CHAPTER 7

The Staff Development and Performance Evaluation Processes

Learning Objectives

After reading this chapter, you will be able to

- Describe the importance of the staff development process in relation to its link to the achievement of school district goals and its relation to serving the needs and interest of employees.
- Utilize an operational model for the implementation of an effective staff development program in a school or school district setting.
- Identify and describe several strategies for providing professional development opportunities for school staff personnel.
- Understand the important considerations in developing and implementing staff development programs for adult learners.
- Implement a mentoring relationship with a teacher or administrator.
- Describe the importance of the performance evaluation process for improving the internal operations and overall effectiveness of the school system.

S taff development in education has come to be viewed as indispensable if the goals of the organization are to be realized and the need dispositions of the employees are to be met. According to studies from management consultants the largest single factor driving job satisfaction is the opportunity for growth and career development (Bathurst, 2007). The staff development process in education has many facets as evidenced by the numerous terms in the literature that name the process. Such terms include professional growth, in-service education,

continuing education, recurrent education, on-the-job staff training, human resources development, staff improvement, renewal, talent management, and other combinations of these terms.

Harris (1989) attempted to differentiate between and among the terms *staff development, staffing, in-service training,* and *advanced preparation.* He viewed the term *staff development* as embracing much more than *in-service education.* One component of staff development, according to Harris, is staffing, which includes several of the human resources processes (i.e., selecting, inducting, assigning, developing, evaluating, etc.). The other side of staff development includes two kinds of training, in-service education and advanced preparation. In-service training is considered to be any planned program provided for the purposes of improving the skills and knowledge of employees on the job. For Harris, however, advanced preparation differs from in-service in terms of its goals and objectives, which are intended to anticipate future needs of the school system or needs brought about by changes in workplace assignments.

For the purposes of this text, **staff development** is defined as the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organization and in relation to the interests and needs of the employee. This definition submits that the growth of employee development must be linked to the school district's strategic plan and to the short- and long-range workforce assets. Such a concept requires an ability to anticipate gaps in the knowledge and skills of the workforce and how the changing school system's demographics, economic status, and present employee inventory will impact the accomplishment of stated goals and objectives. In this sense, staff development places an emphasis on organizational learning and is provided at the identified time of need either by the organization, by an employee group, or by the individual worker. It emphasizes the premise that organizations will progress to the extent that people grow and develop.

The term *staff development* generally is preferred to the term *training* in professional fields, although definitions of the two terms often are quite similar in the literature. For example, as previously noted, Harris speaks of staff development as having two kinds of training, one of which is in-service training. Among the trends in human resources administration today is tying staff development to the motivation, deployment, and alignment of people within the system to increase the system's productivity. A relatively new term for this relationship is **talent management.** The fact that organizations will realize greater personnel performance by developing and using the strengths of its human assets rather than focusing on their weaknesses is a concept developed by Clifton and Nelson in their work, *Soar With Your Strengths* (1996).

Historically, staff development has been a reactive program. The inadequacies in the preparation of teachers before 1900 and many years thereafter required major remediation programs. As early as 1882, Bloss noted in his annual report to the Governor of Indiana, that "The fact that so large a portion of the teachers are inexperienced is not the only difficulty, since the statistics for the past three years show . . . the majority of teachers licensed to teach are by no means the most competent" (p. 156). In fact, the need to provide the "missing education" for the

ill-prepared teachers dominated in-service programs in most school districts during much of the first half of the twentieth century. Such motivation unfortunately continues in many schools today. As a result, participants in such programs often approach in-service with little motivation and considerable passivity.

Staff development must be proactive rather than reactive; its effectiveness depends on the extent to which it is personalized and based on positive constructs. It is not that concern for deficiencies in staff preparation and the need to update skills are not appropriate concerns of staff development; rather, remediation should not assume the dominant role. The human resources planning process must project and predict as accurately as possible the human skills and talents necessary to meet system needs in the immediate and long-range future. Armed with this information, along with important ongoing recommendations from building-level personnel, staff development joins other personnel processes to build the human resources necessary to keep the school system alive and vital. These program activities become cooperative endeavors that account for personal interest as well as for local building and organizational program needs.

The position taken in this text is that staff development is self-development. Each individual must assume the primary responsibility for his or her continuous personal growth. When this occurs, a school system truly begins to demonstrate the characteristics of a learning organization whereby the needs in the system are readily identified by the system personnel and the personnel initiate steps to correct or improve the identified concerns.

This discussion of staff development, then, is based primarily on the following concepts:

1. The staff development process is developmental in that its emphasis is on a continuously growing individual. In this sense, staff development is an ongoing process as opposed to a one-time project. It focuses on projected needs and objectives that will help the school system remain creative and productive. Individual growth that meets these projected needs provides employees with a personalized opportunity to reach higher levels of self-fulfillment and gratification. Staff development is viewed as an important investment in the school system's future.

2. Effective staff development places greater emphasis on the extension of personal strengths and creative talents than on the remediation of personal weaknesses. The major focus of growth is on what the individual can do and how these strengths can be further developed and used.

As mentioned above, effective staff development is self-development. Growth is personal in the sense that what motivates each individual is a personal matter and each person's self-image is instrumental in determining what incentives will encourage personal growth. Staff development is self-development in that growth begins with a personal need, and individuals develop by being willing to take responsibility for their own personal growth. This concept does not mean that personal development is not to be enhanced through the support of others, but that personal growth is mainly an intrinsic rather than an extrinsic phenomenon.

Staff development, from the foregoing perspectives, can be illustrated through the concepts of the Getzels-Guba (1957) social systems model. Each individual employee has unique need dispositions based on personality factors. The institution has certain expectations for the purposes of the organization and what it desires from each employee. The areas of agreement between personal needs and institutional expectations for the employee constitute areas of high potential for progress. As illustrated in Figure 7.1, as each person realizes new knowledge and skills, new and broadened aspirations of development become possible. Through the use of effective motivation and a system of rewards related to improved performance, personal development becomes an ongoing, continuous process.
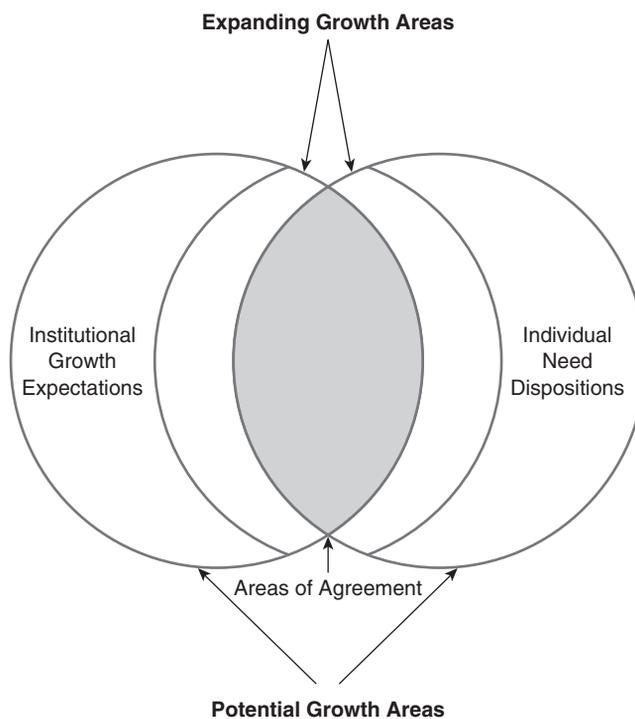

Figure 7.1   Professional Growth: Areas of Agreement and Areas for Potential Growth

The Purposes of Staff Development

The important purposes of the staff development process can be summarized as follows:

1. To provide planned staff development opportunities that provide the learning necessary to enable the employee to perform at the level of competency required in current and future position assignments.

2. To foster a climate that facilitates personal self-fulfillment, institutional effectiveness, human creativity, and system renewal.

3. To serve the school system's primary goals: enhancing and achieving quality teaching and learning for students.

4. To save money. It is costly to hire and then dismiss employees who do not work out. It also is costly to lose good employees because they are frustrated by the lack of opportunity for professional growth. It is wasteful to accept barely satisfactory work as the norm (NSBA, 1996). It also is wasteful not to provide opportunities that lead toward the objective of optimal development on the part of each individual.

5. To establish viable and meaningful programs that enable system personnel to work cooperatively toward achieving the system's goals and their own personal goals in the areas of achievement, satisfaction, and self-fulfillment.

Trends in Professional Staff Development

Several changes in the approaches to staff development have become evident, both conceptually and in practice. Several of these practices or trends are noted in the following comparative statements. Staff development has moved:

- Away from in-service training toward staff development as talent management.
- Away from staff development as a single event toward staff development as a continuous process.
- Away from a focus on remediation toward a process of building on personal strengths.
- Away from sporadic and uncoordinated activities toward the planning and utilization of systematic strategies that center on defined objectives.
- Away from a singular focus toward a multiple approach with varied programs and leadership strategies.
- Away from a passive approach toward a proactive approach based on personal initiative and professional interests.
- Away from staff development as an isolated activity toward staff development activities linked with other human resources processes.
- Away from limited control and evaluation toward both self- and system-evaluation and control.

Several trends are revealed in the foregoing staff development changes. For example, there is a clear indication that staff development has become an expected, ongoing process. Individual initiative and motivation serve important roles in the determination of successful staff development activities.

Operational Procedures for Staff Development

The operational procedures for the staff development process progress through a series of five steps: (1) adopt a guiding policy for staff development; (2) develop a statement of program goals and objectives; (3) plan the program activities, encourage collaborative participation, provide delivery systems, and determine program responsibilities; (4) implement program activities, schedule and deliver plans and programs that encourage personal initiative for individual growth activities; and (5) evaluate the staff development process and implement appropriate changes. Each of these steps is discussed in the following section.

Step 1. The guiding policy for staff development is adopted as an official school board action that establishes the goals of the program. Policy is used by the school district staff to determine specific procedures through which to implement the program throughout the school system.

   An example of a board of education staff development policy is as follows:

   The board of education supports the principle of continuous personal growth and development for all personnel employed in the school district. Such development programs and activities that serve to enhance the goals and objectives of the school district and to meet the immediate and future needs of district personnel should be made available through cooperative planning and implementation by members of the school district staff. A variety of programs and delivery methods is encouraged, which provide opportunities for employees to meet professional interests and needs and foster personal initiative toward the goal of self-development.

