THE EVALUATION PROCESS OF STAFF

DEVELOPMENT ACTIVITIES BY

KANSAS SCHOOL DISTRICTS

By

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INTRODUCTION

*The teacher who has a "knack with kids but no science of instruction
can remain a promising amateur who never develops the rigor needed to become
a professional. The teacher who has the science but never developed the artistry
of delivery remains, at best, a technician.*--- Madeline Hunter, 1980

The majority of recent national and state plans for reforming public education have

addressed the need to improve the quality of teachers (Guskey, 1986, 1994; Joyce &

Showers, 1988; Menacker, 1986, Sparks & Vaughn, 1994; Watson, 1994). Continuing

education and recertification guidelines of teachers are being re-evaluated in terms of the

contribution to their effectiveness in the classroom. Most state level reform now includes

staff development (McLaughlin, 1991). Frazier (1993) concluded after interviewing 150

state legislatures, governmental officials, and agency leaders, that these officials felt that the

"continuing education of teachers is as important as the preservice work" (p. 4).

According to Rowls and Hanes (1985), "there is now a nationwide trend toward

requiring periodic recertification of teachers --an out-right rejection of the myth of 'once

certified, forever competent'" (p. 23). The vast majority of states now require experienced

teachers to renew their teaching certificates (Burke, 1994; Cooley & Thompson, 1985).

Most of these states are allowing teachers to recertify by participating in staff development

programs instead of credit-bearing college courses (Burke, 1994; Rowls & Hanes, 1985,

Wise, 1994).

Staff development programs for teachers can be delivered in many formats. "Whether

called staff development, continuing education, or inservice programs, all are aimed at

developing the human resources of the school districts to higher levels of performance"

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(Galambos, 1985, p. 1). These educational programs are typically designed to deliver to teachers a learning experience that will be provided within their own school district, require shorter periods of classroom learning time, and provide skills that will be easily transferable to the classroom. Teachers are also taking part in the development and implementation of these programs.

As the importance of the continuing education and training of the classroom teacher is being explored, more specific research is being completed. Research studies are attempting to provide evidence of the significance of staff development and the effectiveness of these programs (Marshall & Caldwell, 1982). Bennett's (1988) conclusion from his research in the effectiveness of staff development programs was "beliefs, not facts, control much of what is presently included in staff development programs attempting to train teachers" (p. 1).

Evaluation is now being viewed as an essential component of staff development. As schools recognize the importance of staff development activities, the importance of of measuring the effectiveness of these programs has become a growing concern. (Guskey, 1994). Fenstermacher & Berliner (1983) stated that "because staff development has become one of the major undertakings of the contemporary education scene, we believe it is essential that school personnel possess some mechanism for appraising its value" (p.3). It is imperative that valid information be available to make immediate and future decisions based on empirical data (Orlich, 1989).

Kansas Staff Development Practices

On May 12, 1980, John Carlin, Governor of Kansas approved the concept for the State Plan for Preservice and Inservice Education (KIEP). At that time Kansas, joined the growing ranks of states that have incorporated a plan to elevate the quality of teaching through the use of inservice staff development for recertification.

Though Kansas had previously required college credit hours for recertification every five years, the new plan allowed teachers to choose between inservice programs or college

credit courses. The inservice policy was developed and implemented in stages over several years. In 1985, K.S.A. 72-9601, the State Inservice Education Opportunities Act became law and provided funding to implement staff development in Kansas. In 1992, the State Legislature required all school districts to participate in the the inservice plan.

The KIEP guidelines (1991) allow any certified teacher having a state-approved inservice education plan on file with the Kansas State Department of Education, to earn certificate renewal based upon inservice education with the following guidelines:

1. Individuals with a baccalaureate degree must earn 160 inservice education points during a five-year period, with half being college credit.

2. Individuals with a master's degree or other advanced degree must earn 120 inservice education points during a five-year period. (p. 33)

The State Board of Education enhanced the KIEP by the implementation of the Quality Performance Accreditation (QPA) process in 1990. QPA focuses on the improvement in academic achievement through an emphasis on student learning outcomes. Schools will not earn accreditation through equipment or resource materials, but by student academic performance.

The accreditation process requires local schools and communities to establish their own outcomes and indicators to be reached within the scope of five basic areas. One of the five areas is human resource development/staff training and retraining. Within that component, schools establish the benchmarks for the staff development activities for their faculty. QPA guidelines support the concept that educators can not perform their teaching duties, unless they themselves are consistently exposed to current educational research and instructional developments and then given the opportunity to incorporate the improvements in the classroom (Kansas Quality Performance Accreditation, 1993).

The Board of Education developed a model for schools to use as they work toward developing the assessments and guidelines for state indicators (Appendix

A). These assessments and guidelines provide assistance in developing staff development programs within the QPA guidelines.

Statement of the Problem

As staff development activities become more prevalent, it has become apparent to educators that an effective evaluation process is a missing component of continuing education for teachers. In Kansas, where staff development for teachers is mandatory, school districts are spending considerable time and money without knowing how effective the staff development is for improving teachers or schools. The problem is that Kansas school districts do not have a standard they use to evaluate the effectiveness of their inservice staff development programs.

Need and Importance of the Study

As a response to the mandate for improved schools, educators have embarked on reforming public education by developing their teachers through staff development activities. Renewal of certification requirements also demand that teachers pursue continuing education experiences. As a result, schools, universities, state departments, regional service centers, and private consultants are offering a variety of staff development programs for teachers.

Kansas schools developed a plan to elevate the quality of teaching through the use of inservice staff development for recertification.formally named the State Plan for Preservice and Inservice Education. The Inservice Plan gives each Kansas School District the authority to determine the continuing education programs for their teachers. Kansas schools are accredited by an outcomes based format, Quality Performance Accreditation (QPA). The QPA guidelines allow for each school building to determine the expected outcomes to be reached in their staff

development activities. Each school will provide information to the Kansas Board of Education documenting how their inservice activities served to meet the standards that were set in their QPA document. The problem is that Kansas school districts do not have a standard which they use to evaluate the effectiveness of their inservice staff development programs.

With the explosion of the variety of staff development programs now being offered by school districts, educators are trying to examine what is currently being offered and determine the impact of of these programs in the classroom. Surprisingly, few evaluation studies have been performed comparing the relative value of staff development programs in terms of achievement of their objectives or teacher satisfaction (Branhan, 1992; Lawrence, 1974).

Purpose of the Study

The purpose of this research is to determine how Kansas school districts evaluate their on-site staff development activities and their overall staff development program.

Limitations of the Study

The study has limitations which serve to focus the interpretations of the findings and their applicability to other situations. Among the limitations are:

1. Only school districts in Kansas were examined.
2. Issues pertaining to staff development activities, Kansas Inservice Education Plan, or the Quality Performance Accreditation process beyond the component of evaluation were not considered.
3. The evaluation of improved classroom teaching or student learning was not considered.

Assumptions

The following assumptions directed the study:

1. All Kansas School Districts in this study were following the mandates of the Kansas State Board of Education and the Kansas Legislature concerning the Inservice Education Program and the Quality Performance Accreditation guidelines.

2. School districts used a variety of evaluation processes as well as no process of evaluation for their staff development activities.

Research Objectives

The following objectives provided guidelines to the study:

1. What evaluation methods are Kansas School Districts using for their staff development program?

2. What evaluation methods are Kansas School Districts using for their on-site staff development activities?

3. Who is responsible in the school district for developing and facilitating the evaluation of the on-site staff development activities?

4. Are schools implementing changes in their staff development activities or programs as a result of the staff development evaluations?

Definition of Terms

Individual Development Plan: Individual development plans (IDPs) provide teachers and administrators a mechanism to track the teacher's professional growth and link individual professional development with the school district goals and objectives. The IDP is a written plan describing the professional development activities and studies to be completed during a specific period of time by the teacher (Staff Development in Kansas, 1991).

Local Inservice Education Plan: In order to participate in the Kansas Inservice Program, school districts submit a five-year plan for staff development to the State Board of Education by August 1 of the year in which it is to take effect. The inservice plan provides assurance that the provisions of the program will be met and that the local board of education has approved the plan (Kansas Inservice Education Program Guidelines, 1991).

Quality Performance Accreditation (QPA): QPA is the process by which Kansas School Districts earn accreditation from the Kansas State Board of Education. QPA is an outcomes-based accreditation that is based on the improvement of student academic performance (Kansas Quality Performance Accreditation, 1993).

Staff Development/Inservice Education: "Any professional development activity that a teacher undertakes singly or with other teachers after receiving her or his initial teaching certificate and after beginning professional practice" (Edelfel & Johanson, 1975, p. 5).

CHAPTER II

REVIEW OF THE LITERATURE

Evaluation is the source of more confusion, frustration, and guilt among
adult educators than any other aspect of their work. --- Malcolm S. Knowles, 1970

Introduction

Evaluation is a very broad and extensive topic of education. In order to reduce the
massive amount of literature into a manageable review, two specific areas will be examined;
adult education evaluation and the evaluation of staff development activities. Within the area
of adult education program evaluation; 10 subtopics are reviewed: (a) evaluation of adult
education activities; (b) historical review; (c) definition of evaluation; (d) purposes of
evaluation; (e) types of evaluation; (f) resources available; (g) who evaluates; (h) process of
evaluation; (i) data collection and analysis (j) reporting evaluation results; and (k) models of
evaluation.

Following the examination of evaluation of adult education programs is the review of
literature of staff development evaluations. This area is divided into three subtopics (a)
using adult education evaluation models; (b) framework for evaluating staff development
activities, and (c) methods of data collection.

Evaluation of Adult Education Activities

Researchers have been concerned about evaluation and in particular, adult education
program evaluation for many years (Sork, 1984). As the number of adult programs has

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increased, so has the interest in evaluation. Adult education administrators are convinced of the need to evaluate their programs (Grotelueschen, 1980). Steele (1989) stated that a growing concern with adult education evaluation is in selecting useful evaluation methods. She observed that "adult educators are especially interested in evaluation that results in enhanced programs and in increased professional competence" (p.261).

Evaluation in adult education programs emphasizes the different relationships adults have with education (Thiede, 1964). Thiede focused on three areas: (1) adults are more involved in their educational endeavors; (2) adults tend to be task-oriented; and (3) adults bring many and varied experiences to the educational setting. He contended that these characteristics separate the adult learner from pedagogy. Evaluation for children is centered around assessing the achievement of the child and promotion from one grade to the next (Knowles, 1970; Thiede, 1964). This type of evaluation is not necessary for adults. The nature of the learner provides some uniqueness to evaluation efforts (Stakes, 1981).

Also unique to the adult education activity is the nature of the program (Stakes, 1981). Thiede (1964) offered three aspects of adult education that affect evaluation: many adult programs are of shorter duration, the activities are more informal than the traditional classroom, and these activities are more learner-centered. These factors set the adult education program apart from other educational settings and therefore from the traditional evaluation processes.

Historical Review

The literature on program evaluation has changed considerably since the 1940's publication by Tyler suggesting a need to expand evaluation beyond student testing. (Deshler, 1984; McLaughlin & Phillips, 1991; Steele, 1989; Worthen & Sanders, 1973). Tyler defined the term evaluation as a measurement of the attainment of objectives and gathering data to make decisions about educational program.. After the launching of Sputnik, the federal government enacted legislation to provide funds for educational activities. The federal government then followed in the 1960's with legislation requiring the

use of evaluation in federally-funded social programs. These mandates of the Great Society programs changed the concept of evaluation from the testing and evaluating of student performance to the development of the discipline of program evaluation (Deshler, 1984).

Cronbach et al. (1980) identified three major areas of development in evaluation since 1969. The first was the knowledge that field research could provide a better basis for planning. The second concept was the promotion of the use of more reliable methodology and was a result of the criticisms of previously used evaluations. The third development was that politics and science are both integral components of evaluation.

Definition of Evaluation

Numerous definitions have been given for evaluation. Evaluation, in its broadest sense, is an appraisal of worth, success, and merit. (Fenstermacher & Berliner, 1983). Ralph Tyler (1949), considered one of the most influential researchers in the area of adult education evaluation (Brookfield, 1988), offered that evaluation is "determining to what extent the educational objectives are actually being realized by the curriculum and instruction" (p 105-106). Stufflebeam et al. (1971) said that "evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives (p. 40). Cronbach's (1963) popular definition is that evaluation is a process of collecting and using information to make decisions about educational programs.

Grotelueschen (1980) found common elements throughout these definitions. The first is that the definitions called for a description of an educational program. Program evaluations require establishing the characteristics of the program to be evaluated. Next is the need to make value judgments about the program. By determining the value of the program, evaluation moves beyond just collecting information. The last common element is the suggestion of making a decision as a result of evaluation (Grotelueschen, Gooler, & Knox, 1976). In adult education, all groups involved, such as administrators, teachers, participants, and employers require information to make decisions.

