (a) approve the rationale for evaluating the participants' achievement, and (b) approve the rationale for evaluating program resources.

One panel member suggested that tasks 2.4.3 through 2.4.6 be grouped together as one task with four sub-divisions of a, b, c, and d. Another panel member suggested that task 2.4.6 should not be included because it is not necessary, but inclusion of the task does not upset the Implementation Stage. Generally, the comments received provided

Table 8

The Percentage of Responses to Step 2.3 Operation Within Stage 2.0 Implementation

Step 2.3 Operation	*Appropriate %Yes	*Appropriate %No	*Necessary %Yes	*Necessary %No
2.3.1 Review and decide on complete learning objectives.	100	0	100	0
2.3.2 Review and decide on performance standards.	100	0	100	0
2.3.3 Hand out job descriptions defining roles and tasks of each individual involved.	100	0	92	8
2.3.4 Determine the availability of training materials and other supporting aids required.	100	0	92	8
2.3.5 Check and approve the appropriateness of training materials against the objectives agreed upon and participants' entry levels.	100	0	92	8
2.3.6 Distribute list of descriptions of materials, facilities and equipment required to those concerned.	100	0	100	0
2.3.7 Monitor and provide procedure for corrective feedback.	100	0	92	8

*Number of respondents = 12 for all seven items.

Table 9

The Percentage of Responses to Step 2.4 Evaluation Within Stage 2.0 Implementation

Step 2.4 Evaluation	*Appropriate		*Necessary	
	%Yes	%No	%Yes	%No
2.4.1 Approve the rationale for evaluating training objectives, programs and contents.	100	0	100	0
2.4.2 Approve the rationale for evaluating the participants' achievement and program resources.	92	8	100	0
2.4.3 Approve the evaluative method to be used for each activity.	100	0	92	8
2.4.4 Approve areas to be evaluated; such as achievable goals, specific behavior, etc.	100	0	92	8
2.4.5 Approve instruments or procedures for collecting evaluation data.	100	0	92	8
2.4.6 Approve personnel to supervise and appraise evaluation data which will be gathered.	92	8	92	8

*Number of respondents = 12 for all six items.

additional insights into modification in the grouping of the activities, but did not in any way detract from the intent of the particular step and stage.

Step 3.1

Table 10 represents the responses of the members of the panel of experts to the tasks proposed for Analysis, Step 3.1, within the Evaluation, Stage 3.0.

This was another set of tasks proposed which received complete acknowledgement as appropriate from all panel members. The results, as depicted in Table 10, show the "yes" responses for each task far exceed the simple majority decision rule. The only comment provided focused on task 3.1.3; the suggestion was that it be broken into five tasks, one for each mentioned area of evaluation.

Step 3.2

Table 11 displays the responses of the panel members for the activities proposed in Step 3.2, Analysis, within Stage 3.0, Evaluation.

Tasks 3.2.1 and 3.2.5 were given a "yes" rating of 100% as both appropriate and necessary, while tasks 3.2.2 and 3.2.4 were given a rating of 92% on both. The two tasks which scored 92% each were perceived by one panel member as too ideal for a project, and thus he did not support them as either appropriate or necessary for practical reasons.

Table 10

The Percentage of Responses to Step 3.1 Analysis Within Stage 3.0 Evaluation

Step 3.1 Analysis	*Appropriate %Yes	*Appropriate %No	*Necessary %Yes	*Necessary %No
3.1.1 Review and analyze evaluation requirements, plans, guidelines, formats, an organizational decision and policy.	100	0	100	0
3.1.2 Review and analyze organizational requirements.	100	0	100	0
3.1.3 Review and analyze the established guidelines for evaluating each program, its personnel, materials, equipment, facilities, etc.	100	0	92	8
3.1.4 Gather and analyze the evidences of activity and process in terms of the total training achievement.	100	0	100	0
3.1.5 Review and analyze the evaluation procedures in order to find strengths and weaknesses of the training.	100	0	100	0

*Number of respondents = 12 for all five items.

Table 11

The Percentage of Responses to Step 3.2 Analysis Within Stage 3.0 Evaluation

Step 3.2 Development	*Appropriate		*Necessary	
	%Yes	%No	%Yes	%No
3.2.1 Approve evaluation requirements, plans, guidelines, formats.	100	0	100	0
3.2.2 Approve organizational requirements and records.	92	8	92	8
3.3.3 Approve the established guidelines for evaluating programs, personnel, materials, equipment, facilities, etc.	100	0	100	0
3.3.4 Approve procedures to find strengths and weaknesses of the training.	92	8	92	8

*Number of respondents = 12 for all four items.

Step 3.3

The judgments of the panel members regarding the activities proposed for Step 3.3, Operation, within Stage 3.0, Evaluation, are disclosed in Table 12.