   The general responsibility for the administration of the staff development program belongs to the school superintendent who delegates program responsibilities among the staff as appropriate and who recommends, with proper input from employees, minimal requirements for development to meet changing certification requirements, to adjust to program changes, and to gain the future knowledge and skills necessary to ensure the viability of human resources in the district.

   This policy sets the guidelines for the administrative discretion necessary for its implementation. It emphasizes the need for development programs that relate directly to the strategic plans of the school system and its goals and objectives. Such major administrative considerations as minimal requirements, needs assessments, program activities, implementation procedures, incentives, and resources are concerns primarily of the school district personnel. Staff development is a shared responsibility, with local school personnel assuming much of the responsibility for program design and implementation. The extent to which the central human resources unit assumes major responsibility for staff development is a function of the individual school district. Nevertheless, effective staff development is not viewed as something that the school or school district does to the

individual, rather the district sets the stage for a variety of opportunities for employee growth.

Step 2. Step 2 of the operational procedure includes creating goals and objectives for staff development relative to identified system and employee needs and interests. In-service programs that focus on the immediate, realistic, personal needs and local school problems are likely to be more effective than others. Further, programs that consider both the interests and needs of the organization's personnel and the needs of the organization provide an important organizational balance in staff development.

Step 3. Step 3 links closely with Step 2. Programs, activities, and delivery systems must be planned and programmed with the individual employee in mind. Both school and individual responsibilities must be determined. Ideally, school systems should have a unit/department whose primary responsibility is staff development. School district size, governance structure, and other factors, however, determine the extent to which this recommendation is possible. Sometimes the human resources unit or instructional unit serves the purpose of program coordination. In other instances, participants of a team teaching program might assume the responsibility for their own professional development. In any case, the need for close cooperation and mutual sharing of program activities and responsibilities is important for program success.

Step 4. Step 4 puts the plans and program options into place. The activities, experiences, learning programs, and personal initiatives are made available and implemented. Staff development activities are both formal and informal. They include workshops, conferences, peer teaching, mentoring, independent study activities, assessment methodology, internships, job rotation, college courses, think tanks, e-learning technology, and other program pursuits. Selected program options are presented briefly in the next section of this chapter.

Step 5. Step 5, evaluation of the staff development process, focuses on the assessments necessary to judge the extent to which the stated goals for the program are being met. As emphasized throughout this text, programs such as staff development increasingly will be called upon to show the "return on investment." That is, what hard data were gathered that demonstrate the contribution of the staff development program to the bottom line of school and/or school district goals and objectives? For example, to what extent did a specific staff development program result in the implementation of improved instructional methodology in the classroom? Did the program result in improved student achievement outcomes?

The RPTIM Model for Staff Development

The RPTIM model for staff development, created by Woods, Thompson, and Russell (1981) more than 20 years ago, remains as one of the most comprehensive models for effective staff development. This model conceptualizes staff development into five stages and 38 practices. The 38 practices within each stage of the RPTIM model are research based, and the National Development Council and the

Council of Professors of Instructional Supervision endorse these as practices that
should serve as the basis for effective staff development in schools (see Figure 7.2).

The five stages of the RPTIM model are (1) readiness, (2) planning, (3) train-
ing, (4) implementation, and (5) maintenance. Each stage focuses on several prac-
tices. For example, the readiness stage centers on the development of a positive
climate before the staff development activities are attempted. Activities associated
with this stage include the establishment of goals for future program improve-
ment, current school practices and those practices not yet found in the school are
examined to determine which ones are congruent with the school's goals for
improvement before staff development activities are planned, the collaborative
writing of goals for school improvement, assessments of group or individual moti-
vation regarding the proposed program, and the determination of the leadership
and support needed.

When readiness is considered to be at a high level, specific planning activities are
implemented. Although planning is inextricably tied to the goals and objectives of
the HR function and the school district as a whole, different plans for various devel-
opment activities are designed. The planning stage includes such activities as the
examination of differences between desired and actual practices in the school to
identify staff development needs, the learning styles of participants are considered,
specific objectives of various staff development activities are determined, and the
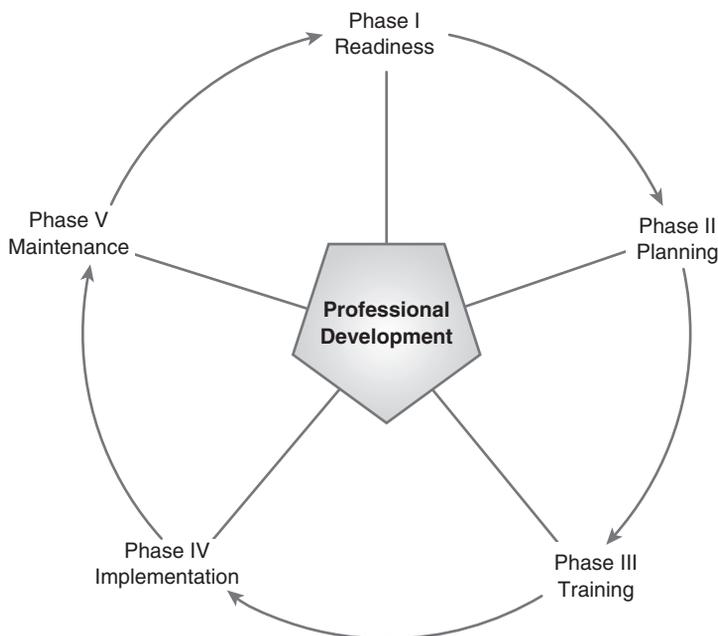leadership is shared among teaching and administrative personnel.

Figure 7.2   The RPTIM Model of Professional Development

SOURCE: Wood, F. H., Thompson, S. R., & Russell, F. (1981). Designing effective staff development
programs. In B. Dillon-Peterson (Ed.), *Staff development/organization development*. Alexandria,
VA: Association for Supervision and Curriculum Development.

The training of personnel relative to the required delivery methods required in the program as well as the actual staff development activities is then completed. Individual staff personnel choose objectives for their own professional learning. Leaders of staff development activities are determined according to their expertise and, as the individual or group becomes increasingly confident in their abilities, they assume more responsibility for their own development. The application or implementation of the new training is put into practice. Resources are allocated to support the implementation of new practices and work behaviors. School staff personnel use peer collaboration to assist one another in implementing new work behaviors.

As a final step in the RPTIM process, evaluations of procedures and program outcomes are assessed and changes are recorded for the purpose of improving future staff development efforts. In the maintenance stage, a systematic program of instructional supervision is used to monitor and support new work behavior. The results relative to new practices and behaviors are assessed through a variety of methods, which include changes in student behavior and achievement. Other methods and strategies for staff development are discussed in the following section.

Staff Development Methods and Strategies

The comprehensiveness of the staff development process and the variety of approaches utilized to achieve its purposes have been described in numerous publications. This section presents a description of several approaches to staff development, including the use of consultants, mentoring, coaching, quality circles, teacher centers, assessment centers, career development planning, clinical supervision, personnel appraisal methods, taskforce and shadow groups, job rotation, and peer-assisted leadership. Other development activities not discussed here, but that are somewhat self-explanatory, include college and university course work, sabbaticals, exchange teaching, conferences and conventions, and the reading of professional journals and materials (NSBA, 1996).

Consultants

There are various ways to help individuals and groups improve professionally. Consultants, mentors, and coaches are available to help as particular personnel needs are identified. Consultants focus on answering the question, "What do you need to know?" A consultant could be an internal or external specialist called upon to impart needed skills or knowledge that will move the school's program toward a particular goal. Generally the consultant is trained in a relatively narrow field of expertise and sees his/her role as a teacher who has a specific method or special knowledge, which can be taught, applied, and tested. Consultants frequently offer diagnostic tests following the consultancy that serve to measure one's level of professional proficiency in a particular field. For example, a consultant might be used to develop qualified teacher performance evaluators. Following the training experience, the knowledge and skills gained by each participant might be tested by having them evaluate the performance of a practicing teacher and then having their

completed performance evaluation report compared with those of other experienced, qualified evaluators.

Coaching

Coaches serve to help answer the question, "Where do you want to go?" Through the use of key listening techniques, coaches help guide the individual as he/she focuses on a desired career direction. By listening and asking key questions and encouraging action toward the individual's goal, the coach acts as a cheerleader by focusing on the present and future rather than on the past. Although coaches most often work with individuals on a one-to-one basis, there are team coaches who work with school teams such as assistant principals or teams of support personnel. An individual might work with a coach for a few months and find success or might choose to work with the coach over a longer period of time to gain ongoing insight into the individual's career.

Coaching and Mentoring

Coaching and mentoring are terms often used synonymously, although there are differences between these two strategies. **Mentoring** generally refers to the art of helping to steer a subordinate or a colleague in the same field. **Coaching**, on the other hand, uses techniques for professionals or clients in a full range of backgrounds (A. Allegra, personal communication, 2005). For instance, a qualified coach might not only counsel professionals within their own occupational specialty, but also may be prepared to work with individuals in a variety of fields. Through the use of a combination of education, cheerleading, and listening, the coach may help an individual to think about certain important questions and then help him or her in answering them. Such queries could include the following:

- What challenges and problems am I facing now?
- What opportunities are available to me right now?
- What I am grateful for this week?
- What didn't I get done, but intended to do?
- What do I want this coaching call to accomplish?

Such broad queries inevitably lead to specifics, which the coach then discusses in relation to the person's career and special interests. A coach might help a person develop and implement worthy goals, provide feedback or listen to feedback, help a person think through alternative solutions, give personal counsel, provide support and encouragement, help develop priorities, give career information, help the person identify and implement personal strengths, or suggest improvements in the area of personal relations. Quite often, an individual brings a specific problem facing him/her to a coach with hope of finding a solution. A coach can be someone internal or external to the organization in which the individual is employed. The following operational model provides guidelines for dealing with the problem at hand.

Step 1. Discussion of the problem. Although the individual in this case initiated the contact with the coach and indicated that a problem did indeed exist, the coach and the individual use problem analysis techniques to help clarify the problem and ascertain if the problem, as defined by the individual, is indeed the problem that really exists.

Step 2. Once there is some agreement concerning the nature of the problem, both the coach and the individual consider the wisdom of various options available for resolving the problem. Each option is viewed in terms of its perceived pluses and minuses.

Step 3. The coach and the individual consider the preferred option for solution and reach a mutual understanding of follow-up procedures for its implementation. They then determine the best timing for implementing the first steps of the preferred option.

