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# A study of in-service education practices in Virginia to stimulate professional growth and the improvement of instruction

Faye Lowry Cauley

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A STUDY OF IN-SERVICE EDUCATION PRACTICES IN VIRGINIA  
TO STIMULATE PROFESSIONAL GROWTH AND  
THE IMPROVEMENT OF INSTRUCTION

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A Thesis  
Presented to  
the Graduate Faculty of  
University of Richmond

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Faye Lowry Cauley  
August 1963


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APPROVAL SHEET

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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
The Problem . . . . .	2
Statement of the problem . . . . .	2
Value of the study . . . . .	2
Definition of Terms Used . . . . .	2
Procedures . . . . .	2
Methods used in the study . . . . .	2
Review of Related Literature . . . . .	4
II. PRESENTATION AND ANALYSIS OF THE DATA . . . . .	9
Post-School Conference . . . . .	9
Pre-School Conference . . . . .	12
Mid-Year Conference . . . . .	18
Supervisory and Consultant Services . . . . .	21
Individual School Faculty Study Groups . . . . .	23
Provisions for School Visitation . . . . .	24
School Board Appropriations . . . . .	26
Provisions for Attendance at Professional Meetings . .	27
Workshops . . . . .	27
Provisions for Extension Classes . . . . .	28
Use of Personnel Files . . . . .	28
III. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . .	29
Summary . . . . .	29
Conclusions . . . . .	34
Recommendations . . . . .	34

CHAPTER	PAGE
BIBLIOGRAPHY . . . . .	36
APPENDIX . . . . .	39
VITA . . . . .	73

## LIST OF TABLES

TABLE	PAGE
I. Post-School Conference . . . . .	10
II. Pre-School Conference . . . . .	13
III. Mid-Year Conference . . . . .	19

## CHAPTER I

### INTRODUCTION

The constant changes in education require a teacher to increase in professional growth and to be constantly changing his methods and techniques in order to teach today's children. The Commission on Teacher Education made the following conclusion with regard to the in-service education of teachers:

If the full potentialities created by proper selection and preparation of teachers are to be realized, and if children at any given time and place are to receive the best teaching possible, it is essential that the conditions under which teaching is done should be conducive to the full realization of each teacher's existing powers. If these powers are to increase steadily--as it is both possible and desirable that they should do--the working situation should be further conducive to continuous personal and professional development. The school system is central to the in-service education of teachers, and provisions for such education are essential to a good system.<sup>1</sup>

Therefore, in-service education plays an extremely important role in quality education and must constantly change in order to provide for the changing teachers.

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<sup>1</sup>American Council on Education, The Improvement of Teacher Education, A Final Report by the Commission on Teacher Education, (Washington, D. C.: American Council on Education, 1946) p. 173.



## A. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to find out what constitutes in-service education in Virginia and (2) to determine which in-service education practices stimulate professional growth and the improvement of instruction.

Value of the study. The value of this thesis is the presentation of a meaningful picture of Virginia's in-service education program so that educators gaining a partial picture of the state's program will see ways and means to bring about improvements in the field of in-service education in order to help develop quality education.

## B. DEFINITION OF TERMS USED

In-service education. In-service education is interpreted as an organized approach for the purpose of stimulating professional growth and improving instruction.

Workshop. The term workshop is interpreted as an attempt to meet the needs of teachers in a definite area.

## C. PROCEDURES

Methods used in the study. In order to obtain the necessary data for this study, personal letters and questionnaires\* were sent to each superintendent in the state of Virginia--117 in all. Of these 117 questionnaires mailed, 71 were completed and returned. The results of the questionnaire were tabulated, discussed and interpreted and have been used as a basis of this study. Copies of the cover letter, the questionnaire and a complete summary of the data may be found in the appendix.

The questionnaire was developed with emphasis on the post-school conference, pre-school conference, and mid-year conference. Other sections, such as the individual school faculty study groups, school visitation and observation, supervisory and consultant services, school board appropriations, provisions for attendance at professional meetings, workshops, and extension classes and use of personnel files were added as these, also, comprise a large part of the in-service education program.

The data, as presented in Chapter II, was grouped into eleven different categories: (1) the post-school conference, (2) the pre-school conference, (3) the mid-year conference, (4) supervisory and consultant services, (5) individual school faculty study groups, (6) provisions for school visitation and observation, (7) school board appropriations for in-service education, (8) provisions for attendance at professional meetings, (9) workshops, (10) provisions for extension classes and (11) use of personnel files.

These eleven categories deal with the data received from the questionnaires and have been discussed and interpreted in the light of previous findings in the area of in-service education.

This study does not attempt to show all in-service education programs being carried out in Virginia; it deals only with the seventy-one systems submitting a questionnaire. The study does not include all in-service education practices, only those asked for in the questionnaire and those added by the person completing the questionnaire.