Purposes of Evaluation

There are a variety of reasons for an administrator to evaluate the individual activities as well as the entire program. A majority of the literature suggested that evaluation is used to improve decision making (Boyle, 1981). Practioners also want to determine the success or failure for the purpose of accountability and program improvement (Kowalski, 1988). Grotelueschen (1980) provided the following reasons for performing evaluation:

> to account for funds or resources and monitor compliance with legal regulations and guidelines; to document major program accomplishments and examine the expedience of program goals; to identify potential participant needs and establish program emphases; to ascertain collaboration opportunities and evaluate coordination efforts with other institutions and agencies; and to identify program weaknesses and assess progress toward stated goals. (p. 78-79)

Tyler (1991) identified six purposes for evaluation:

> (1) to monitor present programs; (2) to select a better available program to replace one now in use that is deemed relatively ineffective; (3) to assist in developing a new program; (4) to identify the differential effects of the program with different populations of students or other clients; (5) to provide estimates of effects and costs in the catalog of programs listed in consumer resource centers; (6) to test the relevance and validity of the principles upon which the program is based. (p. 4)

Types of Evaluation

In a 1967 article, "The Methodology of Evaluation", Scriven (1991) divided evaluation into two areas; formative and summative. Though Scriven did not see formative and summative as types of evaluation, but rather as roles of evaluation; researchers (Bishop, 1977; Grotelueschen, 1980; Waterman et. al, 1979) have continued to use these two terms in that context.

Summative evaluation is defined as evaluation conducted after the activity is completed. This type of evaluation is used to justify the effectiveness of the activity and to summarize the entire process. Evaluations performed during the activity are referred to as

formative evaluation. Formative evaluation seeks to obtain feedback during the process in order to make adjustments while the activity is still in progress (Scriven, 1973).

Deshler (1984) listed five considerations when determining whether to use formative or summative evaluation. The first is purpose. If the purpose is to improve the program instead of proving something than formative evaluation will work the best. The second consideration is the desired distance between what is being evaluated and the actual evaluation. Outside evaluators generally conduct summative evaluations. These external experts are removed from the actual data collection and thus maintain a distance. Formative evaluations are performed by internal educators wanting to improve the program during the evaluation. These evaluators are actively involved with the process as well as making changes. The next consideration is the flexibility of focus and instrumentation; whether they are to remain static or changed as evaluation process proceeds. Summative evaluations are defined in the beginning and are not likely to be changed. In contrast, formative evaluation provides information concerning the nature of the program and may well evolve along with the activities. The fourth consideration is turbulence of the environment. Programs that are surrounded by political controversy, dissatisfaction, and or have constantly changing resources; will make summative evaluation ineffective. Formative evaluation would be more successful in developing alternative environments for the population and the program. The final consideration is the stage of program development. Educators have been required to evaluate at a variety of stages that have required different methods of evaluation. Formative evaluation is more successful in the earlier stages of the program and summative evaluation works better in the latter stages.

Resources Available

Prior to the evaluation process, educators must determine what resources are available for evaluation so that these costs can be budgeted (Grotelueschen, 1980). It is not easy to defer money away from the actual program to support evaluation activities. Educators who demand evaluation must be willing to provide the financial support for the completion of

the evaluation process (Kowalski, 1988). Grotelueschen suggested attaching a reasonable cost for evaluation, by estimating the significance of the issues and the anticipated impact of the evaluation. The more complex the design strategy is, the more the evaluation process will cost (Strother & Klaus, 1982).

Strother and Klaus (1982) stressed the need to include time as a resource. Extensive evaluations such as longitudinal or deferred evaluations can be more timely not only in the amount of time of performing the evaluation but because of the potential low response rate. It is difficult to locate students after the educational program is over due to job changing and moving. Students are also no longer interested in their previous educational classes so are less likely to take the time to respond to an evaluation.

Who Evaluates

Strother and Klus (1982) presented five sources of evaluation: self-evaluation, administrative evaluation, student evaluations, evaluation by colleagues, and expert opinion. Self-evaluation, by the program coordinator is considered inevitable by Strother and Klus. The concern about self-evaluation is that people differ widely in their abilities to be objective. We tend to see and hear what we want to hear. Self-evaluation can also be based on casual remarks made by the students in conversation. Research show that these face-to-face evaluations tend to not be a true representation of how the student feels about the program (Strother and Klus).

Administrative evaluation is also unavoidable, since the administrator makes the final personnel and work decisions. Generally, administrative evaluation depends upon data generated by a management system. Steele (1989) found that managerial evaluation investigated the correlation between resources expended and the resulting amount of yield. This process ignores the concept of determining whether the objectives of the program were met.

Student evaluation is the most commonly used evaluation system (Strother & Klus, 1982). This type of evaluation is unfortunately used exclusively, instead of incorporating

other forms of evaluation. Adult programs have less captive participants than the traditional residential college programs. Adults evaluate by leaving programs that are less than acceptable. Strother and Klus contended that student evaluations also tend to reflect what is popular. Kinsey (1981) argued that participant evaluation places the student in a passive role as a source of information. He felt that participants should be active participants in all phases of evaluation by sharing in evaluation development, data collection, and in making judgments from the results.

Evaluation by colleagues or peer review is used especially for accreditation purposes (Strother & Klus, 1982). People usually feel positive about being judged by their own peer's with similar backgrounds. But, this type of evaluation may cause information to be second-hand. There may also be competition among the peers which can affect the results of the evaluation.

Strother and Klus (1982) stated that expert opinion can provide an objective evaluation with additional expertise from outside of the immediate group. Unfortunately, expert opinion can be expensive. Knowles (1970) added a fifth source of evaluation, community representatives. For programs that are serving a community interest, input from a group of the community population is an important resource.

Process of Evaluation

"Traditionally, evaluation is viewed as a technical process of collecting and statistically analyzing data" (Steele, 1989, p. 262). Programmers must consider how evaluation studies are designed and what method of facilitation will be used (Strother & Klus, 1982). Boyle (1981) stated that "evaluation is a process of deciding that involves (1) establishing standards or criteria, (2) gathering evidence about the criteria, and (3) making judgments about what this comparison revealed" (p. 226). Knowles (1970) felt that the process of evaluation consisted of four simple steps:

> 1.) formulating the questions you want answered (or establishing the criteria, yardsticks, or benchmarks); 2.) collecting the data that will enable you to answer those questions; 3.) analyzing the data and interpreting what they mean as answers to the questions raised; and 4.) modifying your plans,

operation, and program in the light of your findings. (p. 223-224)

There are a variety of processes that can be used for evaluation. But educators tend to develop evaluations that match their own philosophy of evaluation (Grotelueschen, 1980). Thiede (1964) determined that since evaluation was built upon objectives, these objectives must be defined in terms of the specific behaviors desired. Within these objectives, Thiede believed that the desired outcomes should be easily found. Evaluation does involve making a judgment of which objectives are the most important and allows evaluators to reject their own judgment of alternative processes for attaining them (Dressel, 1976).

Metfessel and Michael (1973) suggested developing a cohesive paradigm of the program's broad goals arranged in a hierarchical order. The behavioral objectives should then be translated into a form that states the school's philosophy. From that point, an instrument should be developed that provides the criterion measures from which inferences can be projected concerning program effectiveness in fulfilling the predetermined objectives. Recommendations, based on the data collected should be developed which will provide a benchmark for future programs and for adjustments to the goals and specific objectives. Adequate information must be provided to all individuals and groups who are involved in the development and facilitation of school programs.

Evaluation has often been seen as the third phase or process of a conceptual framework for adult programming (Boone, 1985). The first two phases of the framework are planning followed by designing and implementing. It is in the evaluation stage the circle is completed and the feedback provided.

Data Collection and Analysis

"The core of an evaluation is the design and the procedures for data collection and analysis" (Knox, 1986, p.167). Usually quantitative and qualitative data are collected from a variety possible sources,such as students, administrators, and instructors (Knox, 1986; Boon, 1985). Grotelueschen (1980) stated that

> evidence may take many forms, including descriptions of program
> personnel; adult participants; program processes, content, and goals;

program costs; and the social milieu within which the program operates. In addition, descriptions of program activities and outcomes might be prepared; statements about the value of the program might be collected from various people; speculations about causes and effects of program success or failure might be made. (p. 99)

Knowles (1970) suggested four methods for obtaining a value judgment from participants: interview, which is talking informally with participants; representative council, provides a more comprehensive review by representatives of the activities; questionnaires, used to obtain information from very general to specific responses; and instructional procedures, is providing evaluation during the course of the activity. Cronbach (1973) agreed with Knowles on measuring attitudes. Cronbach did warn that because attitude questionnaires can be extorted due to the fear of reprisals, he suggested administering such questionnaires outside of the classroom.

Strother and Klus (1982) felt that evaluation designs are meaningful only to the extent that they make comparisons possible. Comparisons are necessary for simple yes-no questions as well as extensive longitudinal multivariate analysis. These researchers found that if 60 percent of the respondents answered yes and 40 percent answered no, these responses provided no significant information unless compared to other similar situations.

Reporting Evaluation Results

There are many reasons why evaluation outcomes need to be reported in a formal document. One of the obvious is communicating with the employees and students of the program (Kowalski, 1988). The formal results also represent the accountability documentation for decision making by administrators. Thiede (1964) stated that educators should use formal evaluation results to determine if the objectives had been met.

Grotelueschen (1980) and Stufflebeam (1975) reported that providing information included the preparation and dissemination of reports in consideration of the audience receiving the information. These researchers pointed out the need to customized the reports for each level in the reporting system. It is important to determine how much information

each audience will need and in what context to provide the information.

Models of Evaluation

Traditionally, adult education programs have not used a formalized evaluation system (Sewall & Santaga, 1986; Stufflebeam, 1975). Brookfield (1988) likened evaluation to exercise, both are considered important and necessary, but rarely implemented. Instead, the programmer frequently writes a brief narrative report based upon observation. Such a report can result in a biased and limited evaluation. Brookfield contended that a possible reason for the infrequency of systematic evaluation for adult learning situations is that an evaluation model based on the adult learning process was missing. He observed that evaluation models used for adult programs are adapted from secondary and higher education settings.

Predetermined Objectives Approach Tyler's (1949) contention was that the curriculum was to be centered around objectives and these objectives should serve as the basis for planning instruction. In turn, these same objectives would form the evaluation criteria. He stated that "the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction" (p. 105-106).

Tyler described two important aspects of this formulation of evaluation. First he indicated that evaluation should appraise a change in the very behaviors it sought to change through education. And secondly, he indicated that evaluation must be used at various times in order to be able to identify all of the changes that may take place. It is then evident that evaluation of the educational process must take place at an early stage of the program and then again at a later point so that change can be measured. But, Tyler did not see evaluation stopping with just two evaluations. He also felt that it was necessary to have another evaluation at the conclusion of the learning.

Goal-Free Evaluation In addition to the development of formative and summative evaluation, Scriven developed a form of goal-free evaluation. This is a view that would seem in direct opposition to Tyler's approach of evaluating only predetermined objectives which ignores all other outcomes of education. Scriven (1991) felt it was wrong to consider unplanned side effects as unimportant outcomes. The goal-free evaluation would allow for someone outside of the organization to observe the program in progress without being aware of the goals or objectives of the program. The recorded results of the evaluator would then be compared to other methods of evaluation gathered by other administrators.

As learners are not always made aware of all of the planned outcomes of education, the goal-free evaluation can be a good vehicle to record various categories of learning. This type of evaluation can be especially helpful in recording unplanned learning in the affective domain. Scriven recognized the limitations of goal-free evaluation and encouraged its use in conjunction with other types of evaluation.

CIPP Model of Evaluation The CIPP model was a response by Stufflebeam to Tyler's work. Stufflebeam (Stufflebeam et al 1971), saw Tyler's approach as only looking at the outcomes of the program He sought to include the beginnings of the program, implementation, continuing operations the the final accomplishments as all areas to evaluation. The CIPP model delineated four types of evaluation: context, input, process, and product using four categories.

Context evaluation is a basic type of evaluation and determines the objectives of the program (Stufflebeam et al 1971). This type of evaluation describes the goals and values of the system being evaluated. "Specifically, it defines the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs and unused opportunities, and diagnoses the problems that prevent needs from being met and opportunities from being use" (p. 218). Content evaluation focuses on both control within the system and establishing a basis for change by relating to the unmet needs and unused opportunities.

Input evaluation defines the project designs and determines how to utilize available

resources to meet the program goals. "This is accomplished by identifying and assessing (1) relevant capabilities of the responsible agency, (2) strategies for achieving program goals, and (3) designs for implementing a selected strategy" (Stufflebeam et al 1971, p. 222-223). Evaluators then consider if alternative resources will be required to meet the objectives.

Process evaluation is implementing decision to control the system after a course of action has been approved and implementation has begun. There are three main objectives of process evaluation "the first is to detect or predict defects in the procedural design or its implementation during the implementation stages, the second is to provide information for programmed decisions, and the third is to maintain a record of the procedure as it occurs" (Stufflebeam et al 1971, p. 229). Stufflebeam defined three strategies to be developed during this evaluation. The first is identify and then continually monitor possible areas of failure during the project. These areas could be something as simple as the logistics of the arrangements to the complex of problems relating to interpersonal relationships of participants. The second strategy is the process of making ongoing decisions that must be made during the program as well as implementing predetermined decision. If the evaluator has affectively gone through input evaluation, these decisions will be easily dealt with. The third strategy is to designate the the main components of the project and then describe what has taken place. These components include such items as the central concepts being taught and the teaching methods used. These components are then used when considering why objectives were or were not achieved.

Product evaluation measures and interprets achieving goals at the end of the project as well as during the project. The process of product evaluation is "devising operational definitions of objectives, measuring criteria associated with the objectives of the activity, comparing these measurements with predetermined absolute or relative standards, and making rational interpretations of the outcomes using the recorded context, input, and process information" (Stufflebeam et al 1971, p. 232). The criteria that is measured can be both instrumental or consequential. Instrumental criteria are accomplishments at the intermediate level and contribute to the achievement of the end-results objectives.

Consequential criteria are related to the fundamental conditions being sought, such as an increase in test scores, implementation of a new curriculum, etc.Product evaluation is distinguishable from the other evaluations because it reports if the objectives have been reached.