Step 4. Depending on the case at hand, a follow-up session to assess the results is determined. The coach gives positive feedback regarding the successful behaviors demonstrated by the individual. Coaching can reinforce the good work of an employee and build self-confidence toward a goal of self-development.

Mentoring. Mentoring assumes a variety of forms in staff development. As Smith (2005) points out, "Developmental relationships such as between a mentor teacher and a protégé can be powerful stimuli for change and learning. Research indicates that mentors as well as beginning teachers find that the program enhances their classroom abilities, increases their enthusiasm for teaching, and that they experience positive results involving their teaching, professional growth, and impact on the profession" (p. 141).

Antonio Allegra (personal communication, 2006) states that a mentor helps one to answer the question, "How can you best network?" That is, mentors work with individuals in a given field of expertise. They offer their experience, expertise, and friendship to help others who seek inner knowledge of the art of a particular niche of professional education. Several functions of a mentor include: (1) developing an improved self-esteem on the part of the protégé, (2) teaching specific management skills related to effective teaching or administration, (3) serving as a role model for the protégé, (4) encouraging the protégé's personal and professional growth through effective feedback and personal support, (5) helping the protégé to develop a plan for continuous professional growth and development, (6) helping the protégé to gain an understanding of the social and political environments in which the profession of teaching takes place, and (7) providing appropriate program activities for the protégé that result in opportunities to assume new and challenging responsibilities.

The mentor-protégé relationship is a rewarding endeavor that enhances each person's career. Both the mentor and the protégé learn more about themselves, improve their personal skills, and gain professional recognition. Bush (2005) commented that Carla Snyder, a Vice President for Career Services in Scottsdale, Arizona, recommends that personnel should volunteer as a mentor within an organization.

Offering a few hours of your time each week or month to a junior employee pays dividends. Besides helping to meet people outside your department, mentoring signals to company executives that you are a motivated, enthusiastic team player. . . . By mentoring a worker in a different area of the company, you can also broaden your awareness of the company's scope. (p. ED1)

Mentoring has several specific purposes: (1) to improve the quality of teaching and leadership in the school system, (2) to develop a pool of well-qualified professional teacher and administrative personnel, (3) to provide an on-the-job professional development opportunity for certificated and classified system personnel, (4) to create linkages between theory and practice in school leadership at all levels, and (5) to recognize the expertise of experienced teacher and administrator personnel in the school system.

Primary Phases of a Mentoring Relationship

During phase 1 of the mentoring relationship, several activities are implemented for the purpose of fostering a bonding relationship between the mentor and the protégé. Phase 1 begins by the mentor and protégé sharing background information and discussing the expectations of both parties. The strengths and areas of need on the part of the protégé are identified, and related goals and the protégé's objectives are established. An emphasis is given to the development of a talent development plan (TDP) for the protégé that sets forth potential development opportunities. It is important to have a focus in the mentoring process; one cannot merely "wing it" and accomplish important ends. The TDP serves to help the protégé determine where he or she wants to go and what he or she hopes to accomplish. The TDP is carefully reviewed and clarified, and the mentor and protégé reach an agreement regarding its implementation.

Phase 2 of the mentoring relationship centers on the actual implementation of the TDP. During this phase, the mentor observes the protégé's behavior in a variety of situations, listens to the protégé's analysis of his or her own behavior and concerns, and gives behaviorally specific feedback as fits the case at hand. For example, the mentor might reinforce the protégé's effective behavior and achievements, offer suggestions for referencing ineffective behavior, or merely listen to the protégé talk and reflect on his or her own personal behavior. As extensions of phase 2, the mentor might share understandings of the organizational structure of the school system, including its culture and subcultures. It often is appropriate to introduce the protégé to other experienced teachers or administrators as necessary.

The final phase, phase 3, centers on the cultivating of a collegial relationship on the part of the protégé and other teachers and educational leaders. The protégé is encouraged to continue to participate in challenging professional development activities through mutual professional support and sharing with others in the school system and educational profession.

Mentor Qualifications

Arguably, a major reason that all too many mentoring activities are ineffective is that the person assigned to serve as the mentor is ill-prepared to do so. Teaching and/or administrator experience alone does not guarantee mentoring success. There are six knowledge and competency areas that practicing mentors of new teachers should possess, the six Ts: training in mentoring, teaching experience, technical know-how, tact in mentoring, teaching of adults, and time commitment.

Training in the methodology of mentoring is of paramount importance. Successful mentors understand that mentoring is a planned, developmental process that takes place over a period of time. They have a good understanding of the procedures related to the protégé's TDP as described in the following section of this chapter.

We submit that teaching experience provides the mentor with a better understanding of the needs of teachers new to the profession and the problems that most new personnel encounter at the outset of their career.

Technical know-how in educational methodology for effective teaching and student learning can serve the mentor in many ways.

Mentors must use tact when working with a diverse population of teaching personnel. Caring, patience, and confidentiality are among those interpersonal skills most important for developing positive mentor-protégé relationships.

As this chapter discusses in some detail, adult learners view learning experiences in unique ways. For example, they seek new knowledge and skills that can be applied to practice. Adult learners are motivated by those experiences that use their personal strengths and provide opportunities for self-direction and personal initiative. Mentors should have a good knowledge of these and other adult learning purposes as they work with protégés who are motivated by gaining new knowledge and skills for success in the classroom.

Perhaps one of the most difficult problems facing the implementation of effective mentoring programs is that of time commitments. Successful mentoring requires the use of valuable time on the part of those persons who most often are already among the busiest people in the organization. However, just as the school system must provide time for staff development opportunities on an ongoing basis, so must the school arrange for time for talented mentors to work effectively. In the long run, the protégé, the mentor, and the school system benefit in terms of personal and organizational achievement.

The TDP in the Mentoring Process

Because the TDP plays such an important part in guiding an individual's professional and personal growth, the steps in its development and implementation are discussed further in the following section. There are four primary steps in the TDP as follows: Step 1, establishing the mentor-protégé relationship; Step 2, preparing the protégé to work on the TDP; Step 3, identifying talent development areas; and Step 4, establishing goals and objectives and determining an action plan.

Step 1: Establishing the Mentor-Protégé Relationship. As previously stated, establishing a positive mentor/protégé relationship is of paramount importance. At the first meeting, the mentor and protégé discuss the purpose and value of mentoring. The mentor shares the highlights of his or her professional experience and why he or she has chosen to be a mentor. The mentor specifies ways in which he or she will be able to assist the protégé in his or her talent development program. The several phases of the mentoring relationship are outlined, and any special features of the school system's mentoring policies and features are explained. The protégé is asked to describe what he or she would like to accomplish in the mentoring relationship. The protégé is encouraged to ask any questions about the mentoring program or about the mentor-protégé relationships.

Step 2: Preparing the Protégé to Work on the TDP. The mentor discusses the purposes and structure of a TDP with the protégé, emphasizing that, although the mentor will be readily available to provide suggestions and to answer questions, the protégé is responsible for developing the individual talent development program in relation to personal strengths and interests. Recommendations for assessing personal strengths are set forth, and the mentor suggests an approach for working on the TDP (e.g., collecting related information such as a personal resume, assessments, reports, work samples, performance evaluations, etc.). It is important to emphasize the need to schedule uninterrupted blocks of time to give thought to the development of the TDP.

The first meeting should be closed on a positive note that includes the determination of the protégé's understanding of the purpose of the TDP and questions related to the process of completing a strengths and needs analysis. A discussion of the time and place for the next meeting, the agenda for the second meeting, and the responsibilities of the mentor and protégé for the next meeting are clarified. Communication information is exchanged and the meeting is closed on a positive note that includes the mentor's mention of his or her enthusiasm about being a mentor and the growth opportunities the talent program provides for the protégé.

Step 3: Identifying Talent Development Areas. Through the use of appropriate questions and probes, the protégé is helped to use what he or she learned from preparing the TDP background information to identify personal strengths and areas for development. Questions may include the following: "What was your overall reaction as you considered your background of experiences, performance evaluations, and assessment instruments? How do your strengths and needs for improvement impact on your job performance? How do they relate to your professional development?" The mentor uses active listening to determine how the protégé ties strengths and needs to his or her development on the job. Can the protégé give examples of effective and ineffective behavior as related to teacher or administrator skill dimensions and professional knowledge?

In order to help the protégé identify on-the-job issues that are key to his or her effectiveness as a teacher or administrator, the mentor might ask directly, "What are some primary issues related to your job?" The mentor listens in order to determine

the protégé's ability to identify and articulate important issues and how well he or she is able to make a connection between the level of effectiveness and their level of development. Can he or she identify behaviors that are important for dealing successfully with particular issues? Can he or she relate his or her identified strengths to potential behaviors that might serve to deal with the identified issues?

After listening to the protégé's remarks, the mentor gives feedback on his or her responses to specific questions. Feedback commonly takes the form of a developmental question: "What specific personal skills do you think were most often revealed in the answers that you provided?" The mentor's purpose is to allow the protégé to give thought to the relationship between his or her personal skills and behavioral responses rather than having the mentor provide this insight.

Step 4: Establishing the TDP Goals and Objectives and Determining an Action Plan. During the activities related in Step 3, the TDP goals are established and an action plan to implement the goals is determined. The protégé identifies a limited number of skill dimensions and key behaviors that he or she chooses to highlight in the TDP. The mentor and protégé review the value of the development of personal strengths and note special needs that require attention. The mentor asks the protégé to discuss the rationale for the goals and objectives that they have selected and listens for whether the protégé incorporates identified strengths, interests, and needs in the goal statement. If not, why not? In addition, the priorities of the protégé are examined in relation to the goals and objectives set forth.

At this point, the development of an action plan for implementing the stated goals is necessary. How the protégé plans to pursue his or her TDP goals and objectives while working on job-related concerns and interests is determined. The protégé is asked to identify resources he or she has identified to help accomplish the intended objectives. What will be done? How will it be done? Who will be involved? Where will it be done? When will it be done? How will it be monitored and evaluated?

The mentor helps determine if the action plan has been carefully thought out. Is the plan ready for implementation? Is there a plan for monitoring and evaluating progress? How will the mentor and protégé continue to work together?

Ebmeier (2000) found that school principals influence the personal efficacy of teachers by providing improvement assistance through mentoring and praise. Such factors as confidence, commitment, and satisfaction are obtained primarily by the extent to which teachers believe the principal is interested in and is actually supportive of teaching. The interaction between the mentor and the classroom teacher, exemplified by effective mentoring techniques, is perceived as administrative support by the teacher and can lead to improved teaching and innovative practices.