The results indicate that "yes" responses for each task in this step far exceeded a simple majority. One panel member expressed the opinion that all tasks proposed were appropriate and necessary, while, based on normal practice in which he personally was involved, tasks 3.3.1b and 3.3.1d were never carried out. Thus, he could not give his best judgment as to whether they are necessary or not. Another member suggested that the word attitude for activity 3.3.1b be changed to behavior because behavior is measurable and attitude is not.

Step 3.4

The perceptions of the panel regarding the tasks proposed for Step 3.4, Evaluation, within Stage 3.0, Evaluation, are displayed in Table 13.

Eleven of the twelve members of the panel of experts endorsed one of the tasks proposed as appropriate, while all 12 so endorsed the other seven activities. All the experts acknowledged the necessity of three of the tasks proposed, 11 endorsed four of the others, while only 10 approved task 3.4.6b.

A number of comments addressed tasks in this particular section. One member proposed that somewhere there should be an activity for evaluating the validity of the evaluation process as a whole. However,

Table 12

The Percentage of Responses to Step 3.3 Operation Within Stage 3.0 Evaluation

Step 3.3 Operation	*Appropriate %Yes	*Appropriate %No	*Necessary %Yes	*Necessary %No
3.3.1 Synthesize the various evaluation data gathered during Stage 2, Step 4 to determine:				
a. appropriateness of training.	100	0	100	0
b. attitude change.	100	0	92	8
c. achievement of stated objectives.	100	0	100	0
d. teaching abilities of instructors.	100	0	92	8
e. participants' achievement.	100	0	100	0
f. relevancy of facilities, equipment, supporting services and cost benefit ratio.	100	0	100	0

*Number of respondents = 12 for all six items.

Table 13

The Percentage of Responses to Step 3.4 Evaluation Within Stage 3.0 Evaluation

Step 3.4 Evaluation	*Appropriate %Yes	*Appropriate %No	*Necessary %Yes	*Necessary %No
3.4.1 Evaluate procedures used by participants for evaluating course(s) and instruction.	92	8	92	8
3.4.2 Evaluate procedures used by instructors for evaluating the participants' performances and achievements.	100	0	100	0
3.4.3 Evaluate procedures used for evaluating program goals and objectives.	100	0	100	0
3.4.4 Evaluate procedures used for evaluating facilities, equipment and supporting services.	100	0	92	8
3.4.5 Evaluate procedures used for evaluating each course's goals, objectives and achievements.	100	0	92	8
3.4.6 Reassemble all personnel involved in planning, implementation and evaluation processes:				
a. to assess the strengths and weaknesses of planning, implementation and evaluation processes, and activities.	100	0	92	8
b. to brainstorm for ideas, suggestions and recommendations.	100	0	83	17
3.4.7 Based on the evaluation data analysis, the report on strengths and weaknesses of the program, and the outcome of the brainstorming session, make a plan for either retaining the program or recommending necessary changes or modifications for meeting the rest of the needs identified and for future inservice needs.	100	0	100	0

*Number of respondents = 12 for all seven items.

when it was explained to her that tasks 3.4.1 through 3.2.6a were proposed for evaluating the process step by step, she then voided her suggestion.

A question was also raised on tasks 3.4.6a and b as to whether it was possible to reassemble all personnel involved, even though the task was appropriate and necessary. Generally, all members endorsed all tasks proposed as both appropriate and necessary.

No revalidation was necessary, as no panel member proposed a single additional task.

Summary

Chapter V has presented a profile of the panel of experts, with their suggestions and discussion of the findings regarding their opinions. Chapter VI, which follows, will provide a summary of the findings and some conclusions of the study, along with some recommendations for adopting and/or implementing the model in a different situation.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter will provide the reader with a review and summary of the purposes and design of the study, present conclusions based upon the findings and make recommendations for adopting and/or implementing the model and its task descriptions. The chapter concludes with a discussion of some issues pertinent to implementing the model.

Summary of the Study

The major purposes of this study were two: firstly, to develop a model for inservice professional development of educational administrators, and secondly, to establish a set of task descriptions for operationalizing the model.

Through review of the literature of professional development in the United States, the works of prominent authors and practitioners in the field of inservice education and development were observed. Their work became the theoretical base for the development and validation of the model.

The task descriptions established for operationalizing and achieving the goal of the model were validated in the United States. A panel of experts--each of whom was directly involved, conversant, expert, experienced and knowledgeable in inservice for professional development--were the validators.

Conclusions

Findings from the Literature

The following findings resulted from the literature in validating the model. An inservice program must be planned and each part of the planning should comprise decision making, management process, feedback evaluation and recycling. The planning stage must spell out in detail the activities in terms of overall strategies and the explicit sequences of action steps that make up the strategies.