Kirkpatrick Hierarchy of Evaluation Kirkpatrick (1976) saw evaluation not as complicated generalities, but as clear and achievable goals. The four steps of evaluation according to Kirkpatrick are: reaction, learning, behavior, and results. Step one, reaction, is seen as determining how well the participants liked the activity. This step does not include measuring the extent of successful learning that has taken place. Establishing how well participants liked a program and instructor is very easy to do.

The second step is to assure learning has taken place. Kirkpatrick defined learning as, "the principles, facts, and skills which were understood and absorbed" (p. 18-11). Measuring learning is obviously much more difficult to perform than measuring a participant's reaction. Standardized tests are easier to use but not always available. More often, individual, unique instruments will need to be developed.

The next step is measuring a change in behavior. A variety of methods and processes can be used to complete this third step. One of the more common is to complete an interview with the participants, two to three months following the activity. The final step is evaluating the activity in term of results. When objectives are specific such as accidents will be reduced or output increased will be easier to measure. For other objectives, it will be more difficult to measure.

Naturalistic Evaluation Guba and Lincoln argued that organizations failed to improve their programs by using evaluation findings. Guba's response to this was the concept of naturalistic evaluation. (Guba & Lincoln, 1981 & Lincoln & Guba, 1985). The strength of this model is that it concentrates on the practioner's concerns (Brookfield, 1988).

Naturalistic evaluation is based on the naturalistic paradigm versus the scientific paradigm. The differences between these two paradigms are first distinguished by their

assumptions of reality. The scientific paradigm is based on the idea that series of entities are discrete and fragmented into independent subsystems. The naturalistic reality is the opposite in that phenomena are inter-related with multiple layers.

The next difference is the relationship between the inquirer and the subject. The scientific paradigm sees the inquirer as having no effect on the phenomenon being studied. The assumption for the naturalistic paradigm is again the opposite, by assuming that even though safeguards may be taken, interactivity will happen. The perceptions of the data collector will effect the developing information.

The final major difference is in the nature of truth statements. Science is focused on collecting data that will not change from context to context. This data is seen as not influenced by other factors. The focus of natural inquiry is that differences rather than similarities are measured. Emphasis is placed on collecting data in the form of qualitative rather than quantitative and the understanding of particular events.

Summary of Adult Education Evaluation

It is clear that no one process or model of evaluation will match each situation. What is consistently found in the literature is the importance of evaluating and establishing a process. This process consists of determining the expected outcomes of the educational activity, gathering the evidence concerning these outcomes, and then making judgments about the results. It is from the analysis of the data gathered in the evaluation process, that decisions are made for determining the future the program.

Staff Development Evaluation

Guskey (Todnem & Warner, 1994) proposed that the evaluation of staff development activities had grown in interest for educators in the last several years, though Kyle & Sedotti (1987) reminded educators that it still remains an undeveloped area.

Staff development evaluation follows the same framework as other adult education evaluation (Duke and Corno, 1981; Orlich, 1989; Sewall & Santaga, 1986). Like other adult education evaluations, staff development activities are evaluated to: "(1) to satisfy externally mandated accountability requirements, (2) reduce uncertainty, (3) improve practice and (4) contribute to social/political influences" (Sewall & Santaga, 1986, p.2).

Duke and Corno (1981) divided the decision making process for staff development evaluation into four areas: (1) evaluation design, (2) data collection, (3) methods of analysis, and (4) presentation of results. They also saw five political decisions to be made: (1) the purposes of evaluation, (2) the specific outcomes to be evaluated, (3) who will performing the evaluation, (4) who will see the results, and (5) what resources are available for conducting the evaluation.

Harris (1989) envisioned staff development evaluation as data gathering, analysis, and interpretation leading to decisions. These decision would target three kinds of actions:

1. Specific existing practices should be reinforced, sustained, and protected.
2. Specific practice should be detected, at least preliminarily, as needing attention.
3. The redesign of the operation in specific terms should be given direction. (p. 20)

Ayers (1989) concluded that evaluating workshops should impact four different areas: (a) planning the content, goals and objectives of the workshop, (b) programming, which is the facilitation, budgeting, and selecting the instructor, (c) conducting the workshop; and (d) making changes. Educators should put the same work towards planning the workshop as to evaluating.

Kulieke (1986) saw the length, quality, and topic of the workshop as controlling factors in determining the method of evaluation implemented. The length of the workshop would impact how much time and effort would be put into the development of the evaluation, as well as effecting how much time a participant should have to give to respond to the evaluation form. Short-term workshops of a couple of hours, would not warrant an elaborate evaluation process. A less cumbersome means of evaluation would best serve limited time span workshops. Obviously, extensive workshops that covered considerable

content and lasted a day or more would require a equivalent evaluation process.

The quality of the program influences evaluation by how well the training meets the needs of the participants and how well the workshop matches what was intended. An evaluation will only be as successful as the workshop planners met the preceding two components.

Kulieke (1986) felt that the topic of the program should drive the selection of the type of evaluation used for different workshop topics. As it is easier to assess a program on cognitive behaviors than affective behaviors, it would obviously take more development time in planning an evaluation that would need to address affective learning.

Using Adult Education Evaluation Models

Many staff developers have implemented adult education models for their staff development activities and programs. Harris (1980, 1989) supported Stufflebeam's theory of treating evaluation as a system. He compared Stufflebeam's model consisting of inputs, processes, and products. The inputs would be the resources available such as money, time, space, etc., the goals and objectives, motivations, attitudes, past experiences. The processes are the activities, presentation, and interactions that are put into place after careful planning. The product is what is generated, which should include new knowledge, skills, attitudes or values. Evaluation is then a part of every component of this system, which includes a time frame of happening before, during, and after the workshop. Sewall and Santage (1986) endorsed using the CIPP model because schools could choose to do one or a combination of the four component evaluations depending upon the purpose of the evaluation. Orlich (1989) also agreed that the CIPP model could be successfully used for staff development activities but due to the complex nature of the model, evaluators would need to be well-trained.

Duke and Corno (1981) stated that staff development evaluations must include the collection, measurement, and analysis of context variables. Educators must consider using multiple measures to obtain evaluation results. They emphasize not only measuring the

anticipated outcomes but implementing Scriven's goal-free evaluation model of an outside individual without knowledge of the intended outcomes, collecting data. Duke and Corno also endorsed using a variety of individuals that are affected by the program to provide input for the evaluation.

Other models of evaluation suggested for staff development activities included: the Case Study, Systems, Goals-based, Quasi-legal, Concerns-Based Adoption Model (CBAM) (Branham, 1992, Marshall, 1989); Discrepancy Evaluation Model, Responsive Evaluation, Judicial (Sewall & Santaga, 1986); CSE Model, Tyler's Model (Orlich, 1989a, 1989b). Orlich (1989a, 1989b) encouraged staff development evaluators to consider the using both formative and summative evaluation. He concluded that in order to determine both the extent to which the project objectives had been met and the impact of the program on the participants, both types of evaluation must be used.

Framework for Evaluating Staff Development Activities

Joyce and Showers (1988) divided evaluation of staff development into three categories of questions. The first question is to determine how successful the human resource development system is performing. Evaluators need to confirm how effective the system is working and what can be done to improve it. The second question pertains to the overall dimensions of the system and the needed improvements. Confirmation must be made that established goals required by policy makers have been reached. The final category is the review of specific programs and individual components within the system. Questions are asked to confirm if programs are providing teachers with the material and opportunities to improve their teaching skills and knowledge which in turn should be improving the performance of teachers.

In order to be able to answer these questions, specific variables within the school must be taken into consideration when developing an evaluation process. These variables are all affecting each other so by improving one variable, the others will also respond favorably. The variables are divided under the categories of teacher, school and system,

program and student (Joyce & Showers, 1988). According to Joyce and Showers, teachers of the school system arrive at staff development programs with not only their current knowledge, teaching skills, and styles but also their own characteristics and perceptions of their abilities to learn as well as their thoughts on staff development. It is important to study teachers to determine needs, establish the point to measure improvements, and discover what variables can produce changes.

Schools and school system represent the different leadership styles, governance processes used, and the relationship between all components. Once again it is important to establish the baseline for determining improvement. Goals and objectives define the staff development programs. The content and the processes used in the training are also considered. Students's existing knowledge, skills, and personal characteristics become a part of determining goals and and programs.

Staff development programs are characterized by the goals and accomplishments of these activities. The goals such as teaching skills or content knowledge are the dependent variable of an evaluation.

The students bring their own knowledge, skills and personal characteristics to the classroom. Like teachers, these preexisting components of the students need to be studied to determine goals and classroom styles.

The next step in the development of evaluation, according to Joyce and Showers is to document the current status of these variables. Since these factors will have an impact on the design of the staff development activity, knowing the existing conditions will assist in recording any changes after the activity.

When developing the evaluation instrument, Joyce and Showers suggested collecting data from several sources and perspectives. They advised using interviews, observation, questionnaires/inventories, document analysis or testing to collect data.

McDonald (1982) proposed a four-stage strategy for measuring and evaluating the effects of inservice programs. The first stage is a planning committee consisting of all interested and/or involved representatives. Members of this committee discern all possible effects of the program without regard to their relative importance. The second stage is to

measure the costs and benefits of each of the effects listed in the first stage. Effects that did not occur, whether desirable or not, must also be measured against costs and benefits. The next step is to organize the effects using the headings of: effects, costs, benefits, importance, values, and benefits/costs and the subheadings of: critical, necessary, useful, and desirable. Each of the items are then ranked on a 0 to 5 scale and the ratio of benefits to costs is calculated. The fourth stage is the decision making stage. The committee should now concentrate on how the program could be improved and what would be the costs and benefits of initiating changes. The final stage is to expand the process to all groups interested or involved in the program. It is necessary for this expanded group of people to rate the costs, benefits, and level of importance of each effect and then compare these results to the committees. The differences between the two groups must be resolved through discussion and political processes.

Fenstermacher and Berliner (1983) also developed a framework of staff development around three questions: Was it worth doing? Did it succeed? Was it done well? They believed that success, worth, and merit were all required for a successful staff development program.

Fenstermacher and Berliner (1983) provided distinctions between worth, success, and merit. The worth of an activity is something beyond how well an activity is done. Activities can be done well but be of little importance or value. It is obviously more important to do something that is worthwhile successfully, rather than being successful at something that is not worth very much.

Merit is a component of the activity rather than of worth or success. There are many activities that individuals pursue that they find great enjoyment in performing, but are not very successful at it. For many people this is the reason for engaging in hobbies. Other activities that can be worth doing, but are unsuccessful could be a well-played athletic events but the team loses, an excellent proposal that is not funded, or an author that writes a very well-written book that goes unread.

Success is independent of the skill in which the activity is performed, but rather the attainment of pre-set goals. Teaching can be skillfully executed without the intended

outcome of learning taking place. "Not only is it possible for a teaching performance to be meritorious but unsuccessful, it may also be worthless or worthwhile at the same time it is meritorious and unsuccessful" (Fenstermacher and Berliner, 1983, p. 14).

Figure 1 provides a summary of Fenstermacher and Berliner's (1983) framework for evaluation.

Figure 1

THE DIMENSIONS AND CONDITIONS OF THE EVALUATION PERSPECTIVE

Dimension	Condition	Explanation
Worth	Theory	Activity is a contribution to the goals of a selected educational theory
	Moral	Activity is morally acceptable and is fair and unharmful to participants
	Evidence	Activity based on available evidence from research, evaluation, or critical experience, and includes procedures for determining success and merit.
Merit	Sensibility	Activity is consistent with plans teachers have for their work, fits well with classroom circumstances, is timely, and is valued for its utility
	Variability	Activity permits variation in the ways recipients participate and in ways recipients use what they learn
	Incentives	Activity provides positive incentives to recipients for their participation, both during the activity and during the period of implantation in the classroom
Success	Objectives	Activity has clearly stated objectives know to both providers and recipients and clearly related to work demands on the recipients
	Instructor	Activity staffed by providers who have competence in teaching adults, and the instructor is able to model what it is proposed that recipients to do in their work settings (p.17)

Waterman, Andrews, Houston, Bryant, and Pankratz (1979), presented a temporary systems concepts model for evaluation. As educators work to develop their

evaluation, five questions must be answered: "How was the program planned? How was it build? How was it operated? How was it closed? How was it followed up?" (p. 55)

The planning phase consists of developing the goals and outcomes of the activity, recruiting participants, specifying the norms, selecting the location and the time of the program, determining resources, identifying activities, analyzing constraints, and corresponding with participants and instructors. The building phase includes the input of the participants and instructors to refine the goals, roles, and norms, building the governance system, and identifying the resources that the staff and the participants will bring to the program. During the operating phase, the project is actually put into motion. Staff members design the specific activities, resolve the problems and making decisions as they occur. Participants are involved in activities that help them transfer the new information learned during the project to their own classrooms during the closing phase. Resources and activities are identified that will be needed as well as follow-up meetings are planned. During the final phase, follow-up, staff members provide on-going support as well as perform the evaluation for all of the phases of the temporary systems.

Baden (1982), presented a six-step model for inservice evaluation. The first step is to determine the objectives to be measured. This step also includes identifying specific behaviors to be reviewed by the activity. Step two is determining the questions to be included on the evaluation. These questions must be related to the objectives and behaviors listed in step one. Step three is to design, select, and administer the appropriate evaluation instrument. The data that has been collected in step 3 is then analyzed in step 4 so that conclusions can be drawn. In step five, this information is disseminated to all groups who are involved in the activity. The final step is then to make decisions that will impact future decisions.