#### D. REVIEW OF RELATED LITERATURE

A review of literature reveals that extensive research has been done in the field of in-service education. Many articles have been written on in-service education in itself, its need and the practices which make an effective in-service education program. However, most of the literature reviewed dealt with theory and very little has been written on Virginia's in-service education practices.

In an article, "Elements of Effective In-Service Education," Zelda J. Gordon defined in-service education as follows:

"Shared problem-solving process of working for the improvement of an educational program is in-service education."<sup>2</sup>

The same author lists the characteristics of an effective in-service education program as follows:

Creates an atmosphere of warmth and acceptance

Generates feelings of acceptance and value of the individual by authority figures as well as peers

Involves entire group in self-selected aspects of common problems

Orients new members

Values differences of individuals

Shares all plans for change and new developments

Encourages interaction with other individuals and groups.<sup>3</sup>

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<sup>2</sup>Zelda J. Gordon, "Elements of Effective In-Service Education," Educational Leadership, Nov., 1953, p. 44.

<sup>3</sup>Ibid. p. 45.

The teaching profession will advance only as long as the teachers advance. Professional improvement must be done on an individual basis. However, it is the responsibility of the administrative leadership to provide a common stimulus through a well-executed demonstration lesson, panel discussion about new techniques, curriculum work, development of school philosophy or any of the other activities vital to the teaching profession.<sup>4</sup>

In an article, "In-Service Training Programs That Succeed," Clifford P. Froehlich, in observing in-service training throughout the country, drew the following conclusions about successful in-service training:

In-service training ought to meet the needs of the individuals.

In-service training which is problem-centered will get results.

In-service training may be centered on techniques, but it should not overlook the opportunities to secure more generalized understanding.

In-service training may be carried on for individual persons.

In-service training should make full use of community resources.

To have a successful in-service training program provisions must be made for putting new knowledge into practice.

In-service training does not always need to be conducted by someone.

Other means than formal classes provide in-service training.

All trainees should have an opportunity to participate in the evaluation of the in-service training.<sup>5</sup>

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<sup>4</sup>Chester T. McHernsey, Educational Supervision (McGraw-Hill Book Company, 1951), p. 297.

<sup>5</sup>Clifford P. Froehlich, "In-Service Training Programs That Succeed," A Journal for Modern Junior and Senior High School Faculties, 23:5, January, 1949.

The Virginia State Department of Education has identified characteristics of some well-developed programs of in-service education now in operation:

1. An in-service education program is built through administrative leadership.
2. It encourages each teacher to have a program for self-improvement and offers opportunities for the teacher to keep up with new developments in his field.
3. It makes use of personnel files to assist individuals in their professional growth.
4. The in-service education program aids teachers in enrolling in courses, institutes, and workshops directly related to their need for improvement.
5. It has a cooperatively-developed plan evaluating in-service education in light of the teacher's chosen goals and to use such appraisals to improve their in-service work.
6. The in-service education program has a well-defined plan for the orientation of new teachers.<sup>6</sup>

Another bulletin issued by the Virginia State Department of Education during the school year 1960-61 states that nearly all the school divisions held conferences and workshops as part of their in-service education program. Ninety-one divisions had pre-school conferences, seventy-two had mid-year conferences, and fifty-six had post-school conferences. Fifteen school systems had plans for some type of orientation program for new teachers.

The rapid increase in knowledge and research in child development, the improvement of teaching techniques, the increase in teaching materials, and the change in responsibilities involved in teaching children make it

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<sup>6</sup>Division of Teacher Education, Virginia's Need for Teachers--Now and in the Future, (Richmond, Virginia: Division of Teacher Education, April, 1962), p. 30.

necessary for constant study by the educational profession. Therefore, school administrators are responsible for integrating a program of in-service education which will meet the needs of the teachers. Some of these needs are renewing certificates, studying for graduate degrees or advanced standing, testing and evaluating pupil and teacher progress, using research in solving instructional problems, and keeping up to date on child growth and development.

Most school systems, in order to fulfill teacher needs through in-service education, make long-range plans including extra days in their yearly schedule and budgetary provisions for in-service education. Most systems also provide supervisory services to assist individuals and groups on various aspects of instruction.

There are faculty meetings, division-wide meetings, local education association meetings, regional meetings, national education association meetings--all of which contribute to in-service education.

In many communities, the colleges also cooperate in offering both off-campus and on-campus courses, institutes, workshops, and conferences.

In-service education has long been a part of Virginia's public education program. Teachers must continue to educate themselves in order to promote quality education for the Virginia public schools.<sup>7</sup>

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<sup>7</sup>Virginia State Department of Education, Developing Quality Instruction Through In-Service Education of Teachers, A pamphlet prepared by Virginia State Department of Education (Richmond, 1962)

"A Study of Orientation and In-Service Education Practices in 91 School Systems in the United States" was made by Melvin Tower. In this study, questionnaires were sent to all superintendents and administrators to find frequency of practices of in-service training and also the value placed on the program.<sup>8</sup>

Tower also made "A Study of Orientation and In-Service Education Practices in the Indianapolis Public Schools." The purpose of this study was to determine to what degree the orientation and in-service education practices were meeting the needs of beginning, experienced, and inexperienced teachers. The value placed on these practices was also studied.<sup>9</sup>

However, these studies do not deal with in-service education practices in Virginia. Therefore, in order to find out what constitutes in-service education in Virginia, this study of the various school systems in Virginia was made.