A mentor in education uses similar strategies, and although advice and guidance are offered as appropriate to the case, helping the individual teacher think through a situation toward the goal of self-resolution of the problem or question is foremost. Thus, active listening techniques serve significant purposes. It should be noted that both mentoring and coaching sessions frequently take place through distance methods such as the use of the telephone or e-mail.

Assume that a teacher is having serious problems with organizing and presenting effective teaching lessons. The mentor, in this case, might initiate a session by

asking the teacher to describe the planning process being used to develop each lesson. The mentor might ask, "How do you determine the objectives for each lesson, and how are these objectives supported in follow-up learning activities?" During this time, the mentor serves as a listener, and the teacher is the speaker. Clues about short-term unit objectives and their relationship to the school's instructional goals can be assessed from the teacher's responses. If it is determined that the development of classroom objectives and learning experiences for students are in need of attention, the mentor can assist the teacher in the process of planning a well-designed daily lesson.

In some cases, depending upon the situation at hand, mentors might go through any number of exercises with the teacher: working on lesson planning, role playing the actual introduction to a planned lesson, suggesting follow-up activities such as observing other teachers at work, recommending appropriate readings, or critiquing a proposed lesson plan with a follow-up classroom observation.

The emphasis in mentoring should be that of providing a positive experience for both the mentor and the teacher or administrator. Ultimately, the goal is to have the protégé seek such collaboration and become enthusiastic about the potential of self-improvement.

Empirical evidence has shown that individuals can shift from an area of weakness to one of strength, from a lack of confidence to personal self-confidence. Thus, mentoring can result in changes of behavior: hesitant innovators can become more creative in their instructional approaches, and poor disciplinarians can develop into the classroom authorities that they were but didn't know it.

In summary, a mentor is selected to work with an individual staff member or small group of members for the purpose of personal growth and continuous networking. The mentor becomes the primary counselor and (1) ascertains the special areas of interest and need regarding the protégé's personal development; (2) works with the protégé to design the most viable plan for individual growth; (3) assesses the most appropriate resources for meeting growth objectives, including other mentors in the network; and (4) serves as a sounding board and constructive critic in evaluating progress and commitment. The need for a nonthreatening relationship and personal confidence is foremost.

Quality Circles

Quality circles originated in Japan, where small groups participate actively in planning, designing, and implementing work procedures in business and industry. The use of quality circles for staff development in education is a technique that places the primary responsibility for personal growth on individuals linked together for the improvement of teaching and student learning. Members of a circle might include the teaching and support staff of one unit of a multiunit elementary school, the teachers within a department of mathematics in a local school, a group of primary grade level teachers in a local school, foreign language teachers from several schools within a district, or others whose common work interests or personal growth objectives can be enhanced through cooperative activities.

Quality circles generally are established and operated within the following guidelines:

1. The circle members focus on an area or program of instruction that is determined to be important to the school's objectives and to their personal interests. The members identify areas of special need, sources of knowledge, and skill development. Individual members, or the group as a whole, determine responsibilities for personal learning. At times, individuals serve as resource persons for all group members. Members determine responsibilities for teaching subject area content.

2. A variety of methods and procedures can provide practice of the skills and knowledge required to implement the desired program or teaching methodology. Modeling, simulation, observation, and video techniques provide opportunities to practice in classroom and nonclassroom settings.

3. Constructive feedback is provided through a systematic procedure of self-evaluation and group review.

4. Specific provision is made for implementing the behaviors or methods desired. Mentoring, peer counseling, or coaching is structured through a system that places primary responsibility for improvement on the individual, with full support of the circle members.

Quality circles can serve several important purposes and provide numerous benefits to the system and its human resources, including the following:

1. The development of new knowledge and skills to enhance present and future job performance, as viewed by staff members themselves.

2. The establishment of the individual's responsibility for personal development through a process of "team mentoring" and individual leadership. That is, the group itself determines its development interests and needs and delegates various individuals to take the leadership in these areas of development.

3. The promotion of personal motivation and work satisfaction through opportunities for achievement, relevant growth, and appropriate rewards for improved performance.

4. The improvement of personal performance and work quality to meet school goals and objectives that have been established by consensus.

5. The general improvement of staff communication, human relationships, and trust through opportunities to be a member of the local school and school district teams and to be a significant member of the decision-making process.

Teacher Centers

Another way to place the primary responsibility for personal development on the individual teacher is through the teacher center, an enriched environment of

resources, personal involvement, and peer communication. The teacher center concept makes the teacher an active participant in decisions and activities relating to personal growth. A teacher center need not be a permanent site or facility, but conceptually constitutes a teaching resource bank where teachers informally participate in activities that enhance their performance in the classroom. Teachers, alone or in groups with similar interests, examine instructional materials, design teaching aids, read materials on teaching methods and strategies, develop new lesson plans, and communicate with other teachers and support personnel concerning creative ideas in an area of instructional interest. Based on the proposition that professional staff personnel are best qualified to determine the necessary training needed by their colleagues, the teacher center concept is governed primarily by teachers.

A teacher center might be a temporary site, such as a school district's reading center, used for a specified period of time for a specific instructional development purpose. It might be a self-contained room with a professional library, film and visual materials, a work design area for making instructional aids, and other resource banks available for examination and classroom use. In those school districts that have established extensive educational facilities for teaching and learning centers, facilities for examining instructional technology of various kinds, computer facilities, curriculum resource banks, research libraries, conference and workshop rooms, instructional design facilities, media resources, and support staff personnel are available for teacher and staff use. Not all activities in a teacher center are informal. Teachers generally give high ratings to specific workshops, designed to develop new teaching concepts and skills.

The positive aspects of teacher centers are numerous. The concept of teachers helping teachers is supported by research. Intrinsic motivation that leads to personal development activities is one important criterion for proactive growth. One concern, however, is the possible absence of research-based development programs. Conceptual frameworks founded on tested theory, research, and empirical applications are essential. If the delivery system for staff development depends exclusively on individual opinions of "effective practice," the potential exists for misdirected effort and practice.

Assessment Centers

Assessment center techniques were first adopted by the military as well as business and industry to select and promote administrative personnel. In education, the first use of assessment centers was also in personnel selection—the selection of school administrators. As we previously noted, beginning in the 1970s, the National Association of Secondary School Principals (NASSP) assumed a major leadership role in the development of assessment techniques to select school principals. Since then, assessment center methodology has proven beneficial to assess performance in teacher and administrator preparation programs and in staff development.

> In a typical assessment center, participants work through tasks designed to elicit behavior considered important for the job involved. Assessors observe the process and take notes, using specially designed observation forms . . .

assessors compare observations and make a final evaluation of each candidate for that exercise. At the end of the process, the assessors develop a summary report on each candidate. (Brown, 1992, p. 35)

Such a center is not a fixed physical location; rather, assessment activities are conducted in various settings, whenever and wherever a qualified group of assessors meets to assess the performance of an individual or group of individuals for a stated reason.

An assessment center is characterized by several activities:

1. Behaviors and skills, determined to be relevant to a specific job, are assessed through standard methods and activities.

2. Multiple assessment techniques are utilized to gain performance data, such as interviews, leaderless group activities, individual task exercises, in-basket simulation, pencil-and-paper tests, personality tests, and other simulation exercises.

3. A group of assessors participates in the evaluation procedures. Such individuals are specifically trained and certified in the methods used and the procedures followed.

4. Information and individual assessor results are pooled through a process of "jurying" that leads to a final consensus of performance results.

5. If the assessment is for staff development purposes, the person assessed receives a system of thorough feedback.

Mentoring, in particular, appears to have considerable potential as a growth model in conjunction with assessment methodology. One major advantage of such a relational approach is its potential for personalizing the growth process by the professional involvement of a specially selected mentor who works with a protégé on the strengths and needs as revealed in assessment results.

Assessment centers can also play a major role in the preparation of school administrators. The assessment center method can be used to both diagnose students' entrance and exit competencies and assess the effectiveness of the preparation program (Sirotnik & Durden, 1996; Wendel & Uerling, 1989).

Some authorities consider behavioral assessment methods, such as seeing how a potential employee acts in a given situation, to be a better measure of abilities than an interview or even a pencil-and-paper test. Some HR administrators view simulations, although expensive and time-consuming, as a more reliable predictor of effective performance than other traditional screening methods. Although some researchers would not support this contention, the fact is that assessment center methodology, such as the use of in-basket and role-playing exercises, does provide effective ways to assess administration and teaching skills through simulations of on-the-job situations. Among the primary benefits of assessment center methodology are (1) the use of multiple assessors serves to reduce the possibility of rater bias; (2) candidates demonstrate their knowledge and competency through involvement in several different

activities and exercises (e.g., in-basket exercises, leaderless group exercises, assigned role exercises, etc.); (3) all candidates perform the same exercises or activities, and all have a fair opportunity to excel; (4) a wide variety of administrative skills can be assessed (e.g., problem analysis, leadership, organizational ability, oral and written skills, human relations skills, and others); and (5) research has demonstrated that assessments center methodology is among the highest rated methods for job fit.

Clinical Supervision

Effective technical supervision significantly facilitates staff development and maximization of human resources. Clinical supervision emphasizes system-wide instructional improvement through improved staff performance. Assessments provide information relative to the achievement of mutually determined teaching objectives. Clinical supervision is a cyclical procedure.

Step 1. The cooperative relationship between the teacher and supervisor, which is essential to the procedure, is fostered. During this phase, they discuss the nature of clinical supervision, clarify follow-up procedures and responsibilities, specify purposes and focus on development objectives, and discuss uses of classroom observation information.

Step 2. The teacher plans an instructional unit with constructive input by the supervisor. Instructional objectives, teaching methods, instructional materials, monitoring strategies, and other teaching and learning considerations are determined. On the basis of this information, the supervisor and teacher determine the procedures for the actual classroom observation.

Step 3. The focus in this step is on planning the observation procedures. Information on student learning needs or problems as well as the physical setting is collected.

Step 4. The supervisor makes the actual classroom observation. In this step, the agreed on methods for collecting information are implemented. Following the observation, both the supervisor and the teacher examine the recorded information individually to interpret the data relative to the teaching activities that took place and the objectives of the intended lesson.