Baden also offered that the following characteristics must be present for the evaluation to be effective: (a) the evaluation instrument must be tied to the program objectives; (b) the collection of the data must be time effective, (c) the evaluation process must be cost effective, and (d) the results must be usable. He also provided five areas that should be addressed in the evaluation:

1. Was the content of the inservice activity informative and useful to the

participant?

2. Was the presenter of the inservice activity effective?
3. Did the participants in the inservice activity exhibit the behavior change as defined by the objectives?
4. Did the participants' behavior in their classrooms change as a result of the inservice activity after a period of time?
5. Did the students of the participants change as a result of altered teachers' behavior? (p. 42)

Figure 2 summarizes these concerns addressed by his inservice evaluation model.

Figure 2

EVALUATION CONCERNS

Evaluation Concern	Purpose	Administered To Whom	When Administered	Results Sought	When Administered	Type of Instrument
Content of inservice activity	Ascertain if content presented met desired	Participants by planners	Conclusion of inservice activity	Participant assessment of content effectiveness	On site of activity	Likert-type checklist
Presenter of inservice activity		Participants by planners	Conclusion of inservice activity	Participant assessment of presenter	On site of activity	Checklist
Participant learning immediate	Determine whether participants achieved objectives	Participants by presenter	Conclusion of inservice activity	Participant behavior change	On site of activity	Varied based on objectives
Participant learning long-term	Determine whether behavior change remains after period of time	Participants by self, peer, or students	Minimum of two months after after activity	Participant behavior change	In participant classroom	Varied based on objectives
Student learning p. 42)	Determine whether students of participants change behavior as a result of teacher	Participants self, peers, or by students	Before & after teacher behavior change introduced into classroom	Student change	In participant classroom	1. Classroom environment observation 2. Checklist 3. Objective referenced

Little (1982) proposed a similar chart (figure 3) that reflected her ideas concerning how staff activities should be evaluated. Basically, she saw using the proposed range of program outcomes as the driving force behind how the evaluation data was collected.

Figure 3
An Illustration of Evaluation Possibilities for Selected Staff Development Outcomes

Improved/Alter Can Be Evaluated By:	Staff Development that is Designed to				
	Be Satisfying to Participants	Build Knowledge and skill	Foster Actual Use of New Ideas and Practices	Contribues to Greater Collegiatlity	Students' Performances Behavior, Attitudes
Direct observation (performance-based evidence)	Participants specific observations of the clarity of objectives, adequacey of instrucion, opportunity for practice, usefulness of feedback Observers' records of frequency and nature of selected program design components, e.g., instructors' modeling of intended behavior	Staff developers supervisors' or peer observation of practice: - peer teaching - microteaching - other (e.g., team-building Observation of actual implementation Criterion referenced knowledge or skill tests	Recorded classroom observation Teacher self-reports of nature and frequency of use (seminar "debriefing", questionnaires, logs) Student reports of specific teacher practices	Direct observation of collaborative work (e.g. observation of team-building exercises; record of actual opportunities such as committee meetings) Participants' logs of actual work sessions	Classroom (or other) observation of specific performance, behaviors Student self-reports of behavior: peer reports Cirterion-referenced tests of knowledge, skill Norm-referenced tests of knowledge, skill Teacher logs, charts
Asking for perceptions, experiences	Participants' summary judgments of relevance and perceived utility of topic; participants' overall ratings of program effectiveness	Participants' reports of main knowledge or skill gained Participants' anticipated gain	Teachers' and others' reported attitude toward (approval/ disapproval) new practice Reported confidence;	Perceived sanctions for collaborative work Reported willingness to work with others Reported usefulness	Teachers' perceptions of student performance Students' perceptions, views, attitudes

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Figure 1 (Continued)

Can Be Evaluated By:	Staff Development that is Designed to				
	Be Satisfying to Participants	Build Knowledge and skill	Foster Actual Use of New Ideas and Practices	Contribues to Greater Collegiatlity	Improved/Alter Students' Performances Behavior, Attitudes
Asking for percep- tions, experiences (cont'd)	Reviewers' judgements of program prospects for achieving intend- ed effects, based on review of design materials and activities	on specific objectives of program Others' reports of participants' gains	committment to future use; support by peers and others; willingness to advocate to others, train others	of working with others Percieved symmetry/ equity in members' involvement, influence	
Official records and other documentary evidence	Records of requests for new or follow-up participation			Collaboratively de- signed curriculum, lesson plans, other materials, calssrom [sic] experiment, inservice sessions	Historical records of achievement, disciplin- ary referrals, etc., across time, groups, teachers, individual students, buildings

p. 30-31.

Little's illustration allows for all levels of activities to be evaluated. Staff development activities that have very complex goals can be rigorously explored during program evaluation. By the same token, those activities that are only an introduction into new content areas, can still be evaluated. Little argued that for each staff development activity, evaluators should match the range of evaluation criteria to the range of intended program outcomes.

Mullins (1994) agreed that a match should be made between the method of evaluation and the objectives or outcomes of the program. He saw that no matter how extensive or limited the activity, the evaluation should include information in four areas: program content, effectiveness of the instructor, usefulness of techniques, and workshop format. After the evaluation questions have been determined for each area, the method of collecting the data should be determined. Mullins saw the use of more than one instrument as providing more reliable information. He stressed that evaluators must also predetermine how much data to collect. Not only will this data affect the evaluation at the stage of collection, but also later in data analysis and distribution.

Methods of Data Collection

Branham's (1992) review of the literature suggested five methods for collecting data for evaluation of staff development activities. The first method is to use pre- and post-tests. This is the same type of evaluation that is used in the school classroom. Participants are asked to complete a test prior to attending the staff development program to ascertain their knowledge of the subject to be reviewed in the program. Participants are also asked to complete the same instrument several months after the program. The post-test is to determine if the information is remembered over a longer period.

The second method is the use of discussions. During information discussions, teachers are given an opportunity to respond to the staff development activity. This method would be done after the teachers would have an opportunity to incorporate the new information into the classroom. Discussions would be considered an on-going evaluation

technique since teachers would be providing feedback several months after the activity.

Questionnaires are probably the most common used method to determine how teachers responded to an activity. Information is gathered concerning reactions to the presenter, the program content, the activities and materials used, and whether the information is transferable to the classroom. Questionnaires are usually completed immediately after the completion of the activity and is considered a very easy method to obtain information.

Interviews and observations are used in limited situations. This method would be used to discover if teachers are applying the information learned in the activity to their classroom. This is a difficult technique since evaluators must be objective and consistent.

Tools of the Concerns-Based Adoption Model (CBAM) provide schools with the process to collect in-depth information concerning the effectiveness of their staff development programs. This model requires schools to develop a description of the program's components and how the program looks in practice. Extensive time in used to gather data concerning all levels of participants' responses to the program and the implementation of the new ideas.

Summary

In recent years, school districts have realized the importance of a well thought out and sequenced staff development program for their teachers. As the value of staff development has risen, so has the need to justify and determine the success of the program. Early in this developmental process, educators have relied upon already established adult education evaluation models. And though these models continue to be a basis for evaluation of staff development activities, progressive educators have adapted these models to fit their own personal needs.

The review of literature has established the importance of evaluating staff development activities and the need to have an organized agenda for the development of the evaluation form, collection of the data, and the distribution and use of the results. Since

staff development seeks to impact a wide range of outcomes, evaluations drawn from several sources will provide a better understanding (National Staff Development Council's Standards for Staff Development, 1994). The literature also indicated that the data collected should be guided by the nature of the data source and the goals of the activity.

The process of evaluation should involve all levels of a school district. This process should also include distributing the results of the evaluation to participants as well as leaders. The literature stressed the importance of using the evaluation results to measure whether the objectives of the activity were met and to improve future staff development activities.

Evaluation of staff development activities consists of several steps that must be taken in order to gain the most benefit from the process of evaluating. School districts that incorporate a consistent process of evaluating their staff development activities will have additional data to confirm not only the success of meeting their program goals, but also an excellent source of information to continue to improve their staff development activities.

CHAPTER III

METHODOLOGY

*... I always ask myself three things: one, what did I learn today; two, what did it mean;
and three, how can I use it? --- Ralph W. Tyler as said to L. J. Rubin, 1994*

Introduction

The purpose of this study was to determine how Kansas school districts evaluate

their staff development program and their on-site staff development activities. This chapter

provides a discussion of the research method that was used for this study including the

selection process of the sample population, development of the questionnaire, data

collection procedures, and methods of analysis.

Research Methodology

The purpose of this research was to determine the evaluation methods employed by

Kansas school districts to evaluate their staff development programs and activities. The

research methodologies used in this study were selected on their appropriateness for this

study.

A questionnaire (Appendix B) was developed based on the research performed by

Rodgers (1993). Rodgers developed a questionnaire which schools could use to assess the

extent to which their staff development program reflected the characteristics of effective

school practices. Questions from that survey that pertained to the roles of staff development

committees and/or individuals as well as the process of evaluation in staff development

activities were incorporated into the questionnaire. Additional questions were added that clarified the evaluation practices of the school districts as well as defined specific evaluation methods.

The questionnaire was developed to accommodate school districts who elected to use a variety of personnel to develop and facilitate the school's staff development activities. The questionnaire requested information concerning on-site staff development activities developed and facilitated by a district-wide council, individual school committees and/or an individual in the school district. Because it may be necessary to obtain information from three different individuals, the questionnaire was administered by telephone.

It was assumed that the Professional Development Council Chair would have the most knowledge concerning the staff development activities in the school district. If the council chair was unable to answer all of the questions, the telephone interviewer would be directed to the appropriate person(s). The State Department of Kansas provided the name of the Professional Development Council Chair for each district.

<div align="center">Institutional Review Board (IRB)</div>

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Office of University Research Services and the IRB conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance and was granted permission to continue, approval number AG-95-024.

<div align="center">Pilot Testing the Questionnaire</div>

After the initial questionnaire was developed by the researcher, it was reviewed by a

group of professional development council chairs from 30 school districts. Suggestions from this group were incorporated into the questionnaire. The revised questionnaire was then field tested with eight educators who were no longer serving as their school district's professional development council chair. The field test was conducted by telephone using the same script as used during the data collection phase. Once again the questionnaire as well as the script were adjusted to accommodate the suggestions.

Population

The population for this study included all of the 304 public schools in Kansas. From this population, a stratified random sample of 48 school districts was selected based on the size of the district. The school district information was based on the 1994-95 Kansas Educational Directory. The sample size of 48 school districts provided for a good representation of the districts across Kansas. The school districts were divided into four categories, with 15% of the schools within each category being selected. The four categories were large, for districts with a student population of 3,000 students or more; medium for districts with a student population greater than 1,000 and less than 3,000 students; small for districts with a student population from 500 to 1,000 students; and very small for districts with a student population of 500 students or less.

Data Collection

In order to conduct the telephone survey, the Kansas State Board of Education provided the name of the professional development council chair for each school district. As previously discussed, it was assumed that this person would be the person most likely to have knowledge of their district staff development practices. As most of these council chairs are practicing teachers, each of these chairs would have a varied schedule available for a telephone conversation. In order to circumvent this problem, each chair's school was

called to ascertain the best time to talk with the chair. Up to three additional telephone calls were then made to be able to complete the questionnaire. As indicated in the script (appendix 3), the chairs were instructed to refer the caller to someone else in the district when ever they did not know the answer. If the caller needed to select an individual school within a school district to contact, a school was randomly selected from the the district from the Kansas Educational Directory.

All of the telephone surveying was conducted by the researcher during a two-week period from January 23 to February 2, 1995. Because the respondent was not asked to make a judgment or rank a reaction, a less stringent protocol was used during the survey. Requests for clarification were provided as needed.

Telephone Surveying

Telephone surveying was first conducted in the 1920s. Since that time, telephone surveying has increased in popularity and in validity (Blankenship, 1977). Blankenship, 1977 stated that not only are the completion rates extremely high for telephone surveys but can also be an effective method of collecting data from a variety of sources in a timely manner.

Administering telephone surveys is very similar to the face-to-face interviewing. It is important to make sure respondents understand the questions and are neutrally probed for their thoughts and answers (Dillman, 1978). Blankenship (1977) also encourages the use of editing of the responses in order for the material to be more meaningful and to improve clarity.

Methods of Analysis

As the majority of data collected was qualitative data, descriptive statistics were used. The measures of central tendency were performed for each question. As noted by Stainback (1988), "data analysis in qualitative research involves organization,

classification, categorization, search for patterns, and synthesis". Qualitative data calls for a

creative process of describing in narrative a holistic picture of the study (Patton, 1987).

Validity and Reliability

"The validity of a research study means the extent to which the interpretation of the

results of the study follows from the study itself and the extent to which the results may be

generalized to other situations with other people" (Shavelson, 1988, p.21). This definition

divides validity into two subconcepts, internal validity and external validity. Internal

validity deals with the extent to which the outcomes of a study result from the variables

which were are measured, manipulated, or selected rather than other variables not treated.

Merriam (1988) claimed that a strength of qualitative research is that it inherently produces

internal validity. This is because the researcher is attempting to articulate the opinions and

perspectives of the participants. Stainback and Stainback (1988) agreed that qualitative data

is obtained without being filtered through concepts or rating scales of the researcher. The

research on the validity of using telephone interviews versus other modes of collecting data

such as through mail or personal interviews have generally found no differences among the

three modes (Groves & Kahn, 1979). Discrepancies have only been found among

different modes of collecting data when the studies have concentrated in embarrassing or

sensitive data.