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<sup>8</sup>Melvin M. Tower, "Orientation and In-Service Practices in 91 School Systems," Educational Administration and Supervision, 42: 181-90, March, 1956.

<sup>9</sup>Melvin M. Tower, "A Study of Orientation and In-Service Education Practices in the Indianapolis Public Schools," Educational Administration and Supervision, 42: 219-229, April, 1956.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF THE DATA

Chapter II consists of the presentation and analysis of the data. The eleven categories of the questionnaire will be discussed and interpreted as follows: A. Post-school Conference, B. Pre-school Conference, C. Mid-year Conference, D. Supervisory and consultant services, E. Individual school faculty study groups, F. Provisions for school visitation and observations, G. School Board appropriations, H. Provisions for attendance at professional meetings, I. Workshops, J. Provisions for extension classes and K. Use of personnel files.

#### A. POST-SCHOOL CONFERENCE

The post-school conference is a part of the in-service education program in most school divisions. The data concerning allotment and disposition of time by the local school divisions are presented in Table I. Table I shows that forty-four school divisions had post-school conferences. In nine school systems, this conference is division-wide; in twenty-seven it is within the individual school. Eight divisions have a combination of both types.

The purpose of this conference was diversified to a great extent. The most frequently stated purposes were as follows:

1. To evaluate the success of the school year and make plans for the coming year.
2. To evaluate and complete records, grades and other data.



TABLE I

## POST-SCHOOL CONFERENCE

## SUMMARY OF THE ALLOTMENTS BY SCHOOL DIVISIONS

Number of Days	Division Wide Only	Individual Wide Only	Both Division and Individual	Total
Less Than One		2		2
One	3	5		8
Two	1	5		6
Three	1	9	6	16
Four		5	2	7
Five	3	1		4
Five to Ten	1			1
Totals	9	27	8	44

3. To evaluate year's work and complete records
4. To be used as work days only

Some other responses were: to reorganize the curriculum, to make plans for the orientation program, to outline work to be done the coming year, and to create an understanding among schools.

The leadership in the planning of the post-school conference was most frequently taken by the principals, supervisory staff, superintendent and principals respectively. Less frequently the leadership of the post-school conference was taken by director of instruction, heads of departments, director of instruction with consultants from book companies and resource people from a nearby college.

Others who participated in the planning of the post-school conference were: (1) superintendent and consultants, (2) lay people, (3) supervisors, (4) members of the Virginia State Department of Education, (5) grade group chairmen and (6) faculties led by principals.

In twenty-six of the forty-four divisions reporting a post-school conference, plans are made for the in-service education program for the coming year at this conference.

An evaluation of the in-service education program is made by eighteen divisions. Some of the more frequently stated methods of evaluation were as follows:

1. Try to determine success of year through discussion
2. Letters of inquiry to teachers to determine value of program
3. Use of questionnaires to teachers
4. Self-evaluation by teachers
5. Written evaluation with suggestions for improvement made by teachers.

### B. THE PRE-SCHOOL CONFERENCE

The pre-school conference is held in all seventy-one of the school divisions involved in the study. Table II shows the time allotted for the pre-school conference and the allocation of time given to orientation, conferences or group meetings and departmental or grade-level meetings. The approximate time given to the pre-school conference was three days. Approximately one-half day was given to orientation at the division-wide level and within the individual school. One day was given for conferences or group meetings division-wide while less than one day was given within the individual school. Approximately one-half day was given for departmental or grade level meetings both division-wide and within the individual school.

The leadership in the planning of the orientation program is most frequently taken by the following:

1. Superintendent, supervisory staff and principal
2. Principals
3. Superintendents
4. Superintendent and supervisors
5. Director of instruction
6. Superintendent and principals
7. Principals and supervisors
8. Local education association.

Less frequently the leadership in the planning of the orientation program is taken by:

1. Committee appointed by administrative council with various sub-committees under the direction of the school board

TABLE II

## TIME ALLOTTED PRE-SCHOOL CONFERENCE

Number of Days	Total Con- ferences	Number of School Divisions					
		Orientation		Conference or Group Meeting		Departmental or Grade Level Meeting	
		Division Wide	Individual School	Division Wide	Individual School	Division Wide	Individual School
None		13	19		19	29	24
Less Than 1		35	25	21	16	18	16
1	1	16	14	20	18	13	18
1½			1	3	1		
2	15	1	4	7	7	3	5
2½	6						
3	21				2	1	1
3½	2						
4	9						
4½	1						
5	14	1					
7	1			1	1		
10	1						
Night Session			1	1			
No Answer		5	7	18	7	7	7
Average No. of Days	3.43	0.60	0.54	1.04	0.86	0.49	0.59

2. Elementary supervisors and visiting teachers
3. Assistant superintendent
4. Supervisory staff
5. Director of instruction and faculty representatives from each school
6. General supervisor

Others who participated in the planning of the orientation program in some divisions were the consultants, parents, teachers, resource people from the Virginia State Department of Education, guidance coordinator, grade group chairmen, local education association and officers of professional organizations, P-TA and other civic organizations.