Step 5. The supervisor incorporates the data collected into the most meaningful and reportable format, which the teacher can readily understand.

Step 6. The supervisor plans the postobservation conference with the teacher. The specifics to be discussed in the conference, the approach to be used, and the conference objectives are established under the terms of the original planning agreement. Strengths and areas for improvement are analyzed for discussion purposes.

Step 7. The postobservation conference provides an opportunity for the teacher and supervisor to review the information collected and evaluate the results in relation to predetermined objectives. The supervisor serves as an instructor, helping the teacher interpret the results of the classroom observation. Through a mutual discussion of actual classroom events, the teacher and supervisor focus

on the kinds of changes needed in the follow-up classroom performance to achieve desired learning objectives.

Step 8. The teacher and supervisor plan the next teaching lesson and the behaviors and methods to be implemented in an effort to realize continually improved results. This final step leads to new directions in planning, the reestablishment of the relationship for the future, and the reimplementation of the steps in the **clinical supervision cycle**.

Career Development Planning

Career development planning includes such activities as personal counseling, self-concept and assessment workshops, career opportunity seminars, and close coordination of the organization's human resources processes with employee career aspirations. The work experience and the employee's personal development program are planned to facilitate the individual's career goals in relation to the organization's future human resources needs.

Personnel Appraisal Methods

The organization's appraisal process focuses primarily on gathering formative information that can direct the employee's growth and development. Rather than using summative ratings to determine job continuation, the appraisal process becomes a cooperative procedure that encompasses self-evaluation and mentoring feedback to motivate continuous employee development. A later section of this chapter presents a comprehensive discussion of the performance evaluation process.

Taskforces and Shadow Groups

Service on taskforce groups that focus on the creation of better, more effective methods has viable personal development potential. Representatives from community, administrator, teacher, and student groups concentrate on an educational objective through cooperative problem-solving activity.

Industry especially has benefited from the use of "shadow groups," which generally involve the simulation of an activity by members of the organization. For instance, employees might assume the roles of the governing board members and conduct a board meeting using a proposed future agenda. The process helps management anticipate problems prior to the actual board meeting and gain insight on important employee perspectives on the issues and agenda items. Employee participants and other representatives are able to gain appreciation for the agenda issues, develop a better understanding of the organization's problems, and gain new perspectives about their growth needs in relation to the goals of the organization.

Job Rotation

Industry has experienced success in the practice of moving employees and managers to various positions to enhance organizational effectiveness and employee development. Education has not generally endorsed the practice; however, the idea has

received some favorable acceptance as a positive growth practice for school adminis-trators. After a certain time period, both the individual and the organization benefit when the employee can exercise personal talents and meet new challenges in a differ-ent assignment. Additionally, experience and knowledge of the different educational units and school programs are spread to more people in the district. Arguments against the practice of job rotation center on the possible disruptive effects it might have on the local school community. Authorities suggest that the practice of job rotation in the future will tie closely to personal competency. That is, the task at hand will determine required skill needs, and personnel will be assigned to such tasks accordingly.

Peer-Assisted Leadership

Peer-assisted leadership (PAL) describes the basic concept of this development process—participants helping other participants in the improvement of their per-sonal skills. In 1983, the instructional management program at the Far West Laboratory in San Francisco established PAL in order to (1) help administrators develop skills that they can use to analyze their own and others' management behav-iors, (2) give participants opportunities to learn how other administrators lead in their positions, (3) enable administrators to gain support from colleagues, and (4) provide a means for assisting administrators in the understanding of effective behavior in their specific setting. Since that time, PAL activities have been proven effective with other professional staff personnel. Instruction relative to data collection through interviews, shadowing, reflective interviewing, and advanced reflective inter-viewing is provided. In early meetings, participants are introduced to the model of the general framework for program leadership. PAL differs from mentoring in that PAL is not a mentor-protégé arrangement. Rather, peers are placed in partnerships or triads, and each participant helps others examine and reflect on personal behaviors, skills, and activities in relation to the school environment, specific skills being imple-mented, and expected program results. PAL goals include helping participants to develop skills for analyzing personal behavior; enabling participants to gain support and insight from colleagues; and providing participants an opportunity to learn how others lead, teach, and create. Participants of PAL programs report that it serves to increase awareness of their own behavior, style, and intentions. It serves as an impor-tant self-evaluation tool and leads to the learning of new strategies and personal skills.

The field of education has numerous methods and strategies for implementing staff development. Although most of the discussion in this chapter has focused on teacher development, such programs as assessment centers, peer-assisted leadership, job rotation, internships, taskforce groups, career development plan-ning, and mentoring apply equally well to administrative personnel. Perhaps the underlying importance of staff development in education is reflected in the basic concept that schools will improve as people progress.

Adults as Learners

Because school system personnel are adult learners, staff development activities must use the basic principles that facilitate optimal learning and growth for them.

An understanding of adults and how they learn is as vital to successful adult professional development as the knowledge of children and adolescents at the K–12 level is to their successful learning. "Knowing who is likely to participate in our programs, why adults choose to participate, and what barriers must be overcome before they can participate is knowledge that educators can put to good use in planning and delivering programs" (Merriam & Brockett, 1997, p. 129).

Research on adult learning has shown that adult learners need

1. To be involved in the determination of their learning activities; they must have a voice in the determination of learning goals, program content, learning experiences, and appropriate evaluations.

2. To be considered as individual learners; each adult brings a varied background of experiences and knowledge to any learning situation. They are activity oriented and need to be actively involved in the learning process.

3. To see the value of the learning experiences; they need to know that the activities and experiences will be applicable to their work and the resolution of problems in their work environment.

4. To see tangible outcomes from the learning activities and experiences; they need to receive some indication of their personal achievement toward learning goals. They are goal oriented and are focused on the accomplishment of specific goals.

Authorities in the area of adult education point to several important differences between **pedagogy**, the art and science of teaching children, and **andragog*y***, the art and science of helping adults learn. Knowles and Associates (1984) emphasized four underlying assumptions of andragogy that differ from those of pedagogy and their implications for adult learning.

1. *Regarding the Concept of the Learner.* As the individual grows and matures, his or her self-concept moves from one of dependency to one of increasing self-directedness. The psychological need to be perceived and treated as a person capable of taking responsibility for himself or herself holds important implications for adult learning programs. For example, situations that do not allow the individual to be self-directing tend to produce tension between that situation and the individual's self-concept.

2. *Regarding the Role of the Learner's Experience.* As the adult engages in an ever-expanding variety of experiences, he or she is more able to relate to new learning experiences. Adults enter into an educational activity with both a greater volume and a different quality of experience from youth. New transmittal techniques for adult learners must include an emphasis on experiential strategies that capitalize on the rich resources of experiences of the learner. Thus, the use of active, participative activities such as simulation, discussion, problem solving, and team projects is favored over lectures and other more passive instructional methods.

3. *Regarding Readiness to Learn.* As the individual matures, readiness to learn becomes more dependent on the tasks required for the performance of his or her evolving social role. That is, adult learners are ready to learn because the roles they are approaching or serving set forth the "need." They become ready to learn when they experience a need to know or to do something in order to perform more efficiently. As Knowles and Associates (1984) pointed out, the critical implication of this assumption is the importance of timing learning experiences to coincide with the learner's developmental tasks in social roles as teachers, leaders, organizational members, and so forth.

4. *Regarding Orientation to Learning.* For the most part, adults do not learn for the sake of learning. They learn in order to perform a task, solve a problem, or live in a more satisfying way. Thus, the immediacy of application is a critical learning motivator, and a problem-centered orientation is of primary importance. (Knowles and Associates, 1984, pp. 11–12)

These guidelines for working with adult learners underline specific questions that staff development program personnel must answer: (1) To what extent is the staff development program relevant to learner needs? (2) To what extent has the program been personalized as well as individualized; is there an opportunity for self-direction based on personal needs, problems, and interests? (3) To what extent does the program relate to the background of experience possessed by the learners? (4) To what extent does the program provide for active learning on the part of the learners? (5) To what extent does the program provide for assessment and feedback relative to learning and behavioral changes?

In brief, the facilitation of learning experiences for adults requires knowledge of the social role development, problems, and needs of the individual. Thus, to be able to plan, organize, and implement effective staff development programs for adult personnel, human resources administrators must be prepared to respond in creative ways to the unique needs and interests of the individual learner. In this sense, knowledge must be personalized, not just individualized. Personalization requires that learning strategies focus on the background and experience unique to the adult learner.

The Performance Evaluation Process

Teacher performance evaluation has two primary purposes that are revealed in the goals for formative evaluations and summative evaluations. **Formative evaluation** goals center on professional development purposes and are exemplified by such activities as improving teaching skills, emphasizing student outcomes, focusing on teaching excellence, and identifying teacher in-service activities. Because formative evaluation is viewed as a self-improvement process, the individual being evaluated commonly is directly involved in the evaluation process.

Summative evaluation goals, on the other hand, are associated with making decisions relative to job continuation, tenure, placement on the specific tracks of the school system's evaluation plan, and defining teacher compensation levels.

Summative evaluations are more formal in nature and administered by a qualified evaluator of the school or school system. Most authorities contend that, since the goals of formative and summative evaluations are different, different evaluators should be used for their administration. Empirical evidence, however, reveals that this practice is uncommon.

District Philosophy of Performance Evaluation

Guidelines for a school district's evaluation program commonly are stated in the state's legislative statutes, a school board policy, or a statement of philosophy included in the school district's evaluation plan. Figure 7.3 contains an example of a philosophy of evaluation. The philosophy centers on four key intentions: (1) that performance evaluation and staff development are essential for the improvement of instruction and professional growth, (2) that performance evaluation and staff development are cooperative efforts, (3) that performance evaluation should recognize the fact that individuals are different, and (4) that district-wide commitment is required for the performance evaluation program to be effective.

EMPLOYEE PERFORMANCE EVALUATIONS

INTENDED OUTCOMES	To improve the level of job production and skill performance of the individual through a planned program based on the premise that all employees have a commitment and responsibility to continuing improvement in work performance.
PRIMARY PURPOSES	Performance evaluations are designed to provide an opportunity for supervisors and employees to develop performance goals that center on the further development of the employee's work performance.
	Performance evaluations are designed to determine both the strengths of the employee's performance and those aspects that need improvement.
RELATED PURPOSES	To use the performance evaluation data as an aid in the development of a plan of assistance designed to serve the employee in correcting identified deficiencies.
	To identify the employee's special skills and personal strengths that might be employed in other work positions that require specialized skills and knowledge.
ADMINISTRATIVE PROCEDURES	a. All employees are to be evaluated at least once each year, but may be evaluated twice per year (1 formative and 1 summative).
	b. The evaluation is to be administered by an administrator or other approved evaluator.
	c. The employee shall receive a copy of the evaluation and shall have the right to request a conference with the administrator responsible for the area in which the employee works.
	d. Evaluation plans are to be reviewed annually for updates and changes.