"Reliability refers to the extent to which one's findings can be replicated" (Merriam,

1988, p. 170). Typically, reliability is the ability to have a study repeated by different

researchers, or at different times, and still produce the same results (Stainback &

Stainback, 1988). But, Stainback and Stainback found that this approach to reliability is not

relevant to data collection using qualitative methods. This is because researchers bring

different backgrounds and interest which will likely influence the design of the study,

specific questions asked, procedures used, and research strategies used. Merriam agreed

that there are no benchmarks to insure that repeated measures can duplicate the same

results. What may be more important is the researcher's ability to select and use

methodological procedures to enhance the reliability of the data. Stainback and Stainback encouraged researchers to immediately record their findings to increase the reality of qualitative studies.

Krefting (1991) contended that "qualitative research is evaluated against criteria appropriate to quantitative research and is found to be lacking" (p. 214). She proposed using Guba's model of trustworthiness of qualitative research. This model used four general criteria for evaluation; truth value, applicability, consistency, and neutrality. Truth value is determining that the researcher has established confidence in the truth of the findings. This can be accomplished by the researcher by clearly describing the results of the study, so that the participants in the study could obviously recognize themselves within the findings.

Applicability is the degree to which the findings can be applied to their situations. Krefting (1991) noted that Guba felt that this was not the responsibility of the researcher. Rather the researcher is responsible for providing enough information for comparisons to be conducted.

Consistency is determining if the same results would be found if the study was repeated with the same group of subjects. Because qualitative research involves a range of experiences, it is important that the researcher establishes the boundaries of the study. The final criterion of trustworthiness is neutrality. Neutrality is established if the study is free of bias. Guba, as reported by Krefting (1991) saw the neutrality of the data as more important than the neutrality of the researcher. Neutrality will exist if the data can be confirmed.

CHAPTER IV

FINDINGS

The Purpose of Evaluation is not to Prove but to Improve
--- Stufflebeam et al. ,1971

Introduction

The purpose of this study was to determine if and how Kansas school districts are evaluating the staff development activities that are occurring on-site. This chapter presents the results of the telephone surveys completed by 45 school districts. The school districts were selected based on a random sample with schools divided into four groups based on size; Large, Medium, Small, and Very Small. Surveys were completed for 15% of each group. The survey was centered around the question of who is responsible for the planning of the district's on-site staff development activities.

The responses are reported within seven topics: (a) who is responsible for the planning of on-site staff development activities; (b) the method of evaluation, (c) process of administering the evaluation, d) disseminating the evaluation results, (e) how the evaluation results are being used, (f) program evaluation and (g) other comments from respondents. A final summary concludes this chapter.

Responsibility for the Planning of On-Site Activities

School districts were asked to identity the person or responsible group for planning the district's on-site staff development activities. The answers centered around five areas:

(a) professional development council (PDC), (b) site-based building committees (building), (c) a designated individual, (d) administrative council (admin), and (e) combinations of the first four. Table I presents the responses of who is planning the on-site staff development activities. Tables II through V show the percentage of activities planned by each of the four groups planning the activities.

Of the school districts that had professional development councils, 73% stated that the PDC planned all or some of their activities. Over half (24) of the 45 school districts used their Professional Development Council to plan 100% of the on-site activities. Within the range of Large to Very Small Schools, the responses to using the PDC for planning, varied from a low of 50% from Large schools to a high of 92% for Small schools. A total of 29% of the schools responded that a person designated by the administration and/or an administrative council were making staff development decisions. This translates into the teachers in these schools having no direct decision making for staff development.

Table I

Responsibility for On-Site Staff Development Activities by School Size

n= 45

# of Schools	Large 4		Medium 10		Small 12		V Small 19		Total 45	
Responsible Groups	#	%	#	%	#	%	#	%	#	%
PDC	2	50	7	70	11	92	13	68	33	73
Building	4	100	2	20	1	8	2	11	9	20
Individual	0	0	2	20	1	8	5	26	8	18
Admin	0	0	2	20	3	25	0	0	5	11

Note. Because schools could have more than one responsible group, the percent totals may not equal 100%

Table II

Number and Percentage of On-Site Staff Development Activities by School Size

Planned by Professional Development Councils

n= 45

| Percentage of activities | Schools | | | | | | | | | |
| | Large | | Medium | | Small | | V Small | | Total | |
	#	%	#	%	#	%	#	%	#	%
0	2	50	3	30	2	17	5	27	12	27
1 to 25	0	0	0	0	2	17	1	5	3	7
26 to 50	2	50	2	20	1	8	0	0	5	11
51 to 75	0	0	0	0	0	0	1	5	1	2
76 to 100	0	0	5	50	7	58	12	63	24	54
Total	4	100	10	100	12	100	19	100	45	100

Table III

Number and Percentage of On-Site Staff Development Activities

Planned by Site Based (Building) Committees by School Size

n= 45

| Percentage of Activities | Schools | | | | | | | | | |
| | Large | | Medium | | Small | | V Small | | Total | |
	#	%	#	%	#	%	#	%	#	%
0	0	0	8	80	11	92	17	90	11	80
1 to 25	0	0	0	0	0	0	1	05	1	02
26 to 50	2	50	1	10	0	0	0	0	3	07
51 to 75	0	0	1	10	1	0	0	0	2	04
76 to 100	2	50	0	0	0	0	1	05	3	07
Total	4	100	10	100	12	100	19	100	45	100

Table IV

Number and Percentage of On-Site Staff Development Activities

Planned by Designated Individuals by School Size

n= 45

Percentage of Activities	Schools									
	Large		Medium		Small		V Small		Total	
	#	%	#	%	#	%	#	%	#	%
0	4	100	8	80	11	92	14	74	11	82
1 to 25	0	0	0	0	0	0	0	0	0	0
26 to 50	0	0	0	0	0	0	0	0	0	0
51 to 75	0	0	0	0	0	0	0	0	0	0
76 to 00	0	0	2	20	1	8	5	26	8	18
Total	4	100	10	100	12	100	19	100	45	100

Table V

Number and Percentage of On-Site Staff Development Activities

Planned by Administrative Councils by School Size

n= 45

Percentage of Activities	Schools									
	Large		Medium		Small		V Small		Total	
	#	%	#	%	#	%	#	%	#	%
0	4	100	8	80	9	75	19	100	40	89
1 to .5	0	0	0	0	0	0	0	0	0	0
26 to 50	0	0	1	10	0	0	0	0	1	2
51 to 75	0	0	0	0	0	0	0	0	0	0
76 to 100	0	0	1	10	3	25	0	0	4	9
Total	4	100	10	100	12	100	19	100	45	100

Tables VI through IX reflect the cohorts represented for each of the four categories planning the staff development activities. Even though schools are required to use a Professional Development Council, only 42 of the 45 schools, as noted in Table VI had established a Council. As is mandated by the guidelines for the PDC, all of the schools had teacher representation on the Council. Over half of the schools had their superintendent on the Council and 90% also had principals represented. For the building level committees, the majority of representation was from teachers and principals. If a school designated an individual person to plan the staff development activities, 88% of the these school designated the superintendent or someone else within central administration.

Table VI

Professional Development Council Representation by School Size
n= 42

| Represented | Schools | | | | | | | | | |
| | Large | | Medium | | Small | | V Small | | Total | |
	#	%	#	%	#	%	#	%	#	%
Admin	3	100	10	100	4	33	11	65	28	67
Bldg Admin	3	100	9	90	12	100	14	82	38	90
Teachers	3	100	10	100	12	100	17	100	42	100
Resource Per	0	0	0	0	1	8	2	12	3	7
Parents	0	0	1	10	0	0	0	0	1	2
Community	0	0	0	0	0	0	0	0	0	0
School Board	1	33	0	0	2	17	3	18	6	14
Service Ctr	0	0	0	0	0	0	0	0	0	0

Note. Because schools could have more than one responsible group, the percent totals may not equal 100%

Table VII

Site-Based (Building) Committee Representation by School Size

n= 9

	Schools									
Represented	Large		Medium		Small		V Small		Total	
	#	%	#	%	#	%	#	%	#	%
Bldg Admin	4	100	2	100	1	100	2	100	9	100
Teachers	4	100	2	100	1	100	2	100	9	100
Parents	0	0	1	50	0	0	0	0	1	11

Note. Because schools could have more than one responsible group, the percent totals may not equal 100%

Table VIII

Designated Person's Title by School Size

n= 8

	Schools									
Represented	Large		Medium		Small		V Small		Total	
	#	%	#	%	#	%	#	%	#	%
Sup	0	0	o	0	1	100	4	80	5	63
Bldg Admin	0	0	0	0	0	0	1	20	1	12
Curr Dir	0	0	2	100	0	0	0	0	2	25

Note. Because schools could have more than one responsible group, the percent totals may not equal 100%

Table IX

Administrative Council Representation by School Size

n= 5

Represented	Schools									
	Large		Medium		Small		V Small		Total	
	#	%	#	%	#	%	#	%	#	%
Sup	0	0	5	100	2	100	0	0	5	100
Bldg Admin	0	0	5	100	2	100	0	0	5	100
Staff Dev.	0	0	1	50	0	0	0	0	1	20

Note. Because schools could have more than one responsible group, the percent totals may not equal 100%

Method of Evaluation

All but two of the 45 schools were either using formal or informal evaluation. The information in Table X indicates the number of schools using formal evaluation and Table XI shows the schools using informal evaluation for their on-site staff development activities. Of the districts using formal evaluation, 100% stated they used a written evaluation at the conclusion of the activity. A majority of these districts also used the same form for all of their activities (Table XII).

Table X

Schools Using Formal Evaluation by School Size and Responsible Group

n = 45

Responsible Group	Schools									
	Large		Medium		Small		V Small		Total	
	#	%	#	%	#	%	#	%	#	%
PDC	1	50	6	86	9	90	10	71	26	79
Building	3	75	2	100	1	100	1	50	7	78
Individual	0	0	2	100	0	0	4	80	6	75
Admin	0	0	1	50	1	33	0	0	2	40

Note. Because schools could have more than one responsible group, the percent totals may not equal 100%

Table XI

Schools Using Informal Evaluation by School Size and Responsible Group

n= 45

Responsible Group	Schools									
	Large		Medium		Small		V Small		Total	
	#	%	#	%	#	%	#	%	#	%
PDC	1	50	3	43	6	60	9	64	19	58
Building	3	75	1	50	0	0	2	100	6	67
Individual	0	0	2	100	1	100	4	0	7	89
Admin	0	0	2	100	3	100	0	0	5	100

Note. Because schools could have more than one responsible group, the percent totals may not equal 100%

Table XII

For Schools Using Formal Evaluation, Those Using the Same Written

Evaluation for Each Activity by Responsible Group

n= 41

Responsible Group	Using Same Form	
	#	%
PDC	22	85
Building	5	71
Individual	5	83
Admin	1	50
Total	33	80

Table XIII indicates the areas the teachers were to give feedback about the evaluation for the 41 schools using formal evaluation. The facilitation of the activity which was the room set-up, refreshments, etc. was the least area requesting feedback. The results were fairly consistent across the areas of feedback and for the four groups responsible for the planning. The areas of content and application were the most highly sited areas for staff development evaluation.

Table XIII

For Schools Using Formal Evaluation, The Areas Evaluated by Responsible Group

n= 41

Responsible Group	Total	Facilitation		Areas Content		Instructor		Application	
	#	#	%	#	%	#	%	#	%
PDC	26	14	54	26	100	24	92	25	96
Building	7	4	57	6	86	4	57	6	86
Individual	6	5	83	5	83	5	83	5	83
Admin	2	1	50	2	100	2	100	2	100

Table XIV indicates for the 37 schools using informal evaluation, the types of informal evaluation methods being used. For school districts using informal evaluation, 92% are using discussions to gather information. Many districts commented that their districts/school buildings had so few teachers, that it was very easy to gather information by talking as a group.

Table XIV

For Schools Using Informal Evaluation, The Type of Informal Evaluation

Used by Responsible Group

n= 37

Responsible Group	Total	Types Discussion		Observation	
	#	#	%	#	%
PDC	19	17	89	2	11
Building	6	5	83	1	17
Individual	7	7	100	1	14
Admin	5	2	40	2	40
Total	37	34	92	6	16

Process of Administering the Evaluation

The school districts were consistent in having the group that was responsible for the planning of the staff development activities, also responsible for developing the evaluation vehicle, collecting the data, and then analyzing and interpreting the data for the evaluation. Tables XV - XVIII show who is responsible for developing the evaluation form, collecting the data, and analyzing the evaluation data for the different groups responsible for planning the staff development activity. Many times the PDC assisted in the process, when another group was responsible for actually planning the activity.