The orientation program includes many varied activities. The most frequently stated activities were:

1. Program to present general routine information
2. Group meetings by subjects and grade level
3. Tour of community
4. Inspirational speakers
5. Individual school orientation
6. Introduction of personnel
7. Familiarization with school facilities and equipment

Less frequent activities reported were:

1. Finding suitable boarding places and homes for new teachers
2. Visiting schools
3. Principals appointing teachers to help new teachers

4. Meetings of beginning teachers and teachers who are new to the system with supervisor
5. Letters of welcome
6. Opportunities for individual initiative and experimentation by meetings and small group discussions
7. Individual school faculty meetings
8. Greetings by key civic leaders
9. Local education association programs

Forty-two divisions had community participants in the orientation program. Four school divisions some times had members of the community to participate. Twenty-two did not have community participants in the orientation program. The community participated in the orientation program through supplying speakers, social events sponsored by the Chamber of Commerce, appearance of school board members at the conferences and joint meetings with civic organizations and faculty groups were held. In other divisions, ministers wrote letters to new teachers, newspapers were sent, gratis gifts of various kinds were given and the merchants welcomed the new teachers. The Health Nurse, T. B. Association and others in the community were often participants in the conference programs explaining their services to the teachers. Luncheons were given by the Women's clubs or representatives from the P-TA and other civic organizations were invited to assist in planning and to attend a luncheon honoring new teachers. Members of certain communities also participated by serving on panel discussions or as speakers.

Teachers are acquainted with the community in some way in thirty-eight divisions while thirty-three divisions make no provision for this.

Teachers are acquainted with the community through tours, visits to industries, films about the community, and by talks given by local people. In some divisions, maps, folders of materials, letter of welcome and favors are given the teachers in order to better acquaint them with the community. It is not necessary to plan for acquaintance with the community in some school divisions because there are so few new teachers.

The types of programs or activities other than orientation included in the pre-school conference were in most instances the following:

1. Inspirational speakers
2. Conferences in individual schools planning and preparing for work
3. Departmental or grade group meetings
4. Demonstrations
5. Workshops
6. Beginning of an emphasis program
7. Introduction and discussion of new textbooks
8. Administrative program
9. Panel discussions
10. Review of handbook
11. Talks by book consultants

Supervisory and consultant services available to the particular school division are most frequently made known to teachers at the pre-school conference and faculty meeting, bulletins, or handbooks, personal contact, oral explanation at conferences, orientation of new personnel

directly through principals and supervisors, and announcements. In fewer divisions, supervisory and consultant services were made known through individual conferences, visitation to schools, letters to new teachers, through booklets and articles in the local newspaper.

All but three of the seventy-one school divisions stated that time was given to the local education association at the pre-school conference. From thirty minutes to one full day was given to the local education association with one-half day being the average amount of time given.

In most school divisions, the pre-school local education association activities were as follows:

1. Committee work and planning the program for year
2. Help plan and assist with social functions
3. Program with a speaker
4. Introduction of personnel
5. Assist with orientation
6. Report of delegates who have attended meetings
7. Explanation of insurance and other benefits
8. Elect delegates for Virginia Education Association Convention
9. Send letter of welcome to new teachers
10. Consider matters to come before Virginia Education Association
11. Conduct trips about the community

In thirty-five school divisions, workshops were held during the pre-school conference. Workshops held in the thirty-five divisions



were conducted in one of the following ways:

1. Consultants conducted workshops in an introductory manner in some subject area to be followed through by teachers later.
2. Teachers who attended summer workshops conducted limited workshops within their own schools.
3. The Virginia State Department of Education conducted some workshops.
4. Textbook consultants held some of the workshops.
5. In one system, the United States Office of Education conducted a workshop.
6. In others, workshops were conducted by the county supervisors in some subject area or methodology.
7. Some practical workshops were held, mostly departmental and committee work.

#### C. MID-YEAR CONFERENCE

The mid-year conference is held in fifty-six school divisions.

Table III shows that in twenty-two school systems, this conference is division-wide, in nineteen school systems, it is within the individual school and in fifteen divisions it was both types. In those systems having both types, one day is usually given to each type.