When the plan has been finalized, the next stage should be implementation. Implementation is a complex series of transactions that includes operationalizing all the steps, phases and processes developed in the planning stage.

The final stage of an inservice program is evaluation. Evaluation here should focus on assessing the soundness of the plan, the effectiveness of the implementation, and the effectiveness of the total program. The information obtained from the evaluation should serve as feedback for deciding whether the project is to be retained, modified or dropped.

Steps that are crucial to an inservice project comprise the following common components: (a) Analysis--which serves as a critical tool, and as an effective strategy for identifying training needs and program objectives, and gives direction to program identification and development; (b) Development--which focuses on how the training program is to be developed, insuring the availability of personnel, materials and money; (c) Operation--which comes after analysis and development, is crucial because of its function in making possible a smooth flow of

activities and accomplishment of goals; and, (d) Evaluation--which is the final step, should be done on a continuous basis and is essential for measuring the success of the program at its conclusion.

Conclusion 1

Since the development of these stages and steps of the model were in congruence with the theory and philosophy of inservice models and projects professed in the literature, it was concluded that the model was theoretically and philosophically valid.

Findings from the Field Validation

The following findings resulted from the field validation of the task descriptions by a panel of experts.

Each of the 98 task descriptions proposed as appropriate and necessary for operationalizing and achieving the goal of the model received overwhelming support from the validators. In all steps within the three stage model, "yes" responses to each task description exceeded a simple majority, the decision rule used as to whether to reject or to retain each task description.

Each validator expressed an opinion that all the task descriptions established as appropriate and necessary were indeed required for operationalizing the project model.

The task descriptions proposed were judged to be well organized in sequence and groupings. They were viewed as systematic, comprehensive, accommodating, instructional, impressive, and meaningful for operationalizing any inservice systems model.

Conclusion 2

The information received from the formal validating process demonstrated the established task descriptions as a set of valid activities for reference by human resource development practitioners.

Conclusion 3

Since the model is a valid model based on the support of the literature and since the task descriptions are both appropriate and necessary, based on the judgment of all members of the panel of experts, therefore, the model and its task descriptions are valid and together can serve as a useful approach to and as a tool for establishing an inservice program.

Recommendations

The following recommendations were based on the present investigator's perceptions; however, the decision of whether to act upon these recommendations is primarily that of those in authority at the Ministry of Education, Malaysia.

1. It is recommended that this model and its task descriptions be adopted in Malaysia. Testimony to the validity of the model and its task descriptions' acceptance indicate the model's strength. Some of the principles that justify the model and its task descriptions, as suggested by the literature, include: (a) any inservice project should be based on identified needs of the participants and the institution; (b) the project should have clear and attainable goals; (c) the project should have personnel, fiscal and material support adequate to

achieve the defined goals; (d) the project should eventually have both instructional development and institutional development dimensions; (e) the project should have support from institutional and internal leadership; (f) the project should create a sense of institutional ownership; (g) the project should have a built in accountability mechanism both to the institution and involved personnel; (h) the project should have a structured, ongoing evaluation process (formative and summative) designed into it from the beginning; and (i) the project should be organized for flexibility. All these principles were utilized in order to allow the model and its task descriptions to make a significant contribution to future inservice for professional development of educational administrators.

2. Since the model and its task descriptions are responsive to the design and established purpose it is recommended that the next step be a field test in Malaysia.

3. If field testing is supportive as well, the model should then be implemented.

4. Finally, since the model and its task descriptions are valid, they can be used as an approach to and as a set of tools for initiating planned change in the organization and development of an inservice mode for the Ministry of Education. However, certain issues of concern must not be ignored when adopting and/or implementing the model in a different situation. Those issues are included and recommended to the attention of those who may be concerned. They involve change agents, resistance to change, and adoption and diffusion of innovation. Each is

discussed in the following section.

Issues Related to Implementation

Change Agent

The intent here is to analyze the change agent, her/himself, as an instrument for change, as suggested by Rothman (1974). The change agent who enters an organizational setting with knowledge acquired from a foreign country, though known for her/his ability to bring about change, might have to face certain forms of resistance to change. Several methods, paraphrased from Rogers and Shoemaker (1971, p. 234), could be used to reduce the degree of resistance: (a) one has to make a conscious effort to understand the history, customs, language, politics, and the culture generally; (b) one has to work with the internal opinion leaders, build a relationship, share the belief in how the organization works, and empathize with others in the situations within which a change is to take place. One needs to work through the opinion leaders in order to halve the social distance between oneself and the majority of the clients and to shorten the original gap of ignorance. The use of leaders may also gain credibility for the change agent's innovation by gaining endorsements of the opinion leaders.