Table XV

Responsibility for Administering the Evaluation Process, When the Professional

Development Council is Responsible for the Staff Development Activity

n= 26

Responsible	Components of the Process					
For Administering	Develop		Administers		Analyze	
	#	%	#	%	#	%
PDC	20	77	25	96	20	76
Bldg Admin	0	0	1	4	1	4
Central Admin	2	8	0	0	2	8
Staff Dev	0	0	0	0	2	8
Service Ctr	0	0	0	0	1	4
Other	4	15	0	0	0	0
Total	26	100	26	100	26	100

Table XVI

Responsibility for Administering the Evaluation Process, When the Building

Committee is Responsible for the Staff Development Activity

n= 7

Responsible	Components of the Process					
for Administering	Develop		Administers		Analyze	
	#	%	#	%	#	%
PDC	5	71	2	29	1	14
Bldg Comm	2	29	4	57	5	72
Central Admin	0	0	0	0	0	0
Bldg Admin	0	0	1	14	1	14
Staff Dev	0	0	0	0	0	0
Service Ctr	0	0	0	0	0	0
Total	7	100	7	100	7	100

Table XVII

Responsibility for Administering the Evaluation Process, When a Designated

Individual is Responsible for the Staff Development Activity

n= 6

| Responsible for Administering | Components of the Process | | | | | |
| | Develop | | Administers | | Analyze | |
	#	%	#	%	#	%
PDC	1	17	1	17	1	17
Bldg Comm	0	0	0	0	0	0
Central Admin	3	50	3	50	4	67
Bldg Admin	0	0	0	0	0	0
Service Ctr	2	33	2	33	1	16
Total	6	100	6	100	6	100

Table XVIII

Responsibility for Administering the Evaluation Process, When the Administrative

Council is Responsible for the Staff Development Activity

n= 2

| Responsible for Administering | Components of the Process | | | | | |
| | Develop | | Administers | | Analyze | |
	#	%	#	%	#	%
PDC	1	50	1	50	0	0
Bldg Comm	0	0	0	0	0	0
Central Admin	0	0	0	0	0	0
Bldg Admin	0	0	0	0	0	0
Service Ctr	0	0	0	0	0	0
Instructor	1	50	1	50	2	100
Total	2	100	2	100	2	100

Disseminating the Evaluation Results

Table XIX reflects who sees the results after the evaluations have been accumulated and summarized. When the PDC was responsible for the activity, the evaluation results were more widely dispersed for review. Activities conducted by the building committees were the next group to forward the evaluation results to additional groups for their review.

Table XIX

Who Sees Formal Evaluation Results by Responsible Group

n= 41

Sees Results	PDC		Responsible Group Building		Indiv		Admin	
	#	%	#	%	#	%	#	%
PDC	26	100	4	57	3	50	1	50
Building	2	8	5	71	2	33	1	50
Teachers	6	23	1	14	1	17	1	50
Staff Dev	1	4	1	14	0	0	1	50
Instructor	4	15	3	43	2	33	2	100
Central Admin	19	73	2	29	5	83	1	50
Building Admin	18	69	2	29	3	50	0	0
Service Center	0	0	0	0	1	17	0	0
Committee	0	0	0	0	4	67	0	0
Board Members	5	19	1	14	0	0	4	10

How Evaluation Results are being Used

Tables XX and XXI reflect how the results of the evaluations are being used by the
school districts for their staff development activities. Schools were very consistent in using
the evaluation results for all four groups. Setting objectives for future programs was the
most highly used result of evaluations. Schools did not use evaluations for setting the day
or time of future events. Calenders are set by the administration in accordance to state laws
and local norms for having the schools closed for inservice days. All respondents saw
these items as out of their control. The same was true for schools using informal
evaluation. Using the evaluations to set objectives was the most important issue for
evaluation.

Table XX

How Formal Evaluation Results are Used by Responsible Group

n= 41

Uses # of Schools	PDC 26		Building 7		Indiv 6		Admin 2	
	#	%	#	%	#	%	#	%
Setting Obj	24	92	7	100	4	67	2	100
Instructor	17	65	3	67	3	50	1	50
Setting Day	3	12	1	33	1	17	0	0
Setting the Time	4	15	1	33	1	17	0	0
QPA Reporting	16	62	5	33	5	83	1	50

Table XXI

How Informal Evaluation Results are Used by Responsible Group

n= 37

Uses # of Schools	PDC 19		Responsible Group Building 6		Indiv 7		Admin 5	
	#	%	#	%	#	%	#	%
Setting Obj	17	85	4	67	4	57	5	30
Instructor	3	15	0	0	1	14	2	40
Setting Day	3	15	0	0	0	0	0	0
Setting the Time	4	20	0	0	0	0	0	0
QPA Reporting	6	32	1	17	4	50	2	40

Program Evaluation

Table XXII reflects the schools that are doing an annual program evaluation of their staff development activities. Of the 45 schools, 29 were completing an annual review. Many of the schools not presently completing this annual review, would begin doing so in the next year, in order to comply with new QPA requirements. For the schools completing an annual review, Table XXIII depicts how the evaluation is conducted. The majority of the Professional Development Councils are using their own input in order to complete their annual review.

Table XXII

Schools Using an Annual Program Evaluation by School Size

n= 45

School Size	Using Annual Evaluation	
	#	%
Large	0	0
Medium	8	80
Small	8	67
Very Small	13	68
Total	29	64

Table XXIII

How Program Evaluation is Conducted by School Size

n= 29

Sources	Large		Medium		Small		V Small		Total	
	#	%	#	%	#	%	#	%	#	%
Teacher Surveys	0	0	0	0	1	13	1	8	2	7
PDC Assessment	0	0	6	75	8	100	10	77	24	83
Admin Assessment	0	0	4	50	2	25	3	23	9	31

Comments from the Respondents

Throughout the surveying process, some items were consistently mentioned by the respondents. These comments are categorized around the impact of the accreditation process on staff development evaluation, who was charged with developing the on-site

staff development activities, and the role of the area service center.

The first issue was that the accreditation process Quality Performance Accreditation (QPA) was a driving force behind their staff development activities and subsequently the evaluation process. School districts were implementing an annual review of their staff development program because of the QPA requirements. QPA was also dictating that schools now provide evidence that staff development activities were assisting schools to implement changes according to their building improvement plans. Since 1995-96 is the last year to enter the QPA process, several schools were just beginning the process and did not have to yet meet all of the accreditation requirements this year. Requirements not mandated for these schools are areas such as an annual review of the staff development program or evaluation of staff development activities. Many of these schools had yet to begin developing an evaluation process and indicated as such on the survey. Other schools that were required to show a relationship between staff development activities and school improvements, were not prepared to fulfill this requirement and were still searching for an evaluation technique.

The QPA process was also driving and/or changing who was responsible for planning and evaluating the staff development activities. Accreditation guidelines are directed at the school building (site) level. School districts are evaluated at each site by their outcomes and improvement plans. This change had resulted in several districts now having each building be responsible for their own staff development activities. Several other districts indicated that they forecasted their district moving to using only building-level staff development activities in the future.

This also dovetailed with another area of concern for many of the respondents, which was who was responsible for planning and subsequently evaluating the staff development activities. Several PDC chairs expressed unhappiness with their superintendents because the PDC was not doing enough of the planning. These schools saw their superintendents as having either direct control by planning the activities themselves or by an administrative council or indirectly by being on the PDC. Some schools actually have their superintendent as the PDC chair.

During the surveying process, several PDC chairs indicated that they were doing a certain percentage of the planning and the administration was doing the rest. When the superintendent was surveyed, he would indicate that the PDC had more impact than they had perceived. On more than one occasion, the PDC chair asked for directions in asserting their power to the administration in being an active player in planning staff development activities. Interestingly, one superintendent asked for help in getting his teachers and the PDC to taking over the staff development planning.

A final item that was mentioned was the role of the service center. Kansas has educational service centers that are located regionally throughout the state. These service centers are privately owned and operated in cooperation with the area school districts. As Kansas moved from a state requiring only college credit used for recertification to accepting staff development activities, these service centers become very involved in staff development. Many schools still have their local service center provide all of their staff development activities. But, there were also several schools that indicated they were now moving away from their service centers and doing their own staff development activities. The respondents noted that this also impacted their responses on evaluation, because they were only beginning to develop and evaluate their own activities.

Summary

The survey results reveal that schools are using their Professional Development Council, the Site-based (building committees), designated individuals, their Administrative Council, or combinations of these groups to facilitate on-site staff development activities. Each of these groups are doing either informal or formal evaluations. The majority of schools are using both methods of evaluation. Schools that are using formal evaluations, are using a written evaluation at the conclusion of the activity. A large number of schools are using the same written evaluation for all of their events.

Schools are using the evaluations to gain feedback in the areas of content, facilitation, instructor, and application. The results of the evaluations are used to set objectives for

future activities. Depending upon which group is responsible for the activity determined to what extent the results of the evaluations are disseminated to the different cohorts within the district. Evaluations conducted by the PDC are more widely distributed than the other three groups.

Professional Development Councils are also completing an annual review of their staff development activities. The majority of the Professional Development Councils are using their own input in order to complete their annual review.

A final comment concerning the link of the staff development activities to the accreditation process (QPA) for Kansas Schools. The Kansas Inservice Plan does not dictate that schools complete staff development evaluations and report these findings. It is only the accreditation system that enforces the use of evaluation to show that schools and their teachers are reaching their objectives to improve classroom teaching and learning. As this study goes to press, the Kansas State Legislature is voting to discontinue the Quality Performance Accreditation (outcomes based) process to be effective immediately.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Rigorous and comprehensive program evaluation will take place in school districts only where the following conditions prevail: it can be mounted under ordinary circumstances ... it is valued and rewarded by all those who influence and are influenced by its use... it contributes demonstrably to the views and practices of staff development ...
--Judith Little, 1982

Introduction

This final chapter provides a summary of the findings and conclusions of this study, and recommendations for future practice and study.

Statement of the Problem

Kansas, like the majority of other states, has a mandatory program for the staff development of their K-12 teachers. The staff development program is linked to the recertification of the teachers titled the State Plan for Preservice and Inservice Education. Local schools districts are responsible for the development and governance of the recertification for their teachers. The inservice plan is also a component of the current school district accreditation system called Quality Performance Accreditation (QPA). The problem is that Kansas school districts do not have a standard which they use to evaluate the effectiveness of their inservice staff development programs.

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Purpose of the Study

The purpose of this research was to determine how Kansas school districts evaluate their on-site staff development activities and their overall staff development program.

Research Objectives

The objectives of this study was to determine if Kansas School Districts are evaluating their staff development program and individual activities. More specifically this study sought to determine what evaluation methods are being used by the school districts, who is responsible for developing and facilitating the evaluations, and are changes being implemented by the schools as a result of the evaluation results

Research Methodology

The purpose of this study was to determine if and how Kansas school districts are evaluating the staff development activities that are occurring on-site. A telephone survey was completed by 45 school districts. The school districts were selected based on a random sample with schools divided into four groups based on size; Large, Medium, Small, and Very Small. Surveys were completed for 15% of each group. The survey was centered around the question of who is responsible for the planning of the district's on-site staff development activities.

Summary of Findings

The survey results were reported in a combination of school size and/or by what group was responsible within the district for organizing the on-site staff development activities.

A majority of the schools are evaluating their staff development program and their on-site staff development activities. Of the 45 schools, 29 or 64% are doing an annual evaluation of their entire program. The data for this annual evaluation is produced by their Professional Development Council's assessment.

Of the responses by responsible group, 41 groups were using a formal evaluation for their activities. Of these 41 groups, 100% were using a written evaluation at the conclusion of the activity. For schools using formal written evaluations at the conclusion of the activities, 80% were using the same evaluation form for each activity. Several schools recognized the need to expand their evaluations to include other methods of evaluation. A couple of these schools were actually finalizing a process of implementing a process of evaluating the successful application of newly acquired information into the classroom. These schools were planning to use classroom observation, videotaping, or written accounts to show implementation, of new information into their teaching.

The written evaluation at the conclusion of the activities sought to obtain feedback in the areas of facilitation, content, instruction, and application. The area of facilitation was the least used area for feedback. Schools saw the school calender and budget restraints controlling the facilitation of the activity which is the day, time, room arrangements, refreshments, etc.

Of these same responses, 37 were using informal evaluations in addition to or instead of formal evaluation. Over 90% of these schools used informal discussions to obtain feedback and a few (16%) used classroom observations. When the administrative council was responsible for the staff development, 40% of the surveyed schools relied equally on discussion and observation.

The schools indicated that their Professional Development Council (PDC), the Site-

based (building committees), a designated individual, their Administrative Council, or combinations of these groups were facilitating their on-site staff development activities. For schools categorized as large, they used a combination of their PDC and the building committees. Half of the medium categorized schools used their PDC for 100% of their planning. The remaining 50% was a combination of the four categories. The small and very small categories followed the medium schools with 58 and 63% using their PDCs for all of their planning. Over 15% of the schools indicated they were moving away from the PDC for planning activities to using site-based (building) committees.

The group who was responsible for the planning of the activities, was also responsible for developing the evaluation form, collecting the data, and analyzing and interpreting the data. For some schools, the PDC performed the evaluation process even if they were not responsible for planning the activities. Evaluations conducted by the PDC are more widely distributed than for the other three groups.

The majority of the schools (64%) indicated that their objectives for future activities would be impacted by the evaluation results. The evaluations are also being used for their QPA reporting as mandated by the accreditation process. As some schools were just beginning their first year in the new accreditation system, the number of schools using evaluations for accreditation will continue to increase.

Discussion of the Findings

As this was a qualitative study, the researcher was an active participant in the collection of the data. Respondents were able to make additional comments and ask for clarification. Conclusions were also made based on the respondents' attitudes and informal comments.

While talking to the respondents, it became clear that school districts were not spending very much time considering or implementing evaluation of staff development activities. It was also apparent that schools lacked the skills to define a valid process of evaluation. Most of the schools appeared to be satisfied with the evaluation that was

currently being done.

Informal evaluation was even more ineffective and less meaningful than would appear by the survey results. This method of evaluation was more random and had less impact than the formal evaluation. It is assumed that many respondents felt it was more politically correct to respond affirmatively to doing at least informal evaluations than to state that no evaluations were being done.

Not all of the school districts that were randomly selected participated by answering the survey. Of the schools selected, four were unable to agree upon who was responsible for planning the staff development activities; the superintendent or the PDC. There were two schools that did not provide any on-site staff development activities for their teachers. After repeated attempts over two weeks to contact the PDC chair, four additional schools were eliminated.