The purposes of this conference as most frequently stated were:

1. To evaluate first semester and plan for the remainder of the year
2. Professional improvement
3. Evaluate and complete records
4. Workday--to complete records and reports
5. Evaluation only

TABLE III

MID-YEAR CONFERENCE  
SUMMARY OF TIME ALLOTMENTS BY SCHOOL DIVISIONS

Disposition of Time Allotted by Divisions				
Number of Days	Division- wide only	Individual school only	Both types*	Totals
Less than one				
One	11	15	3	29
Two	8	4	11	23
Three	2		1	3
Four				
Five				
Five to Ten	1			1
Totals	22	19	15	56

\*In those divisions having both types, the days were used as follows:

- 10 allotted 1 day each to division-wide and individual school.
- 2 allotted  $\frac{1}{2}$  day to each type.
- 1 allotted  $1\frac{1}{2}$  days to the individual school and  $\frac{1}{2}$  day to division-wide.
- 1 allotted  $1\frac{1}{2}$  days to each type.
- 1 allotted 2 days to individual school and 1 day to division-wide.

The type of program at the mid-year conference consists mainly of some experience for the improvement of instruction and professional growth. The most frequently listed were those of professional nature using consultants and inspirational speakers. Group conferences in subject area using specialists were also reported by many divisions. Another type listed frequently was evaluation, while others listed work programs.

The planning of the mid-year conference is most frequently done by principals, administrative and supervisory personnel, supervisors, principals and teachers, and principals and supervisors. Others who assist in the planning are the director of instruction, and various committees composed of the superintendent, supervisors, principals and teachers. Occasionally, the school board, guidance counselors and president of the local education association assist.

In twenty-one divisions, teachers are aided in the selection of summer courses, institutes, and workshops at the mid-year conference.

Teachers are given aid as follows:

1. Local needs are identified and institutes and workshops are planned and offered with specific purposes in mind
2. Through individual conferences
3. Suggestions are offered through study of individual needs of teachers for professional improvement and for certification purposes
4. The use of questionnaires, bulletins and personal contact
5. Announcement of available classes are made
6. Discussion of new plans and new needs

7. Extension director explains courses and brochures designating those courses available for certification
8. Through memorandums at faculty meetings

#### D. SUPERVISORY AND CONSULTANT SERVICES

Supervisory and consultant services are provided for in most of the local school divisions. Brief descriptions of the supervisory practices in most local school divisions are as follows:

1. Supervisors are on call from all schools. They often attend faculty meetings to introduce new materials. Individual and group conferences are held.
2. Supervisors give priority to new teachers and weak teachers, then help others as requested and reach the remaining teachers through observation.
3. Many supervisors have a regular set schedule for visiting, usually once every two weeks while others conduct unscheduled visits.
4. In one system, the supervisors try to evaluate each teacher at the end of the first semester and have a conference following observation in which praise for work well done is given and suggestions for improvement are made. An evaluation is also made during the second semester for the superintendent so that he can make recommendations for another year.
5. In some systems, the supervisor visits only on request from the teacher or principal or when a special project is in operation.
6. In some systems, new teachers and first grade teachers are contacted first. A box is placed at each school for requests. Some teachers ask for conferences and these are held with those who need special help.

7. Other supervisors work on call or need with unscheduled visits to schools or visits are planned when specific needs arise. The first part of the year is spent orienting and assisting new personnel. Teachers may request observation or demonstrations. Individual and group conferences are also held with the substitute teachers.

8. Supervisors are also responsible for planning instructional conferences, demonstrations, selecting and introducing new materials to teachers and in planning for inter-school visitation and observation.

In sixty-two local school divisions, the curriculum study guides provided by the Virginia State Department are used. Most of the systems which use the curriculum guides use all of them while others only use Science, Mathematics, History, and Health. Six divisions stated that locally prepared courses of study were used. Forty divisions use both those curriculum guides provided by the state and locally prepared courses of study. Three divisions did not answer this question.

Those who most frequently take part in the preparation of the course of study are: (1) teachers, principals and supervisors, (2) principals and teachers, and (3) teachers. Others who help in the preparation of these courses of study are: director of instruction, superintendent, assistant superintendent, consultants, guidance director, school board members, heads of departments and key teachers.

In some systems, these courses of study were prepared during (1) professionally paid days in the summer or (2) during in-service training periods. In some divisions, this work is done during the regular school day while in others, it is done after school on teachers' and principals' own time. Some divisions work on the

course of study at night or on Saturdays.

In a few divisions, courses of study were prepared for all areas. However, the most frequently stated courses of study prepared were Science, Social Studies and English. Others had been prepared for Mathematics, Home Economics, Vocational Agriculture, Art, State History and Business Education. Many divisions stated that they were working on courses of study at the present time.