Resistance to Change

To reduce the resistance to change brought about by knowledge acquired elsewhere, the investigator here recommends that both the diagnosis of the situation leading to the change and the design of

the change itself in all cases be a collaborative process, with support from the literature.

Watson (1969) identified some variables in his principles for overcoming resistance to change. According to him, resistance will be less if:

1. Administrators and leaders feel that the project is their own, not one devised and operated by outsiders.

2. The project clearly has wholehearted support from top officials of the system.

3. Participants see the change as reducing rather than increasing their present burdens.

4. The program offers the kind of new experience which interests participants.

5. Participants feel that their autonomy and security are not threatened.

6. The project accords with values and ideals which have long been acknowledged by participants.

7. Participants have joined in diagnostic efforts leading them to agree on the basic problem and to feel its importance.

8. The project is accepted by consensual group decision.

9. Proponents are able to empathize with opponents to recognize valid objections, and to take steps to relieve unnecessary fears.

10. The project is kept open to revision and reconsideration if experience indicates that changes would be desirable (pp. 22-23).

The principles as paraphrased above do hold some promises for overcoming resistance, as they are supported by research.

Adoption and Diffusion of Innovation

In regard to both the innovation to be adopted and the process for adoption and diffusion, Rogers (1972) referred to communication through channels, over time, in a social system. The communication takes place between a source (e.g., an inventor, a change agent, or an opinion leader) and a receiver (member of a social system). Channels include mass media and/or interpersonal exchanges. Effects of communication include more receiver knowledge regarding the innovation, a change in his attitude toward it, and eventual adoption or rejection. The adoption process as outlined by Rogers and Shoemaker (1971) included stages of (a) awareness, (b) interest, (c) evaluation, (d) trial, and (e) adoption (p. 25).

These stages are perceived as appropriate processes in bringing about adoption and diffusion of the inservice model developed in this study because the intent is fundamental change in the nature of the Ministry of Education, Malaysia, rather than the more straightforward adoption of a given innovation.

Summary

This chapter has dealt with the summary of the purposes and design of the study, and has presented conclusions based upon the findings from the literature and the responses of the panel of experts, and the recommendations for adopting and/or implementing the validated model and its appropriate and necessary task descriptions. Finally, this chapter concluded with a discussion of some issues pertinent to implementing the model and its task components.

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APPENDICES

APPENDIX A

NAMES AND POSITION TITLES OF VALIDATING PANEL MEMBERS

NAMES AND POSITION TITLES OF VALIDATING PANEL MEMBERS

Dr. Robert L. Betz: Professor in Counseling and Personnel, Western Michigan University, Private Consultant, 19 years experience in inservice education.

Dr. Dorothy Bladt: Associate Professor, Education and Professional Development, Western Michigan University, 13 years of experience in inservice education.

Dr. Wayne Buletza: Consultant for Training and Development, Adjunct Professor with Western Michigan University, public school teacher, six years of experience in inservice education.

Dr. Mary Cain: Professor, Education and Professional Development, Western Michigan University, 20 years experience in inservice education.

Mr. Ronald Crowell: Coordinator, Education and Professional Development, Western Michigan University, 20 years experience in inservice education.

Mr. Jerry Geik: Coordinator of Education Center for Professional Development and School Improvement, Kalamazoo Valley Intermediate School District, eight years of experience in inservice education.

Dr. Phillip T. Larsen: Director and Professor, Math and Science Education Center, Western Michigan University, 9 years experience in inservice education.

Dr. Howard R. Poole, Jr.: Director of Instructional Development Office Western Michigan University, 15 years experience in inservice education.

Dr. Thomas Ryan: Chairman, Education and Professional Development, Western Michigan University, 14 years of experience in inservice education.