Figure 7.3   Performance Evaluation: Philosophy and Purposes

SOURCE: Adapted from the statement, *Purpose of Classified Evaluation Plan,* Anderson County Public School District, July, 2006, Lawrenceburg, KY.

An Example of an Operational Plan for Evaluation of Performance

The fact that state legislation commonly requires the development of performance evaluation programs was previously stated. Figure 7.4 is an example of a state's procedural requirements for the evaluation of performance of certificated personnel (Arizona Statute 15-537, 2006).

The following operational performance evaluation plan is adapted from the evaluation process utilized in the Mesa Public School District in Arizona. The plan sets forth six primary activities: (1) the teacher evaluation system orientation, (2) the classroom

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ARS 15-537, 2007 Arizona State Legislature

A. The governing board of a school district shall establish a system for the evaluation of the performance of certificated teachers in the school district. The objectives of the teacher performance evaluation are to improve instruction and maintain instructional strengths. The governing board shall involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system.

B. The governing board shall prescribe specific procedures for the teacher performance evaluation system which shall include at least the following elements:

1. A reliable evaluation instrument including specific criteria for measuring effective teaching performance in each area of the teacher's classroom responsibility.

2. An assessment of the competencies of teachers as they relate to the specific criteria for measuring teacher performance prescribed in paragraph 1 of this subsection.

3. A specified minimum number and minimum duration of actual classroom observations of the certificated teacher demonstrating teaching skills by the persons evaluating the teacher.

4. Specific and reasonable plans for the improvement of teacher performance.

5. Appeal procedures for teachers who disagree with the evaluation of their performance, if the evaluation is for use as criteria for establishing compensation.

C. A regular evaluation of the performance of each certificated teacher as provided in this section shall be performed at least twice each year for a teacher who has not been employed by the school district for more than the major portion of three consecutive school years. The governing board may provide for additional teacher performance evaluations as it deems necessary.

D. The governing board shall designate persons who are qualified to evaluate teachers to serve as evaluators for the district's teacher performance evaluation system. The governing board shall ensure that persons evaluating teachers are qualified to evaluate teachers.

E. An evaluation made as provided in this section shall be in writing, and a copy shall be transmitted to the certificated teacher within five days after completion of the evaluation. The certificated teacher may initiate a written reaction or response to the evaluation.

F. Each evaluation shall include recommendations as to the areas of improvement in the performance of the certificated teacher if the performance of the teacher warrants improvement. After transmittal of an assessment a board designee shall confer with the teacher to make specific recommendations as to the areas of improvement in the teacher's performance. The board designee shall provide assistance and opportunities for the certificated teacher to improve his performance and follow up with the teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate classroom performance.

(Continued)

(Continued)

G. Copies of the assessment and evaluation report of a certificated teacher retained by the governing board are confidential, do not constitute a public record and shall not be released or shown to any persons except:

1. To the certificated teacher who may make any use of it.

2. To authorized district officers and employees for all matters regarding employment and contracts and for any hearing which relates to personnel matters.

3. For introduction in evidence or discovery in any court action between the governing board and the certificated teacher in which either:
   a. The competency of the teacher is at issue.
   b. The assessment and evaluation were an exhibit at a hearing, the result of which is challenged.

Figure 7.4   Performance of Certificated Teachers: Evaluation System

SOURCE: Arizona State Revised Statutes, 15-537, 2007.

observations, (3) collection of data, (4) the completion of the evaluation summary form, (5) the final evaluation activities, and (6) the inadequate classroom performance process. The following plan is comprehensive in its provisions and generally meets the requirements set forth in the state statute described in Figure 7.4.

I. TEACHER EVALUATION SYSTEM ORIENTATION

Teachers must be oriented to the evaluation instruments and to the specific procedures to be used in their performance evaluation. In particular, they must be made aware of the evaluation components, competencies, and indicators for measuring effective teaching performance. The intent is to make teachers aware of those competencies that are to be assessed and those components of classroom performance and professional conduct that must meet district standards and are viewed as essential to successful teaching.

II. CLASSROOM OBSERVATIONS

For probationary teachers, evaluator(s) must annually complete a minimum of two classroom observations with postobservation conferences. At least one observation is scheduled with the teacher, and it should be approximately one class period or teaching segment in length.

For continuing-status teachers in the goal setting and goal review years, the evaluator annually completes a minimum of two "walk-through" observations no more than a standard class period or teaching segment. A walk-through evaluation is used to check several aspects of instruction. Figure 7.5 is an example of a classroom walk-through evaluation. Although not every "look for" on the checklist is observed during any one walk-through visit, those look-fors that are observed are noted and feedback is provided to the teacher in a follow-up conference. In some cases two or more walk-through visits are completed before a follow-up conference is scheduled. In this way, a more complete picture of the teacher's instructional methodology and learner behaviors is possible. During the observation/ conference year, the evaluator completes at least one scheduled observation lasting approximately one class period or teaching segment in length and at least one walk-through evaluation annually.

III. COLLECTION OF EVALUATION DATA

The collection of evaluation data is to be completed through multiple sources. The major sources of evaluative data include: (a) classroom observations, (b) teacher artifacts, (c) documentation of student

growth, (d) goal achievement, (e) professional standards, (f) completion of required knowledge modules, and (g) growth plan results, if required. Much data collection is accomplished through the use of Evaluator Worksheets for each of the foregoing sources.

Classroom Observations. See II above.

Teacher Artifacts. Documentation of teacher artifacts includes lesson plan models/samples; instructional materials such as handouts and worksheets; visual displays in the form of bulletin boards, charts, models and murals; and instructional technology aids.

Student Growth. Student growth and achievement data are collected through student work samples, grade records, grade distribution analysis, and student performance on district, state, and nationally normed tests. Formal documents analyzing student achievement must be presented as evidence of student growth and achievement.

Goal Achievement. Goal achievement is a three-year process, a continuous cycle repeated throughout the continuing status teacher's career in the school system. Goal achievement is the culmination of the evaluation process, including professional growth and instructional improvement as well as improvement of the level of student achievement.

Professional Standards. The professional standards component is separate from classroom performance and addresses professional attitudes and behaviors, skills, and ethics that are outside the classroom performance element of the Teacher Evaluation System. The evaluator completes the Professional Standards Worksheet, which lists the competencies and indicators under the two major areas of professional ethics and professional attitude and behavior.

Acquired Knowledge Module. The Acquired Standards component is designed to provide professional growth in instructional planning and instructional techniques, with a focus on the school system's curriculum standards. Probationary teachers entering the school system have a contractual obligation to successfully complete the Acquired Knowledge Module during the first two years in the school system (see p. 11 of the evaluation handbook).

Growth Plan Results. Growth plans reflect areas where improved job performance is desirable, based on the most recent Evaluation Summary Form. The purpose is to provide clear direction and expectation for improved job performance.

IV. COMPLETION OF EVALUATION SUMMARY FORM

The evaluator reviews the multiple data sources and completes the teacher Evaluation Summary Form. The document must assist the teacher in the areas where improved performance is desirable. The document must assist the teacher in (1) understanding what has to been done well and why that behavior is important, (2) understanding what area(s) need attention, (3) understanding why improved performance is important, and (4) giving clear directions as to how the performance can be improved.

V. FINAL FORMAL EVALUATION ACTIVITIES

The evaluator and the teacher must schedule a final evaluation conference to review and discuss the Evaluation Summary Form. The teacher must sign the form to indicate that he or she has read the evaluation documents. Copies of the Evaluation Summary Form shall be provided for the teacher, and the original copy must be sent to the Human Resources Office for inclusion in the teacher's personnel file. If the teacher feels the evaluation is inaccurate or unfair based on procedural and/or substantive issues, he or she may submit a written rebuttal to accompany the evaluation form.

VI. INADEQUATE CLASSROOM PERFORMANCE PROCESS

At any time that the evaluator believes a teacher's classroom performance is inadequate, the evaluator initiates the Procedures for Dealing with Inadequate Classroom Performance for Probationary or Continuing Teachers.

(Continued)

(Continued)

Classroom Walk Through Evaluation Form

Name of Teacher: _____ Subject/Grade Level _____

I.   Teaching Objective
    A.   Teaching Lesson Objective Stated   Yes _____ No _____
    B.   Lesson Plan Present   Yes _____ No _____

II. Anticipatory Set
    A.   Tie to Previous Lesson   Yes _____ No _____
    B.   Authentic/Real World Experiences   Yes _____ No _____

III. Text/Materials
    A.   Materials Aligned to Grade/Level   Yes _____ No _____
    B.   Multiple Opportunities   Yes _____ No _____
    C.   Clear Product Standards   Yes _____ No _____
    D.   Choice   Yes _____ No _____
    E.   Novelty and Variety   Yes _____ No _____

IV. Instructional Strategies
    A.   Setting Objectives   Yes _____ No _____
    B.   Generating and Testing Hypotheses   Yes _____ No _____
    C.   Identifying Similarities/Differences   Yes _____ No _____
    D.   Summarizing and Note Taking   Yes _____ No _____
    E.   Cooperative Learning   Yes _____ No _____
    F.   Questions, Cues, Advanced Organizers   Yes _____ No _____
    G.   Homework and Practice   Yes _____ No _____
    H.   Provisions for Individual Differences   Yes _____ No _____

V.   Learner Engagement
    A.   Active Learning   Yes _____ No _____
    B.   Student Self-Assessment   Yes _____ No _____
    C.   Small Group Activities   Yes _____ No _____
    D.   Independent Study   Yes _____ No _____
    E.   Meaningful Practice   Yes _____ No _____
    F.   Time on Task   Yes _____ No _____
    G.   Personal Interest   Yes _____ No _____

VI. Learning Environment
    A.   Organized for Learning   Yes _____ No _____
    B.   Current/Relevant Displays   Yes _____ No _____
    C.   Student Work Displayed   Yes _____ No _____
    D.   Classroom Behavior Standards Displayed   Yes _____ No _____
    E.   Safe and Orderly   Yes _____ No _____
    F.   Courtesy in Evidence   Yes _____ No _____
    G.   Humor, Praise, Positive Reinforcement   Yes _____ No _____
    H.   Positive Behavior of Learner   Yes _____ No _____

VII. Comments
_____
_____
_____
_____
_____
_____

Evaluation: _____ Date of Walk Through: _____

Figure 7.5   Example of a Classroom Walk-Through Evaluation Form

The Classroom Observation

Many authorities view teacher evaluation as one of the most important responsibilities of the school principal. Most persons would agree that both **formal** and **informal classroom observation** are the leading activities for collecting teaching performance information and determining the quality of performance. Performance evaluations require four basic components: (1) a qualified evaluator, (2) valid and reliable assessment instruments, (3) timely observations, and (4) appropriate follow-up conferencing and feedback. The following section discusses each of these components.