Consultant services in the local divisions consist of:

1. Those consultants within the local division
2. Those available from the Virginia State Department of Education
3. Those available from textbook companies
4. Instructors from nearby colleges
5. Welfare and Health Department
6. Local persons with special abilities
7. Local guidance center
8. Mental hygiene clinic

#### E. INDIVIDUAL SCHOOL FACULTY STUDY GROUPS

Individual school faculty study groups are a part of the in-service education program in many local school divisions. Fifty-three divisions stated that departmental or grade level study groups were conducted. In most systems, these study groups met monthly for a period of one to two hours. Other systems held them two per month, two per semester, eight to twelve times per year, four times per year or two per year with the length of each meeting usually varied. These were usually held before or after school or at night either in the local school building or in

### individual schools

Individual school faculty professional reading groups were reported in only seven local school divisions; individual school faculty cultural reading groups were reported in only five local school divisions.

The most frequently stated professional activities of individual school faculty groups were:

1. Division and inter-school meetings
2. In-service study
3. Night classes held for college credit
4. Professional faculty meetings
5. Workshops operated by local supervisors
6. Study of problems that are pertinent to objectives of the school
7. Study of problems of the division or ones peculiar to their own school
8. Attendance at regional, state, and national conferences
9. Local education association meetings
10. Grade level study groups and projects
11. P-TA study groups.

### F. PROVISIONS FOR SCHOOL VISITATION AND OBSERVATION

Provisions for school visitation and observation were made in most school divisions studied. Intra-school visitation, inter-school visitation, school visitation outside the system and school visitation outside the state will be discussed.

Observation within the same school is encouraged by thirty-nine school divisions and is occasionally provided for in ten divisions.

Sixteen divisions provide for intra-school visitation as the need arises while other systems set aside from one to two days. Classes were usually taken care of by principals, substitute or other teachers.

Fifty school divisions provide for inter-school visitation and observation. Some divisions designate visitation and observation for new teachers only, for weak teachers, as needed or in special cases. Time given to inter-school visitation was stated as "occasionally" by eighteen divisions, one day by fifteen divisions, as needed by ten divisions, one-half day by two divisions, one to two hours by two divisions, as much as possible by two divisions, and two times per year by one division.

Only four divisions do not provide a substitute. In only one division, the substitute is not paid by the local school division. The regular teachers were paid for the full day in forty-two divisions while in five divisions, the teacher was not paid when observing in another system. Three school divisions did not answer this question.

Twenty-nine school divisions provide for visitation outside the system, twelve occasionally provide for it and five provide for it as needed. Fifteen systems provide one day for school visitation outside the system, ten provide time as the need arises, two divisions provide one to two days, and one division specified, "no specific amount." In twenty-five systems, a substitute is provided, in three systems children stay at home on those days, and in one division, room mothers do the substituting.

Only eleven divisions provide for school visitation and observation outside the state. One division stated that "the request had not



come." Two divisions provide one day for visitation outside the state and nine reported no designated amount. In seven divisions providing this type of visitation, substitutes are provided and paid by the local division.

Eleven divisions reported a plan of sabbatical leave. Descriptions of the sabbatical leave plans were as follows:

1. Leave of absence without pay granted for additional college work.
2. One-half salary paid by school board--number of teachers not to exceed one per cent.
3. A leave is granted after five years of teaching.
4. After five years' service, a teacher is eligible for sabbatical leave for half year or full year on one-half salary.
5. After seven years' service, one year leave of absence is granted with full salary, for one per cent of entire staff.
6. One semester is granted after four years' service--substitute pay deducted from salary.
7. One year leave of absence is provided.
8. Limited plan for part compensation for approved leave of absence to study.
9. One teacher per year with \$500.00 stipend for advanced study.

#### G. SCHOOL BOARD APPROPRIATIONS FOR IN-SERVICE EDUCATION

In forty-seven divisions, the school board appropriated money to be used for in-service education. Some of the most frequently stated provisions were:

1. For outside consultants to conduct extended study
2. For part or all of the cost of extension classes
3. For speakers and consultants for the conferences
4. Workshops during the summer.

Fifteen divisions provide for substitute teachers so that teachers may participate in in-service education programs during school hours. In nineteen systems, children are dismissed for a part or full day so that teachers may participate in in-service education programs. Children are dismissed from one to three hours several times a year in some divisions while other systems provide days in the calendar for in-service training and the children stay at home on these days.

## II. PROVISIONS FOR ATTENDANCE AT PROFESSIONAL MEETINGS

Only nine divisions made some provision for the local education association to meet during school hours; two sometimes did. Time for these meetings was usually arranged by early dismissal of the students.

Sixty-eight divisions reported attendance at district, state and national meetings of professional organization. Three divisions did not answer this question. In seventeen divisions, all teachers were given opportunity to attend state, district and national meetings. In nine divisions all teachers were given opportunity to attend state meetings while in fourteen divisions, all teachers attend the district meetings. In thirty-seven divisions, delegates were selected to attend state and district meetings. In some systems, representatives also attended.

### I. WORKSHOPS

Thirty-seven divisions held workshops during the year. These were usually held after school, in the evening, during mid-year conference or during the summer. They were held in Mathematics, Art, Reading, Geography, Music or Writing. They were usually sponsored by a college or university.