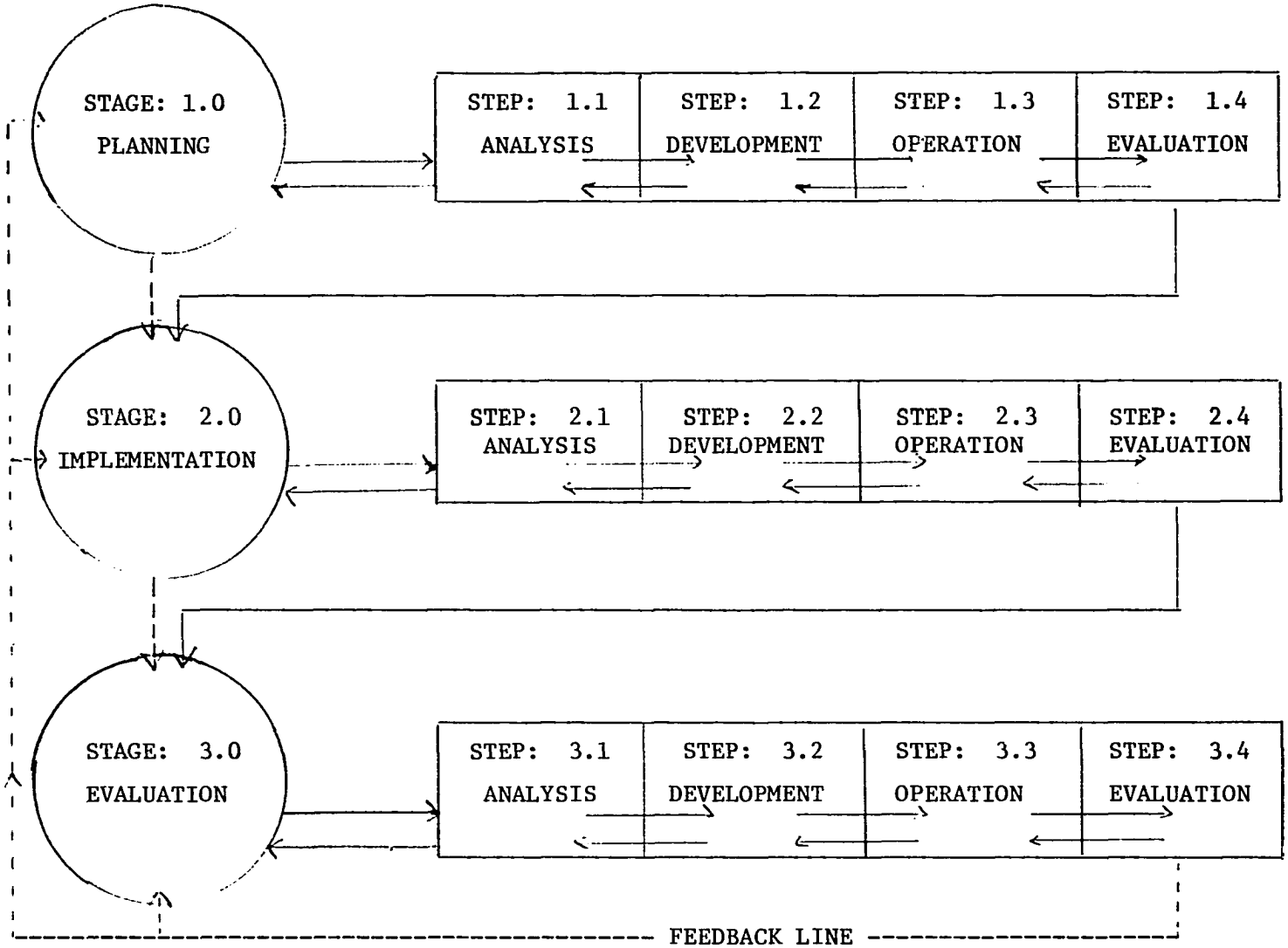
Ms. Patt Sahli: Consultant for Instructional Development, Kalamazoo Valley Internediate School District, eight years of experience in inservice education.

Mr. Ronald Sergeant: Director of Instructional Development, Kalamazoo Valley Intermediate School District, 20 years experience in inservice education.

Dr. Carol P. Smith: Associate Professor of Education and Professional Development and Assistant Director of Faculty Development, Western Michigan University, 10 years of experience in inservice education.

APPENDIX B

SUMMARY OF THE THREE STAGE MODEL



Model for Inservice Professional Development of Education Administrators

APPENDIX C

INSTRUMENT COVER LETTER AND GENERAL DIRECTIONS

Western Michigan University
Kalamazoo, Michigan 49008

College of Education
Department of
Educational Leadership

September , 1981

Dear

Your responses to some criteria questions indicate that you are eminently qualified to serve as a member of a panel of experts concerning inservice professional development of educational administrators. You are hereby requested to complete the attached Tasks for an Inservice Program Model instrument.

Your responses will help me determine whether the tasks proposed are necessary and appropriate. It is extremely important for you to understand that the purpose of this study is to examine the appropriateness and the necessity of the task descriptions proposed and not to scrutinize the professional development activities at your institution.

Completion of the survey instrument and answering of some oral questions will involve approximately an hour of your time. Your cooperation in spending the time to complete the instrument is greatly appreciated.

Thank you for your assistance.

Sincerely,

Rofithah Hashim
Doctoral Student

Dr. R. E. Munsterman,
Advisor
Department of Educational Leadership

TASK DESCRIPTIONS FOR AN INSERVICE PROGRAM MODEL

General Directions

This survey instrument is divided into three stages. Stage 1.0 consists of proposed tasks for completing the Planning of an inservice program. Stage 2.0 consists of proposed tasks for Implementation of such a program. Stage 3.0 consists of proposed tasks for completing Evaluation of such a program.