Qualified Evaluators

State legislation on performance evaluation commonly mandates that people evaluating teachers be qualified to do so (see Figure 7.6). As a result, university administrator preparation programs, state departments of education, state administrator associations, and other agencies have instituted programs and workshops for the certification of qualified evaluators. Such state mandates have directed school systems to present evidence that viable personnel evaluation programs are in place and that provisions for certifying evaluators for these programs have been implemented.

Qualified evaluators should be able to demonstrate their knowledge and skill of performance evaluation in the following ways: (1) know and understand the basic requirements of the state concerning the teacher evaluation process and the philosophy of the school district relative to the purposes of the evaluation process; (2) have a thorough understanding of the design, criteria and standards, and implementation of the school or school district's performance instruments; (3) know the similarities and differences between and among the different evaluation instruments in practice, including norm-referenced, criterion-referenced, and self-referenced systems; (4) understand the use of various ranking systems, including forced distribution, simple distribution, alternate ranking, and paired ranking techniques; (5) know and understand rating systems, including graphic rating, checklists, narrative systems such as work portfolios, goal and objective techniques, and work journals; (6) have knowledge and understanding of the principles of student learning and effective instructional methodology; and (7) maintain appraisal objectivity, including the concepts of content validity and construct validity of evaluation instruments.

Along with the foregoing criteria, other considerations for determining the selection of qualified persons for personnel evaluation include the following:

1. *Time.* Do the individual's job responsibilities provide adequate time to perform the many requirements of the performance evaluation process? Pre-evaluation conference planning, classroom observation time requirements, time for observation analysis, and postevaluation conference feedback are among the time demands for performance evaluators. For example, a pre-evaluation conference commonly requires time to review the teacher's job description, discuss lesson goal expectations, review classroom management
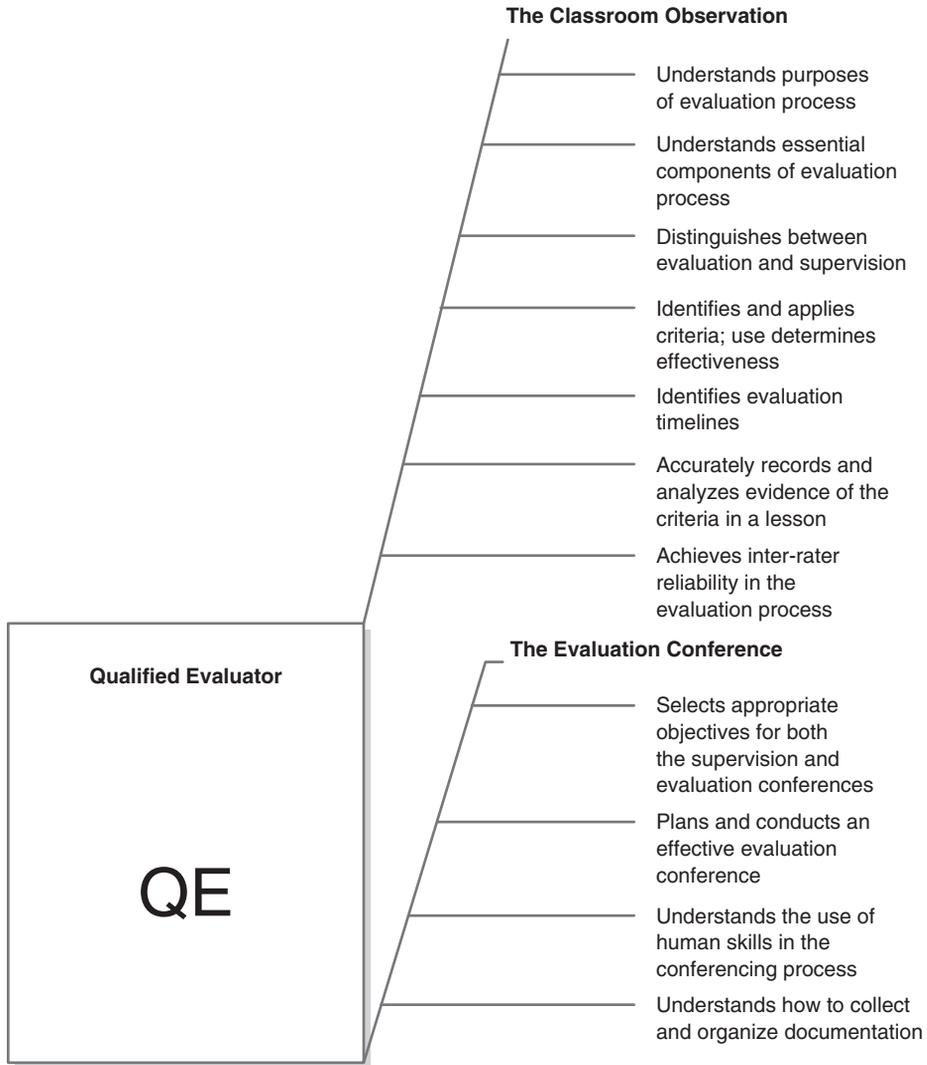
The Classroom Observation

Understands purposes
of evaluation process

Understands essential
components of evaluation
process

Distinguishes between
evaluation and supervision

Identifies and applies
criteria; use determines
effectiveness

Identifies evaluation
timelines

Accurately records and
analyzes evidence of the
criteria in a lesson

Achieves inter-rater
reliability in the
evaluation process

Qualified Evaluator

QE

The Evaluation Conference

Selects appropriate
objectives for both
the supervision and
evaluation conferences

Plans and conducts an
effective evaluation
conference

Understands the use of
human skills in the
conferencing process

Understands how to collect
and organize documentation

Figure 7.6   Knowledge/Skill Criteria for a Qualified Evaluator

SOURCE: Adapted from the Knowledge/Skill Criteria for a Qualified Evaluator Program provided by the Arizona School
Administrators, Inc., 2008, Phoenix, Arizona.

procedures, identify special student needs, determine instructional resources,
review instructional methods, and discuss other related instructional
procedures.

2. *Qualifications.* Does the individual possess the knowledge and skills for par-
ticipating as an evaluator in the performance evaluation process? Is he or she
a certified evaluator? Position in the school system does not necessarily qual-
ify a person as a performance evaluator.

3. *Sensitivity.* Does the individual possess the human relations skills, poise, and temperament necessary for serving in the performance evaluation process? Is the individual capable of being sensitive to the feelings of persons being evaluated and yet retain objectivity in the process?

4. *Performance Record.* What is the individual's personal record concerning evaluation results? That is, over time, how do the performance evaluation results of the evaluator correlate with those of other qualified evaluators? Do the evaluator's classroom evaluation results compare favorably with other aspects of the teacher's overall performance and effectiveness?

Valid and Reliable Assessment Instruments

According to Young (2008), the basic categories of performance appraisal systems are (a) ranking systems, (b) rating systems, and (c) narrative systems. Ranking systems center on comparing the work performance of one employee with that of other employees in the same job classification.

Rating systems are criterion-referenced and use standards, traits, competencies, or other criteria to rate the employee on rating scales that use some legend for differentiating knowledge or skills levels, such as 10 = high to 1 = low or a Likert-type scale such as 5 = behavior always demonstrated to 1 = behavior not demonstrated. Empirical evidence suggests that rating systems are by far the most common performance evaluation systems used in education.

Narrative systems are self-referenced in that they center on the work of the individual employee in relation to the expectations of the job. An example of one narrative evaluation technique is the job portfolio, which includes a statement of specific job purposes, samples of work production, and assessments of the accomplishment of job requirements. "Portfolio assessment involves a content analysis of the integration of means, methods, and outcomes used by and produced by the employee when fulfilling assigned work duties" (Young, 2008, p. 218).

Figure 7.7 is an example of a rating system type performance evaluation instrument used by the Laramie County School District #1 in Wyoming. The instrument features four primary performance categories and a Likert-type rating scale from U = Unsatisfactory to D = Distinguished performance. Each Performance Benchmark (1a, 1b, 1c, etc.) is related to one or more of the 10 Performance Standards of the school district. For example, teacher performance Standard I states that "All teachers will demonstrate knowledge, skills and attitudes which enhance pupil self-esteem and confidence and promote constructive interaction among people of differing social, racial, ethnic and religious backgrounds." The school district's Standard V states that "All teachers will demonstrate knowledge of the standards and content areas they teach and methods of teaching."

Timely Observations

As previously noted, school district policy and regulations most often set forth the number and frequency requirements for conducting performance evaluations.

Track I Summative Evaluation

Name _____ School _____ Date _____

Whenever a "U" or "D" is given, comments describing the performance are required.