### J. PROVISIONS FOR EXTENSION CLASSES

All divisions encourage their teachers to take advanced work. All but one division had some plan for extension courses. Most systems provide one or two extension classes per year with one system offering as many as four or five per semester. These classes were planned in cooperation with the university extension centers, branch colleges or other nearby colleges. Some courses were held within the system while others were held on campus. Summer workshops were also held in many divisions in cooperation with colleges and universities for college credit.

In only twenty divisions, there was no financial assistance for extension classes. In thirteen divisions, part of the tuition was paid by the school board while in a few divisions the total cost of the course was provided for by the school board. Some divisions train one or two teachers to act as consultants for the other teachers or send teachers for special training when needed.

### K. USE OF PERSONNEL FILES

Most of the school divisions studied, make some provisions for the use of their personnel files. Some of the most frequently stated uses of these files were:

1. To advise teachers on what college courses to pursue.
2. To remind individuals to acquire increment credits and to renew certificates
3. To determine needs of teachers in order to plan the in-service program accordingly
4. To make recommendations to teachers concerning courses, advanced work and certification in additional fields.

## CHAPTER III

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### A. SUMMARY

The Virginia school divisions involved in this study provide many in-service education practices to stimulate professional growth and improvement of instruction.

All seventy-one school divisions studied reported plans for some type of conference during the year as a part of their in-service education program. Forty-four school divisions had post-school conferences, all seventy-one divisions had pre-school conferences and fifty-six divisions held mid-year conferences. All seventy-one divisions made some provisions for the orientation of new teachers.

The post-school conference usually lasts from one to four days. The purpose of the post-school conference was generally (1) to complete records, reports and other data and (2) to evaluate and summarize the success of the year's activities and to make preliminary plans for the coming year. The leadership in the planning of the post-school conference is usually taken by principals, teachers, and supervisors.

An evaluation of the in-service training program is made through (1) workshops, (2) discussions, (3) letters of inquiry, (4) questionnaires, (5) self-evaluation and (6) teacher suggestions. Plans are also made for the in-service education program for the coming year.

The pre-school conference was generally held for two or three days. The purpose of the pre-school conference was: (1) for orientation of the new personnel, (2) conferences and (3) departmental and grade level meetings. The leadership in the planning of this conference was

most frequently taken by the superintendent, principals, and supervisory staff.

The orientation program included many activities such as socials, familiarization with school and division-wide policies and with the community.

Some of the activities for professional improvement at the pre-school conference were (1) inspirational speakers, (2) departmental or grade group meetings, (3) demonstrations, (4) workshops, (5) individual classroom work and (6) administrative programs.

All but three of the seventy-one divisions provide time at the pre-school conference for the local education association to meet. Some of the activities of the local education association included socials, business meetings, professional meetings and planning meetings.

Teachers are acquainted with the community in thirty-eight school divisions while thirty-three divisions make no provisions for this. Acquaintance with the community is made through tours, visits to industries, luncheons and teas, films, and talks by the local people.

In forty-two divisions, members of the community were asked to participate in the orientation program. Local speakers were used, community-sponsored social events were held, appearance of school board members at conferences and through the explanation of community services.

In thirty-five school divisions, institutes or workshops were held during the pre-school conferences. These were conducted by

subject specialists, textbook consultants, Virginia State Department of Education, and by teachers who had attended summer workshops.

The mid-year conference is usually planned for activities which will promote the improvement of instruction. Some of these include:

1. Evaluating and planning for the remainder of year
2. In-service training meetings
3. Use of speakers and consultants
4. Study of new instructional methods
5. Workshops
6. Work on curriculum and improvement.

Teachers are given aid in the selection of summer courses, institutes, and workshops at the mid-year conference through (1) individual conferences, (2) announcements, bulletins, and questionnaires, (3) explanation of courses by extension director and memoranda at faculty meetings.

Supervisory and consultant services are available in all schools; in some schools they are somewhat limited. Emphasis in supervision seems to be primarily for new teachers and inexperienced teachers.

Many local school divisions used the curriculum guides supplied by the state. Six replied that locally prepared curriculum guides were used. Forty divisions use both curriculum guides provided by the state and locally prepared courses of study.

Consultant services in the state of Virginia consist of those consultants within the local school divisions, consultants from the Virginia Department of Education, textbook consultants, college instructors, and local qualified consultants.

Individual school faculty study groups are a part of the in-service education program in fifty-two divisions. Fifty-three divisions participate in departmental and grade level study groups. Only seven

divisions have professional reading groups and only five divisions have cultural reading groups. Other professional activities included:

1. In-service study
2. Night classes
3. Professional faculty meetings
4. Workshops
5. Study of problems pertinent to the improvement of instruction
6. Local education meetings
7. P-TA study groups

Intra-school visitation and observation are encouraged by thirty-nine school divisions and are occasionally provided for by ten divisions. Sixteen divisions provide time for intra-school visitation as the need arises. Fifty school divisions plan for inter-school visitation and observation. Thirty-two divisions provide for school visitation and observation outside the system.