You will be given one stage at a time. After each stage is completed, two short questions will be asked. Following your responses to those, the second stage of the instrument will be issued. The same procedure will continue for stage three. Upon your completion of all the three stages of the instrument, two additional questions will be asked. All your oral responses will be recorded.

Please respond to each item in the questionnaire by circling either a "Yes" or a "No" response to each of the questions. Appropriate is defined as the task being suitable for accomplishing the goals of the indicated stage of the model. Necessary is defined as the task being required in order to operationalize the model.

APPENDIX D

TASK DESCRIPTIONS FOR AN INSERVICE PROGRAM MODEL

Stage 1.0 Planning

Planning herein refers to planning for the four steps of 1.1 analysis, 1.2 development, 1.3 operation, and 1.4 evaluation. For each step, a set of tasks is proposed. Please respond to each task proposed by circling "Yes" if appropriate or by circling "No" if inappropriate. Please also indicate whether you consider the task necessary by circling "Yes" or unnecessary by circling "No."

Step 1.1 Analysis		Appropriate		Necessary	
1.1.1	Identify the immediate and long range skill needs.	Yes	No	Yes	No
1.1.2	Rank order the immediate and long range skill needs.	Yes	No	Yes	No
1.1.3	Prioritize the problems, projects and/or outcomes to provide the immediate and long range skills needed.	Yes	No	Yes	No
1.1.4	Identify individuals to be part of the planning team(s) based on the key problems, projects and/or outcomes identified in 1.1.3.	Yes	No	Yes	No
1.1.5	Prepare materials for planning team(s) meeting.	Yes	No	Yes	No
1.1.6	Conduct an orientation meeting with planning team(s) members for clarifying priority problems, objectives and/or outcomes.	Yes	No	Yes	No
1.1.7	Divide planning team(s) members into small groups and allow reasonable amount of time on reworking the original list of activities.	Yes	No	Yes	No
1.1.8	Reassemble planning team(s) members to further refine the list.	Yes	No	Yes	No

Step 1.2 Development		Appropriate		Necessary	
1.2.1	Identify any discrepancy between what exists and what is desired.	Yes	No	Yes	No
1.2.2	Identify program objectives and goals from the prioritized needs.	Yes	No	Yes	No
1.2.3	Identify specific outcomes to be achieved.	Yes	No	Yes	No
1.2.4	Identify instructional content.	Yes	No	Yes	No
1.2.5	Identify instructional activities.	Yes	No	Yes	No
1.2.6	Identify materials and other supporting aids (money and space) for instruction.	Yes	No	Yes	No
1.2.7	Identify potential resource personnel.	Yes	No	Yes	No
1.2.8	Prepare materials for a meeting with members of the planning team(s) and resource personnel.	Yes	No	Yes	No
1.2.9	Obtain opinions and suggestions from members who attended the meeting.	Yes	No	Yes	No
1.2.10	Reassemble the members involved to further refine the activity lists.	Yes	No	Yes	No
1.2.11	Prepare program development requisition procedure form.	Yes	No	Yes	No
Step 1.3 Operation					
1.3.1	Gather information regarding the characteristics and the competencies of the participants to be served.	Yes	No	Yes	No
1.3.2	Determine specific competencies the participants will be expected to possess.	Yes	No	Yes	No

		Appropriate		Necessary	
1.3.3	Arrange and group participants' performance objectives to develop instructional packages.	Yes	No	Yes	No
1.3.4	Determine the instructional methodology best suited for achieving the program objectives.	Yes	No	Yes	No
1.3.5	Determine instructional equipment and materials best suited to the instructional methodology to be used.	Yes	No	Yes	No
1.3.6	Identify competencies needed by the instructional staff.	Yes	No	Yes	No
1.3.7	Determine the number of staff persons needed.	Yes	No	Yes	No
1.3.8	Develop a procedure for analysis of potential participants' entry levels.	Yes	No	Yes	No
1.3.9	Develop a schedule of activities that must be completed before training starts.	Yes	No	Yes	No
1.3.10	Develop a procedure for operational budget development.	Yes	No	Yes	No
1.3.11	Prepare specifications for purchasing and installing new equipment.	Yes	No	Yes	No
1.3.12	Identify potential personnel for instructional positions	Yes	No	Yes	No
1.2.13	Prepare a staff plan for requesting ancillary services.	Yes	No	Yes	No

Step 1.4 Evaluation

1.4.1	Establish a committee to review literature related to evaluation of inservice.	Yes	No	Yes	No
1.4.2	Determine the rationale for evaluation.	Yes	No	Yes	No