Conclusions

As a result of this study, the conclusion is drawn that a majority of Kansas School Districts are evaluating their on-site staff development activities. Many schools were meeting the mandated requirement of documenting the success of their staff development activities. The majority of the schools are using a standard evaluation form to be completed by the participants at the conclusion of each activity. This qualitative feedback allows the participants to give their initial response to the success or failure of the activity. This indicates that schools are not going beyond a very basic attempt to gather useful data about the impact of the activity. It is not possible to verify that a change has taken place in the classroom by using a summative evaluation taken immediately following the activity. Without doing some type of evaluation after the teacher has had an opportunity to implement new practices, can success be truly determined.

Schools are also using informal discussions for evaluating. Schools found discussions easily implemented at the building level, because teachers were easily accessible. Once again this resulted in a very shallow attempt to only discover if teachers liked the staff development activities. There was no documentation that indicated teachers

were actually implementing a change in their classrooms.

The results of these evaluations are having limited impact on the staff development activities other than in the area of setting objectives. There was not a clear pattern established that defined a specific system of using the evaluation results to make changes in the school's staff development activities. Schools indicated they had met their school improvement targets with their staff development activities without formally documenting that changes had been implemented. This does not mean that the staff development activities were not resulting in a positive change in the classrooms, but rather no formal documentation is taking place.

Schools are using their Professional Development Council (PDC), the Site-based (building committees), a designated individual, their Administrative Council, or combinations of these groups to facilitate their on-site staff development activities. The majority of schools are using their PDCs to plan the greater part of their activities. Teachers for the most part, want to be actively involved in the planning and facilitating of staff development activities. In school districts where teachers were not involved in this process, there was an indication of frustration by the teachers.

This study also showed that school districts are completing an annual review of their staff development program. This evaluation was completed more to meet state requirement than as a process for improvement or accountability. Schools were using only limited input to be able to make any judgments of their staff development plan.

Recommendations for Current Practice

It is clear that evaluation of staff development activities is taking place in the school districts. These evaluations are very limited in scope and are having little impact on the process of delivering staff development activities. Taking time to develop a process of evaluation that included development of an instrument which produces data that could be interpreted and incorporated into the system is the next step for these schools. Getting beyond using the same evaluation form at the conclusion of each activity will be a major

hurdle for most districts. But, in order to document that their staff development activities are making a difference in the classroom, a more sophisticated evaluation system must be in place.

Many of the schools indicated that they were evaluating their entire staff development program at least annually. These evaluations tended to be a review of only the success of the activities as a whole. As indicated by Knox (1991), program evaluation should be a much broader review. Program evaluation should look at all aspects of program planning such as the process of conducting needs assessments, program implementation, and impact on all members of the unit. Schools need to not only move to a more extensive evaluation of their activities, but also of the entire process.

Schools are using their Professional Development Council (PDC), the Site-based (building) committees, a designated individual, their Administrative Council, or combinations of these groups to facilitate their on-site staff development activities. The majority of schools are using their PDCs to plan the greater part of their activities. The effectiveness of the PDC varied among the school districts. For some districts, the PDC was an independent unit that held a certain amount of autonomy from the administration and was very effective in planning staff development activities. While for others the PDC was seen as an extension of the administration and was not teacher driven.

Many respondents, no matter which group was in charge of their on-site staff development activities, claimed unhappiness and confusion with the process. The majority of the concern evolved around the idea that administrators had too much or all of the decision making power. The schools that used site-based (building committees) were much more satisfied with the process.

School districts no longer have to be convinced of the importance of providing educational experiences for their teachers. Staff development activities are perceived as an important vehicle for improving classroom teaching. The importance of evaluation being used to reflect accountability and success or failure is still not being widely recognized. Schools are spread out on a line from a feeling of doing all that can be done now in evaluation to moving towards a results-based evaluation process. Clearly schools need

direct assistance in moving beyond the happiness index survey to a meaningful process of evaluating their staff development activities.

Recommendations for Future Study

Traditionally, the most common method of evaluation is the end-of-program questionnaire, comprised of open-ended or fixed-response questions. (Cervero, 1988). Many educators refer to this as the happiness index or satisfaction scale. Research has been able to show that participants that completed these happiness index evaluations were learning new information. The next step is to verify that the new learning is being applied and learners are more competent in their profession. (Abrahamson, 1984).

As seen in this study, Kansas School Districts also use this evaluation process of a written evaluation at the conclusion of the staff development activity. School districts will continue to grapple with not only justifying the time and cost of these activities, but also proving accountability in providing effective continuing education to improve classroom teaching. The end result will hopefully be increased learning by the students. As this struggle continues, finding an effective means of evaluation will be an important component of staff development.

As was found in the literature, "there is no one acceptable systematic process for conducting a program evaluation (Caffarella, 1994, p. 120). Future studies should target isolating evaluation techniques that are able to evaluate the successful application of new learning by teachers in the classroom.

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APPENDIXES

APPENDIX A

STATE OF KANSAS BOARD OF EDUCATION

GUIDELINES FOR EVALUATION

SECTION VII

**INSERVICE
ACTIVITIES**

EVALUATION

**INSERVICE
PROGRAMS**

**INSERVICE
EDUCATION
PLAN**
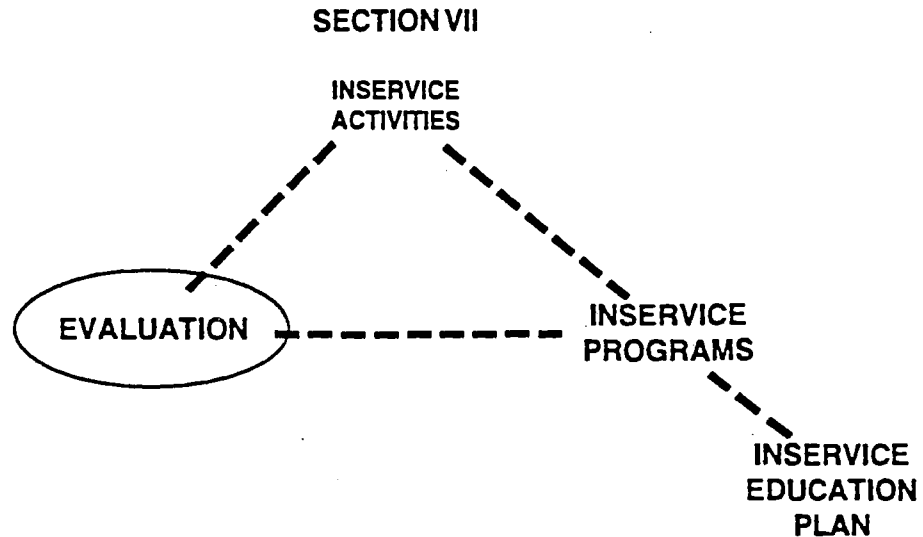
EVALUATING STAFF DEVELOPMENT

The purpose of evaluation is to collect data to help educators make decisions about the value of specific inservice activities, inservice programs, or the overall inservice plan. Evaluation is used to answer the following:

- Was the inservice day successful

- Did we meet our objectives

- Should we offer programs like this again

- Was the inservice presenter effective

- Do we need to offer additional programs on this topic

- Did we get our money's worth

- Were our goals too broad this year

- Do we need to conduct another in-depth needs assessment this year

- What is working

- What needs to be changed

- Are we planning far enough in advance

- Are we communicating effectively

- What have we gained from the Kansas Inservice Education Program

WHEN SHOULD EVALUATION TAKE PLACE

Evaluation should be an ongoing process. The needs identification process is a form of evaluation. Inservice program objectives contain evaluation procedures. The evaluation forms used after each inservice offering are forms of evaluation.

The Kansas Inservice Program regulations requires an evaluation component as part of the plan. The annual update to the plan asks for an evaluation of the previous year. Every decision made in the planning and operation of the school district plan is evaluation.

EVALUATION OF INSERVICE ACTIVITIES

Almost all inservice programs close with an evaluation survey or questionnaire. Not only is evaluation summative (How well did it go?), but it is also formative (What more do we need to do?). Follow-up activities are frequently directed by the information obtained.

Workshop evaluation gives the data needed to make decisions about the sessions offered.

Reaction

How well did the participants like the inservice program?

Learning

What principles, facts, and techniques were learned?

Behavior

What can participants now do in their daily job activities as a result of this program?

Results

What are the tangible results of this program in terms of increased student achievement, job satisfaction, improved quality, etc.?

SAMPLE WORKSHOP EVALUATION FORM

PLEASE INDICATE: SCHOOL DISTRICT:_____

                   GRADE LEVEL:_____ELEMENTARY   _____SECONDARY

1. Please respond to the following statements by circling the number that best represents your feelings about this program.

key: 4 = Strongly Agree   3 = Agree   2 = Disagree   1 = Strongly Disagree

a. The program had clearly stated learning objectives	4	3	2	1
b. The learning objectives were adequately covered	4	3	2	1
c. I have increased my knowledge of the topic	4	3	2	1
d. The presenter was knowledgeable of the subject	4	3	2	1
e. The content of the program was of value to me	4	3	2	1
f. The format of the program was conducive to the learning objectives of the program	4	3	2	1
g. I can apply information learned in this program	4	3	2	1
h. Overall I am pleased with the quality of the program	4	3	2	1

2. How do you feel about the amount of:

	not enough	enough	too much
Lecture	_____	_____	_____
Activities	_____	_____	_____

3. What will you be able to use in the classroom/school as a result of today's workshop?

_____

_____

4. What I liked best about this inservice program:

_____

_____

5. What could have been done to make this day more effective for you on this topic?

_____

_____

6. Other comments, suggestions, etc.

_____

_____

                      please use the back if more space is needed

SAMPLE WORKSHOP EVALUATION FORM

Evaluation is both summative and formative - summative in that it offers a reaction to this program and formative in that it assists us in planning for future programs.

<u>SUMMATIVE EVALUATION</u>

    1) What was the most positive aspect of the program for you today?

    _____
    _____

    2) What could have been improved on, and how?

    _____
    _____

    3) What will you be able to apply in your work setting as a result of this workshop?

    _____
    _____

<u>FORMATIVE EVALUATION</u>

    1) A conference is being planned for. What follow-up information to today's workshop would you like to see provided in that conference?

    _____
    _____

    2) Are there other issues that lend themselves to a workshop format that should be addressed by the inservice planners?

    _____
    _____

<u>MISCELLANEOUS COMMENTS</u>

    _____
    _____

- Make the evaluation form brief and simple enough so that participants can fill them out in a short period of time.

- Provide space on the form for written comments about the program.

- Provide evaluation forms in advance. Provide them at the beginning of the workshop, or far enough before the end of the program for each person to have the opportunity to fill one out.

- When possible, attach an incentive to filling out the evaluation (i.e., proof of attendance, lunch ticket or admission, etc.).

- Remind the participants to fill out the evaluation form, and whom to give it to after filling it out.

- Complete a summary of the evaluations and make this available to participants, post on bulletin board, etc.

PROGRAM EVALUATION

Program evaluation is more than just a summary of the individual inservice activities offered in your district. It is a critical appraisal of the needs assessment process, annual goals, program objectives, PDC procedures, record keeping, and other components of the local inservice plan.

There is no one evaluation procedure. There is no one set of questions to ask. Evaluation is as much an art as it is a science. Just as a local inservice plan is designed and developed to meet each district's needs, the evaluation of that plan is dictated by the local district plan and becomes the mechanism for the annual update.

Methods of Evaluation

- Questionnaires or checklists

- Group discussion (PDC meetings?)

- Activity logs or diaries

- Interviews

- Outside observers/evaluators

- Annual updates

Types of Questions a Program Evaluation Might Address

About the Professional Development Council

- Is the professional development council representative of the certified personnel in the district

- Is the process for selecting members efficient

- Does the council membership rotation work well

- Are the duties of each council office sufficient and effective for council operation

- Are council procedures for recommending approval or disapproval of IDPs effective

- Is there a fair policy for appealing nonapproved IDPs

- Are council decisions made in a fair and efficient manner

- Are adequate records kept of IDPs and inservice points

About Needs Assessment Process

- Do all personnel have ample input into the needs identification process

- Are multiple methods used to determine the inservice needs of the district, buildings, and individuals

- Does the needs assessment examine student academic needs, student attitudes, and student career aspirations

- Are the skill levels of staff considered in the needs identification process

- Are the professional goals of certified staff considered

- Are local board policies and procedures considered in the needs assessment process

- Are the prioritized needs truly reflective of the "real" needs of the district, buildings, and individuals

About Inservice Activities

- Are the district sponsored activities adequate to meet the identified inservice needs

- Are adequate resources available (people, facilities, equipment, and materials) for each district sponsored inservice activity

- Do district sponsored inservice activities provide for multiple learning styles

- Does the inservice evaluation method or form adequately measure participant gain in knowledge, skill, attitude, or behavior

- Do all participants have the opportunity to participate in the activity evaluation

- Are participants given feedback on the inservice evaluation .

About the Evaluation of the Inservice Plan

- Are staff members involved in the evaluation of the local inservice plan

- Have procedures and instruments been adequately developed to evaluate the local inservice plan

- Are inservice plan evaluations posted or easily available to the staff

- How many certified staff are participating in the inservice plan

- Has the number of individuals filing an IDP increased over the past year

- Is the annual update prepared on time

APPENDIX B

QUESTIONNAIRE

Hi (First Name),

This is Peggy Czupryn, from Pittsburg State University. I am calling you because you are the PDC chair for your school district. As a developer of staff development programs at Pittsburg State University, I am interested in improving our process of facilitating continuing educational programs for teachers. I am particularly interested in the process of evaluation of these staff development activities. As I am completing my doctoral studies at Oklahoma State University, I have decided to use this area of study for my dissertation.