Key: U– Unsatisfactory B– Basic P– Proficient D– Distinguished

				Designing Knowledge Work
U	B	P	D	1a Demonstrating Knowledge of Content and Pedagogy (ST: V, VI, VII)
				1b Demonstrating Knowledge of Students (ST: I, II, VI, VII)
				1c Selecting Instructional Goals (ST: II, V, VI, X)
				1d Demonstrating Knowledge of Resources (ST:IX)
				1e Designing Content Instruction (ST: I, II, III, IV, V, VIII, IX, X)
				1f Assessing Learning Using Student-Generated Products (ST: V, VI, X)
				Creating a Safe and Orderly Environment for Learning
U	B	P	D	2a Creating an Environment of Respect/Rapport (ST: I, III, IV, VI, VII)
				2b Establishing a Culture for Learning @ District Mission (ST: V, VI)
				2c Managing Classroom Procedures (ST: III, IV, V, VI, VII, IX, X)
				2d Managing Student Behavior (ST: I, II, III, IX, X)
				2e Managing Physical Space (ST: III)
				Facilitating Knowledge Work
U	B	P	D	3a Communicating Clearly and Accurately (ST: II, VI)
				3b Using Questioning and Discussion Techniques (ST: I, II, VI, VIII, IX)
				3c Engaging Students in the Work (ST: V, VI, VII, IX)
				3d Affirming the Performance of Students (ST: I, IV)
				3e Demonstrating Flexibility/Responsiveness Through Monitoring and Modifying the Work (ST: I, II, IV, V, VI, IX)
				Professional and Leadership Responsibilities
U	B	P	D	4a Reflecting on Teaching (ST: III)
				4b Maintaining Accurate Records (ST: III, IV, VIII)
				4c Communicating with Families (ST: IV)
				4d Growing and Developing Professionally (ST: I, II, III, IV, V, VI, VIII, IX, X)
				4e Showing Professionalism (ST: I, II, III)

Figure 7.7   Rating System for Teacher Performance Evaluation

SOURCE: Adapted from the Laramie County School District #1 Track I Summative Evaluation, Cheyenne, Wyoming.

Note: The Laramie County School District uses 10 standards for benchmark alignment purposes. For example, Standard I states "All teachers will demonstrate knowledge, skills, and attitudes which enhance pupil self-esteem and confidence and promote constructive interaction among people of differing economic, social, racial, ethnic, and religious backgrounds."

These requirements commonly differ for nontenured and tenured teaching personnel and for teachers who are participating in special performance programs such as Master Teacher programs and other performance-based or incentive-pay programs. Typically, initial contract teachers are evaluated twice a year and continuing contract teachers are evaluated once each year, although such practices differ within states and school districts nationally. As previously noted, walk-through evaluations provide opportunities for the evaluators to observe classroom instruction more frequently.

Ideally, performance evaluations for nontenured personnel should include three classroom evaluations annually. The first evaluation should occur at the time the teacher is initiating a new instructional unit or lesson. It is at this time that instructional objectives are established and intended instructional activities and student expectations are identified. The evaluator should plan a second classroom visit near the middle of the unit or lesson after the teacher has had the opportunity to introduce the major content of the new unit and implement his or her teaching methodology. A final timely classroom visit should occur at the close of the instructional unit or lesson when the teacher is synthesizing and assessing goals and objectives. In this way, the evaluator is able to gain a broader perspective of the teacher's knowledge and skills in planning, organizing, teaching, and assessing classroom instruction.

Appropriate Follow-Up Conferencing and Feedback

Every informal or formal classroom observation should result in appropriate feedback to the teacher. Although a primary objective of performance evaluation is that of professional development and personal improvement, the reinforcement of teaching excellence should not be overlooked. Follow-up conferencing provides opportunities to praise outstanding teaching performance, to identify the specific strengths of the teacher, and to discuss why excellent teaching is so important to the overall success of the school and school district.

The follow-up conference centers on an analysis of the observation results and setting goals for improvement. Smith (2005) suggests that the following five factors serve to determine the appropriate approach for the evaluator to use during the conference:

1. What is the purpose of this postobservation conference?

2. What are the needs and communication style of the person being evaluated?

3. What are the situational elements to be considered (e.g., past observation, incidences or events of the work environment)?

4. What is my communication or behavior style, and what strengths do I bring to the post conference (e.g., the communication strengths that I bring to the post conference, knowledge of instructional methodology)?

5. What behaviors do I bring to the post conference that promote success? (pp. 181–183)

Summary

The maximization of human resources in the school system is a primary responsibility of the human resources function. This concern emphasizes the purposeful development and utilization of people within the organization. It also underlines the perspective set forth throughout this text that the human resources function is a primary responsibility of all personnel in the school system. An organization's progress depends on the extent to which people are positively motivated and developed.

Because the school is a social system, the behavior of individuals is influenced by the institution's expectations and the individuals' personal need dispositions. Staff development serves to establish congruence between organizational roles and personal needs toward the goal of developing behaviors that harmonize with stated organizational purposes and personal self-fulfillment.

Each of the human resources processes contributes uniquely to the maximization of human resources. Staff development is the comprehensive complex of activities designed to maximize the strengths of the human assets within the school system for the purpose of increasing the system's potential for meeting its objectives and fulfilling employee needs.

Approaches to staff development that emphasize remedial programs generally have proven to be ineffective. A focus on employee strengths and self-fulfillment fosters self-development from a positive perspective. Potential growth best occurs when the individual's dispositions agree with the organization's growth expectations.

The implementation of the staff development process consists of a planned sequence of procedures that begins with commitment by the board of education; continues through cooperative goal setting, program design, and delivery; and culminates in opportunities to practice the knowledge and skills gained in a wide variety of learning activities. Evaluation leads to necessary program changes and ensures continuous program improvement. All activities require basic principles of adult learning.

Staff development methods and strategies are virtually limitless and are provided through the local school district, institutions of higher learning, employee associations, and other agencies. However, effective staff development is a personal activity that focuses on the individual's strengths and interests. Such strategies as coaching, mentoring, quality circles, teacher centers, assessment centers, peer-assisted leadership, and clinical supervision are among the viable approaches for meeting the purposes of the staff development process. As previously stated, school systems will progress as people in the system develop.

Performance evaluation is one of the most important responsibilities of human resources administrators. An effective personnel evaluation process can serve as motivation toward employee professional development, program improvement, and school system effectiveness. Similar to any other effective human resources process, the evaluation process is a planned program that includes employee orientation to the evaluation plan, pre–classroom observation conferencing, the classroom observation, the data collection, post–classroom observation conferencing, and dealing with inadequate performance.

Discussion Questions

1. Staff development was discussed as a proactive experience rather than a reactive one. Discuss your personal staff development experiences. Have these experiences met the proactive criteria? Why or why not?

2. Assume that you have been asked to serve as a mentor for a teacher new to the teaching profession. What factors will influence your decision to serve in this capacity? For instance, what personal or professional benefits might you expect to receive in such an assignment?

3. Think about the question of staff development and accountability. Assume that you have been asked to defend staff development in terms of its return on investment. What "hard data" might you cite as possible proof for specific staff development activities?

Case Studies

CASE 7.1

I'LL JUST SIT THERE AND LET THEM GROW ME

The district schedule of in-service programs for Wymore School District had just been announced. It called for four full days of in-service for all teachers in the district for one day each in September, November, January, and March. The in-service days for all elementary school teachers would focus on the use of technology in the classroom. Secondary teachers would have "experts" speak to them according to their subject area specialties. All teachers are required to attend each of the four days of in-service. They are not paid for in-service training days; the four days were part of a negotiated agreement whereby teachers were given four days of personal leave in exchange for the four days of in-service.

Although the in-service programs of previous years had received evaluations by participants in the average to below average range, no changes in the program planning or delivery were made for the current year. As one teacher commented to a colleague, "I'll show up at each of the in-service days as required, sit down, and let them grow me." It could be said that "apathy" was the best description of the teachers' attitudes.

Questions

1. First, in view of the somewhat limited information regarding the staff development program at Wymore, give your assessment of the situation in terms of apparent problems facing the school district's program.

2. In view of the descriptions of successful staff development programs set forth in the chapter, design a plan that you believe is needed to renew the staff development program in the school district. How might you initiate such a renewal program plan? Who would you involve? What assessments do you see as necessary at this time?
   a. What specific practices and relationships would you examine at the outset to ameliorate the problems indicated in the case description?
   b. What recommendations would you offer for obviating the problems described in the case?

CASE 7.2

Time to Teach

As assistant director of human resources, you receive the following memorandum. Examine the memo and then present your ideas of follow-up in this case. Keep in mind the specific principles set forth in the chapter concerning effective in-service programs as well as the principles of adult learning.

MEMO

To: E. O. Herr, Assistant Director

From: Verna Petrov, Grade 3 Teacher, Union Elementary

Re: Program suggestion

I'd like to make a suggestion for you to consider in planning some of our in-service days. I know that you have run a survey of perceived needs in the district that has given you some general or overall ideas, but for some of us, surveys don't always fit our needs as individuals.

Here are a couple of things I see as needs:

1. When we test with the battery of the Columbus Test of Basic Skills, and place so much emphasis on it, teachers tend to start teaching to the test, and I'm not sure that is good.

2. I don't want to sound negative, but when I have 27 children from residents in our district in my class and then get two or more who can hardly speak English, it is becoming impossible for me to take care of the class; the few non–English-speaking students require all my time. Then, many of them will be gone again in a few weeks or months.

Please don't misunderstand me. I'm not saying we need in-service on working with these few children. I want help working with the whole class. Why not set up a training program for children with limited ability in English, and when they get up to grade level, place them in appropriate classes? It seems to me that the least restricted environment is one that would help these deserving students learn best.

Thanks!

Verna Petrov

Questions

1. What specific problems do you determine from this scenario?

2. From the somewhat limited evidence provided, what necessary staff development practices appear to have been overlooked in this case in the past? Discuss the alternatives for action at this time. As the school principal, outline a brief action plan that you would recommend in Ms. Petrov's case.

CASE 7.3

JUST LEAVE US ALONE, WE'RE PROFESSIONALS

MEMO

TO: Mildred Ross, HR Development Office

FROM: Kim Geston & Clara Sutter, Co-Chairs

Teachers' Ad Hoc Development Committee

RE: Your request for feedback on in-service programming

Date: September 23

Please know that our Development Committee has met twice in follow-up of your memo of September 2 asking for the committee's recommendations for in-service programs during the ensuing year. As you are well aware, teachers in the Wymore School District spent a great deal of time in-servicing last year and the year before. The effectiveness of these programs, in our opinion, was minimal. As professionals, we respectfully request that we be allowed to participate in our own way in development activities this year; that is, let each teacher use his or her own initiative in this regard this year and the years ahead.

At the end of the school year, each teacher would be asked to submit a brief report on his or her individual growth activities. We believe that such a professional approach encourages personal initiative and allows each individual to focus on his or her own personal interests.

Question

1. Assume the role of Mildred Ross and set forth the specific actions that you will take in view of the memorandum received from Geston and Sutter. If you decide to respond in writing to them, actually draft the letter that you will send. If, for example, you want to meet with the "committee," set forth the specific statements that you plan to make at the meeting and the questions that you will ask. Are there others that you want to involve in this matter at this time? In brief, set forth your follow-up action plan.

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