		Appropriate		Necessary	
1.4.3	Determine type(s) of evaluation that should be conducted for each activity.	Yes	No	Yes	No
1.4.4	Plan for executing each evaluation activity.	Yes	No	Yes	No
1.4.5	Organize for participants' evaluation of course(s) and instruction.	Yes	No	Yes	No
1.4.6	Organize evaluation of faculty members.	Yes	No	Yes	No
1.4.7	Organize facility evaluation procedure.	Yes	No	Yes	No
1.4.8	Organize evaluation of supporting aids.	Yes	No	Yes	No
1.4.9	Organize evaluation of the planning, implementating and evaluating processes.	Yes	No	Yes	No
1.4.10	Develop a plan to utilize the special committee in evaluation.	Yes	No	Yes	No
1.4.11	Determine data that need to be gathered from each activity.	Yes	No	Yes	No
1.4.12	Determine records and reports that need to be maintained by the evaluation committee.	Yes	No	Yes	No
1.4.13	Prepare a schedule for executing various evaluation activities.	Yes	No	Yes	No

Stage 2.0 Implementation

Implementation herein refers to implementation of the four steps of 2.1 analysis, 2.2 development, 2.3 operation, and 2.4 evaluation. For each step a set of tasks is proposed. Please respond to each task proposed by circling "Yes" if appropriate or by circling "No" if inappropriate. Please also indicate whether you consider the task necessary by circling "Yes" or unnecessary by circling "No."

Step 2.1 Analysis		Appropriate		Necessary	
2.1.1	Decide on a management plan which identifies the activities to be completed in a particular program.	Yes	No	Yes	No
2.1.2	Decide on a management plan which identifies activities to be completed by particular personnel.	Yes	No	Yes	No
2.1.3	Decide on a management plan which identifies the target dates for completion of each activity.	Yes	No	Yes	No
2.1.4	Decide on the estimated expenditure for program, personnel, facilities, equipment, and travel.	Yes	No	Yes	No
2.1.5	Prepare a job description for each individual involved.	Yes	No	Yes	No
2.1.6	Assign tasks and responsibilities to each individual identified and agreed upon.	Yes	No	Yes	No
2.1.7	Develop a survey of programs of interest.	Yes	No	Yes	No
2.1.8	Develop training and program objectives.	Yes	No	Yes	No
2.1.9	Decide on communication process.	Yes	No	Yes	No

Step 2.2 Development	Appropriate		Necessary	
2.2.1 Obtain adequate financial support.	Yes	No	Yes	No
2.2.2 Approve individuals for staff positions.	Yes	No	Yes	No
2.2.3 Approve the schedule of classes, programs, instruction, personnel, facilities, equipment and target dates for completing all activities identified.	Yes	No	Yes	No
2.2.4 Decide whether to locally develop the materials for training or to purchase commercially prepared materials.	Yes	No	Yes	No
2.2.5 Assign individuals knowledgeable in the program area to locally develop prepared materials	Yes	No	Yes	No
2.2.6 Assign individuals to purchase commercially prepared materials.	Yes	No	Yes	No
2.2.7 Approve specifications for purchasing of supplies, training materials, and services needed for program operation.	Yes	No	Yes	No
2.2.8 Prepare a plan for cataloging and controlling the distribution and use of materials by staff and participants.	Yes	No	Yes	No
Step 2.3 Operation				
2.3.1 Review and decide on complete learning objectives.	Yes	No	Yes	No
2.3.2 Review and decide on performance standards.	Yes	No	Yes	No
2.3.3 Hand out job descriptions defining roles and tasks of each individual involved.	Yes	No	Yes	No
2.3.4 Determine the availability of training materials and other supporting aids required.	Yes	No	Yes	No

		Appropriate		Necessary	
2.3.5	Check and approve the appropriateness of training materials against the objectives agreed upon and participants' entry levels.	Yes	No	Yes	No
2.3.6	Distribute list of descriptions of materials, facilities and equipment required to those concerned.	Yes	No	Yes	No
2.3.7	Monitor and provide procedure for corrective feedback.	Yes	No	Yes	No

Step 2.4 Evaluation

2.4.1	Approve the rationale for evaluating training objectives, programs and contents.	Yes	No	Yes	No
2.4.2	Approve the rationale for evaluating the participants' achievement and program resources.	Yes	No	Yes	No
2.4.3	Approve the evaluative method to be used for each activity.	Yes	No	Yes	No
2.4.4	Approve areas to be evaluated; such as achievable goals, specific behavior, etc.	Yes	No	Yes	No
2.4.5	Approve instruments or procedures for collecting evaluation data.	Yes	No	Yes	No
2.4.6	Approve personnel to supervise and appraise evaluation data which will be gathered.	Yes	No	Yes	No

Stage 3.0 Evaluation

Evaluation herein refers to evaluation of the four steps of 3.1 analysis, 3.2 development, 3.3 operation, and 3.4 evaluation. For each step a set of tasks is proposed. Please respond to each task proposed by circling "Yes" if appropriate or by circling "No" if inappropriate. Please also indicate whether you consider the task necessary by circling "Yes" or unnecessary by circling "No."