I am collecting data, with a telephone questionnaire, on the methods used by Kansas schools to evaluate their on-site staff development activities. The survey results will be complied and analyzed to determine current school districts' practices and trends in evaluating their site-based staff development activities.

I am asking for a few minutes of your time to answer some questions. The information you provide will be combined with the answers of all respondents and will be used only for statistical analysis. I want to emphasize that all of the information will remain confidential and there will be no individual school reporting. If at any time you feel that someone else in your school district could better respond to the questions, please let me know. The major emphasis of this questionnaire will be concerning the on-site staff development activities in your district.

Would this be a good time for you to answer these questions? It will take about 10 minutes. Do you have any other questions before we get started? You may ask for me to repeat the question or ask for clarification at any time.

I. Professional Development Council   # _____

1.   Is there a district-wide professional development council

( ) yes   ( )   no

If "no", skip to question #17

2.   Position in district of PDC Chair

_____ a.   central administrator
_____ b.   building administrator
_____ c.   staff development director
_____ d.   teacher
_____ e.   resource personnel
_____ f.   parent
_____ g.   community leader
_____ h.   school board member
_____ i.   other   _____

3.   Are the following groups represented on the council

_____ a.   central administrators
_____ b.   school administrators
_____ c.   teachers
_____ d.   resource personnel
_____ e.   parents
_____ f.   community leaders
_____ g.   school board members
_____ h.   other   _____

4.   What percentage of the on-site staff development activities
      is the council responsible for planning   _____

5.   Is the council involved in the following activities for on-site activities

_____ a.   conducting a needs assessment for staff development
_____ b.   setting goals and objectives for district-wide activities
_____ c.   planning district-wide activities
_____ d.   delivery of district-wide activities
_____ e.   evaluating the staff development activities

6. What type of formal evaluation is used for on-site activities

    _____ a.   written evaluation during the activity
    _____ b.   written evaluation at the conclusion of the activity
    _____ c.   oral evaluation with a check list at the conclusion
    _____ d.   teacher/participation written exam at the conclusion
    _____ e.   classroom observation with check list
    _____ f.   no formal evaluation is done

If "no formal evaluation is done", skip to question #15

7. Who develops the evaluation form

    _____ a.   professional development council
    _____ b.   building-level committee
    _____ c.   teachers
    _____ d.   resource personnel
    _____ e.   staff development director
    _____ f.   instructor of the activity
    _____ g.   central office administrator
    _____ h.   building administrator
    _____ i.   service center
    _____ j.   committee

    8. Committee members
        _____ a.   central office administrators
        _____ b.   building administrators
        _____ c.   staff development director
        _____ d.   instructor
        _____ e.   teachers
        _____ f.   parents
        _____ g.   community leaders
        _____ h.   board members
        _____ i.   other _____

9. Is the same evaluation form used for each activity?

( )   yes   ( )   no

10. Who administers the evaluation

    _____ a.   professional development council
    _____ b.   building-level committee
    _____ c.   teachers

    _____ d.   resource personnel

    _____ e.   staff development director

    _____ f.   instructor of the activity

    _____ g.   central office administrator

    _____ h.   building administrator

    _____ i.   service center

    _____ j.   committee

11.   Who tallies the results of the evaluation

    _____ a.   professional development council

    _____ b.   school-level committee

    _____ c.   teachers

    _____ d.   resource personnel

    _____ e.   staff development director

    _____ f.   instructor of the activity

    _____ g.   central office administrator

    _____ h.   building administrator

    _____ i.   service center

    _____ j.   committee

12.   Who sees the completed results from the evaluations

    _____ a.   professional development council

    _____ b.   school-level committee

    _____ c.   teachers

    _____ d.   resource personnel

    _____ e.   staff development director

    _____ f.   instructor of the activity

    _____ g.   central office administrator

    _____ h.   building administrator

    _____ i.   service center

    _____ j.   committee

    _____ k.   board members

13.   How are the evaluation results used

    _____ a.   setting goals and objectives for on-site activities

    _____ b.   determining the instructor

    _____ c.   setting the day of the week

    _____ d.   setting the time

    _____ e.   QPA

    _____ f.   other _____

14. Does the evaluation ask for feedback in the following areas

    _____ a.   facilitation (meeting room space, refreshments, time of day)
    _____ b.   content
    _____ c.   instructor
    _____ d.   application

15. What type of informal evaluation is used

    _____ a.   oral evaluation
    _____ b.   classroom observation
    _____ c.   no informal evaluation is done

If "no informal evaluation is done" skip to question #17

16. How are the informal evaluation results used

    _____ a.   setting goals and objectives for on-site activities
    _____ b.   determining the instructor
    _____ c.   setting the date
    _____ d.   setting the time
    _____ e.   QPA
    _____ f.   other   _____

II. Building-Based Staff Development Committees

17. Do the schools have staff development committees

( )   yes   ( )   no

If "no", skip to question #30

18. Are the following groups represented on the committees

    _____ a.   central administrators
    _____ b.   building administrators
    _____ c.   teachers
    _____ d.   resource personnel
    _____ e.   parents
    _____ f.   community leaders
    _____ g.   board members
    _____ h.   other   _____

19. What percentage of the on-site staff development activities
   are the committees responsible for planning   _____

20. Are the committees involved in the following activities for on-site activities

   _____ a.   conducting a needs assessment for staff development
   _____ b.   setting goals and objectives for district-wide activities
   _____ c.   planning district-wide activities
   _____ d.   delivery of district-wide activities
   _____ e.   evaluating the staff development activities

21. What type of formal evaluation is used for on-site activities

   _____ a.   written evaluation during the activity
   _____ b.   written evaluation at the conclusion of the activity
   _____ c.   oral evaluation with a check list at the conclusion
   _____ d.   teacher/participation written exam at the conclusion
   _____ e.   classroom observation with check list
   _____ f.   no formal evaluation is done
   If "no formal evaluation is done", skip to question #30

22. Who develops the evaluation form

   _____ a.   professional development council
   _____ b.   building-level committee
   _____ c.   teachers
   _____ d.   resource personnel
   _____ e.   staff development director
   _____ f.   instructor of the activity
   _____ g.   central office administrator
   _____ h.   building administrator
   _____ i.   service center
   _____ j.   committee

   23. Committee members
      _____ a.   central office administrators
      _____ b.   school administrators
      _____ c.   staff development director
      _____ d.   instructor
      _____ e.   teachers
      _____ f.   parents
      _____ g.   community leaders
      _____ h.   board members
      _____ i.   other   _____

24.   Is the same evaluation form used for each activity?

( )   yes   ( )   no

25.   Who administers the evaluation

_____ a.   professional development council
_____ b.   building-level committee
_____ c.   teachers
_____ d.   resource personnel
_____ e.   staff development director
_____ f.   instructor of the activity
_____ g.   central office administrator
_____ h.   building administrator
_____ i.   service center
_____ j.   committee

26.   Who tallies the results of the evaluation

_____ a.   professional development council
_____ b.   building-level committee
_____ c.   teachers
_____ d.   resource personnel
_____ e.   staff development director
_____ f.   instructor of the activity
_____ g.   central office administrator
_____ h.   building administrator
_____ i.   service center
_____ j.   committee

27.   Who sees the completed results from the evaluations

_____ a.   professional development council
_____ b.   building-level committee
_____ c.   teachers
_____ d.   resource personnel
_____ e.   staff development director
_____ f.   instructor of the activity
_____ g.   central office administrator
_____ h.   building administrator
_____ i.   service center
_____ j.   committee

28. How are the evaluation results used

    _____ a.   setting goals and objectives for on-site activities
    _____ b.   determining the instructor
    _____ c.   setting the date
    _____ d.   setting the time
    _____ e.   QPA
    _____ f.   other   _____

29. Does the evaluation ask for feedback in the following areas

    _____ a.   facilitation (meeting room space, refreshments, time of day)
    _____ b.   content
    _____ c.   instructor
    _____ d.   application

30. What type of informal evaluation is used

    _____ a.   oral evaluation
    _____ b.   classroom observation
    _____ c.   no informal evaluation is done

If "no informal evaluation is done" skip to question #32

31. How are the informal evaluation results used

    _____ a.   setting goals and objectives for on-site activities
    _____ b.   determining the instructor
    _____ c.   setting the date
    _____ d.   setting the time
    _____ e.   QPA
    _____ f.   other   _____

III. Individual Person

32. Is there a person responsible for on-site staff development activities

( )   yes   ( )   no

If "no", skip to question #48

33. What is this person's position in the district

    _____ a.   central administrator
    _____ b.   building administrator

_____ c.   staff development director
_____ d.   teacher
_____ e.   parent
_____ f.   community leader
_____ i.   other   _____

34.   Approximately what percent of this person's time is used to
       coordinate the on-site staff development program   _____

35.   What percentage of the on-site staff development activities
       is this person responsible for planning   _____

36.   Is this person involved in the following activities for on-site activities
       _____ a.   conducting a needs assessment for staff development
       _____ b.   setting goals and objectives for district-wide activities
       _____ c.   planning district-wide activities
       _____ d.   delivery of district-wide activities
       _____ e.   evaluating the staff development activities

37.   What type of formal evaluation is used for on-site activities

       _____ a.   written evaluation during the activity
       _____ b.   written evaluation at the conclusion of the activity
       _____ c.   oral evaluation with a check list at the conclusion
       _____ d.   teacher/participation written exam at the conclusion
       _____ e.   classroom observation with check list
       _____ f.   no formal evaluation is done

       If "no formal evaluation is done", skip to question #46

38.   Who develops the evaluation form

       _____ a.   professional development council
       _____ b.   building-level committee
       _____ c.   teachers
       _____ d.   resource personnel
       _____ e.   staff development director
       _____ f.   instructor of the activity
       _____ g.   central office administrator
       _____ h.   building administrator
       _____ i.   service center
       _____ j.   committee

39.   Committee members

      _____ a.   central office administrators
      _____ b.   building administrators
      _____ c.   staff development director
      _____ d.   instructor
      _____ e.   teachers
      _____ f.   parents
      _____ g.   community leaders
      _____ h.   board members
      _____ i.   other   _____

40.   Is the same evaluation form used for each activity?

( )   yes   ( )   no

41.   Who administers the evaluation

      _____ a.   professional development council
      _____ b.   building-level committee
      _____ c.   teachers
      _____ d.   resource personnel
      _____ e.   staff development director
      _____ f.   instructor of the activity
      _____ g.   central office administrator
      _____ h.   building administrator
      _____ i.   service center
      _____ j.   committee

42.   Who tallies the results of the evaluation

      _____ a.   professional development council
      _____ b.   building-level committee
      _____ c.   teachers
      _____ d.   resource personnel
      _____ e.   staff development director
      _____ f.   instructor of the activity
      _____ g.   central office administrator
      _____ h.   building administrator
      _____ i.   service center
      _____ j.   committee

43. Who sees the completed results from the evaluations

      ____ a. professional development council
      ____ b. building-level committee
      ____ c. teachers
      ____ d. resource personnel
      ____ e. staff development director
      ____ f. instructor of the activity
      ____ g. central office administrator
      ____ h. building administrator
      ____ i. service center
      ____ j. board members
      ____ k. committee

44. How are the evaluation results used

      ____ a. setting goals and objectives for on-site activities
      ____ b. determining the instructor
      ____ c. setting the date
      ____ d. setting the time
      ____ e. QPA
      ____ f. other _____

45. Does the evaluation ask for feedback in the following areas

      ____ a. facilitation (meeting room space, refreshments, time of day)
      ____ b. content
      ____ c. instructor
      ____ d. application

46. What type of informal evaluation is used

      ____ a. oral evaluation
      ____ b. classroom observation
      ____ c. no informal evaluation is done

If "no informal evlauation is done" skip to question #48

47. How are the informal evaluation results used

      ____ a. setting goals and objectives for on-site activities
      ____ b. determining the instructor

_____ c.   setting the date
_____ d.   setting the time
_____ e.   QPA
_____ f.   other _____

IV. Staff Development Program

48.   Is the district-wide staff development training program evaluated at least annually

( )   yes   ( )   no

If "no" skip to question #51

49.   How is the evaluation conducted

_____ a.   surveys to individual teachers
_____ b.   staff development council assessments
_____ c.   administrative assessments

50.   Is the program evaluation information utilized in refinement and improvements of the local staff development program

( )   yes   ( )   no

51.   Other comments

52.   This is the end of the questionnaire. Would you like a copy of the results of this survey for your district?

( )   yes   ( )   no

V. School Demographics   # _____

School District _____

District # _____   Size _____

Date Questionnaire was answered _____   Time _____

Individual(s) answering questions   Question #s

_____   _____

_____   _____

_____   _____

VITA 2

Peggy J. Haller

Candidate for the Degree of

Doctor of Education

Dissertation: THE EVALUATION PROCESS OF STAFF DEVELOPMENT
ACTIVITIES BY KANSAS SCHOOL DISTRICTS

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OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 11-10-94 **IRB#:** ED-95-024

Proposal Title: THE EVALUATION PROCESS OF STAFF DEVELOPMENT ACTIVITIES BY KANSAS SCHOOL DISTRICTS

Principal Investigator(s): Gary Bice, Peggy Czupryn

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: Date: November 14, 1994

Chair of Institutional Review Board