Step 3.1 Analysis		Appropriate		Necessary	
3.1.1	Review and analyze evaluation requirements, plans, guidelines, formats, an organizational decision and policy.	Yes	No	Yes	No
3.1.2	Review and analyze organizational requirements.	Yes	No	Yes	No
3.1.3	Review and analyze the established guidelines for evaluating each program, its personnel, materials, equipment, facilities, etc.	Yes	No	Yes	No
3.1.4	Gather and analyze the evidences of activity and process in terms of the total training achievement.	Yes	No	Yes	No
3.1.5	Review and analyze the evaluation procedures in order to find strengths and weaknesses of the training.	Yes	No	Yes	No
Step 3.2 Development					
3.2.1	Approve evaluation requirements, plans, guidelines, formats.	Yes	No	Yes	No
3.2.2	Approve organizational requirements and records.	Yes	No	Yes	No
3.2.3	Approve the established guidelines for evaluating programs, personnel, materials, equipment, facilities, etc.	Yes	No	Yes	No

		Appropriate		Necessary	
3.2.4	Approve procedures to find strengths and weaknesses of the training.	Yes	No	Yes	No
Step 3.3 Operation					
3.3.1	Synthesize the various evaluation data gathered during stage 2, step 4 to determine:				
	a. appropriateness of training.	Yes	No	Yes	No
	b. attitude change.	Yes	No	Yes	No
	c. achievement of stated objectives.	Yes	No	Yes	No
	d. teaching abilities of instructors.	Yes	No	Yes	No
	e. participant's achievement.	Yes	No	Yes	No
	f. relevancy of facilities, equipment, supporting services and cost benefit ratio.	Yes	No	Yes	No
Step 3.4 Evaluation					
3.4.1	Evaluate procedures used by participants for evaluating course(s) and instruction.	Yes	No	Yes	No
3.4.2	Evaluate procedures used by instructors for evaluating the participant's performances and achievements.	Yes	No	Yes	No
3.4.3	Evaluate procedures used for evaluating program goals and objectives.	Yes	No	Yes	No
3.4.4	Evaluate procedures used for evaluating each course's goals, objectives and achievements.	Yes	No	Yes	No
3.4.5	Evaluate procedures used for evaluating facilities, equipment and supporting services.	Yes	No	Yes	No

		Appropriate		Necessary	
3.4.6	Reassemble all personnel involved in planning, implementation and evaluation processes:				
	a. to assess the strengths and weaknesses of planning, implementation and evaluation processes, and activities.	Yes	No	Yes	No
	b. to brain storm for ideas, suggestions and recommendations.	Yes	No	Yes	No
3.4.7	Based on the evaluation data analysis, the report on strengths and weaknesses of the program, and the outcome of the brain storming session, make a plan for either retaining the program or recommending necessary changes or modifications for meeting the rest of the needs identified and for future inservice needs.	Yes	No	Yes	No

APPENDIX E

INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

After completing each of the three written portions of the questionnaire, each panel member was asked the following two questions:

1. Did you respond to all items posed in the questionnaire for this stage? If not, why?

2. Are there any other tasks that you believe should be included? If yes, why?

Upon completion of all parts of the questionnaire, each panel member was asked these two questions:

3. Based upon the responses, let us review each item that you have not supported. Do you think this item is inappropriate or unnecessary? Why? Do you think that this item does not belong in this stage but does belong in another? Why?

4. Are there any comments or suggestions for further improvement?

Responses to the interview questions are discussed in Chapter V.

APPENDIX F

SELECTION CRITERIA QUESTIONS

SELECTION CRITERIA

These questions were designed to elicit information about the validating panelists. The information obtained was checked against the selection criteria as described in Chapter IV of the Study. Respondents who conformed to the selection criteria were selected to serve as members of the validating panel of experts. The questions used as criteria were:

Criterion 1: Employment:

1. Are you currently employed by an educational organization?
2. What is your current position?

Criterion 2: Knowledgeability

3. Do you read journals and books related to inservice development?
4. Have you attended any seminars for inservice development programs within the last few years?
5. Are you familiar with the systems design for inservice development?

Criterion 3: Experience

6. Have you conducted, facilitated, or planned inservice seminars or programs?
7. Are you a member of any inservice association or ogranization?
8. How many years have you been involved in inservice project?

Criterion 4: Expertise

9. Have you had published any of your writings regarding inservice program?
10. Have you had any other evidence of training competencies that you wish to share?

Criterion 5: Follow Up

11. Are you willing to respond by telephone at some future data, to additional tasks that may be suggested by other panel members?

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