Substitutes are provided for in all but four divisions having school visitation and observation both within the system and outside the system. In five divisions, the teacher was not paid while observing outside the system. In twenty-nine divisions, substitutes are provided for out-of-state visitation.

Plans for sabbatical leave were reported in eleven local school divisions. Plans were being developed in several other local divisions. Most of the plans listed provided for either one-half year or one year leave of absence with full salary.

In forty-seven local school divisions, the school board appropriated money for the in-service education program. These appropriations covered extension classes, consultant services, speakers and

workshops and, in some cases, substitute teachers so that regular teachers could participate in an in-service education program.

Only nine divisions made some provisions for the local education association to meet during school hours.

Sixty-eight divisions reported attendance at district, state, and national meetings. In seventeen divisions, all teachers were given the opportunity to attend district, state, and national meetings of professional organizations.

Workshops were held in thirty-seven local school divisions while eighteen made no other provisions for workshops other than those held during the conferences. Sixteen divisions did not answer this question.

All local school divisions encourage teachers to take advanced work. All but one division made some plan for extension courses. Most local school divisions plan at least one extension class per year while one system offers as many as four or five a semester. In twenty divisions, there was no financial assistance for extension classes. In thirteen divisions, part of the tuition was paid; in other systems, the total cost of the class was borne by the school boards.

The personnel files were used in all systems studied to:

1. Advise teachers what college courses to pursue
2. Remind individuals to acquire increment credits and to renew certificates
3. To determine needs of teachers in order to plan the in-service program accordingly
4. To make recommendations to teachers concerning courses, advanced work and certification in additional fields



## B. CONCLUSIONS

From a study of the results obtained in this investigation, the following conclusions have been reached concerning the in-service education practices in Virginia.

1. All school divisions involved in the study: (a) have school conferences as a major part of the in-service education program, (b) have some type of orientation program, (c) have some supervisory and consultant services available within the division, and (d) some have locally prepared courses of study.

2. Provisions for school visitation and observation are more for "the new teacher" or "special cases" than for all teachers involved in the system.

3. A limited amount of money is appropriated by the school board for in-service education practices.

4. All teachers do not have the opportunity to attend district, state and national meetings of professional organizations.

5. Extension classes and workshops are held in many divisions.

6. Many divisions make use of the personnel files.

## C. RECOMMENDATIONS

The following recommendations have been made concerning the in-service education practices in Virginia:

1. The post-school conference should be held for the purpose of a complete evaluation of the year's program; from this evaluation, the in-service education program for the coming year should evolve.

2. As a means of improving instruction, school visitation and observation should be planned for all teachers.
3. A sound plan for sabbatical leave would provide an incentive for teachers to take advanced work.

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**APPENDIX**

## A. COVER LETTER

3 Carolyn Drive  
Newport News, Virginia  
May 1, 1963

Mr. E. E. Will, Superintendent  
Brunswick County Public Schools  
Lawrenceville, Virginia

Dear Mr. Will:

In partial fulfillment of the requirements for the degree Master of Science in Education at the University of Richmond, I am writing a thesis on "A Survey of In-Service Education Practices in Virginia to Stimulate Professional Growth and Improvement of Instruction." This work is being done under the direction of Dr. Edward F. Overton, Chairman of the Department of Education at the University of Richmond.

In order to develop the proper statistics, I need the information listed on the questionnaire enclosed. I shall appreciate it very much if you will complete the questionnaire and return it to me within a week. It would also be helpful if you include with your questionnaire a copy of your handbook for teachers and any mimeographed copies of the programs or proceedings of the post-session, pre-school, or mid-year conferences.

If you would like to have a copy of the summary of my study, please check the blank at the end of the questionnaire.

Thank you very much for your assistance.

Sincerely yours,

Faye Lorry Cauley  
(Mrs. Lanier S. Cauley)

## B. QUESTIONNAIRE

Name of School System \_\_\_\_\_  
 Name of person filling in the  
 questionnaire \_\_\_\_\_  
 Position \_\_\_\_\_

In completing the following questionnaire, if a section does not apply to your system, please write "N/A" in the first blank. If more space is needed to complete your answers, please use the back of the page.

## A. POST-SCHOOL CONFERENCE

1. Do you have a post-school conference? Yes \_\_\_\_\_ No \_\_\_\_\_
2. How many days do you allow for this conference? \_\_\_\_\_
3. Is this conference (a) division-wide? \_\_\_\_\_ (b) within the individual school? \_\_\_\_\_ or (c) both? \_\_\_\_\_.
4. If this conference is both division-wide and within the individual school, how much time is given to (a) division-wide? \_\_\_\_\_ and (b) within each individual school? \_\_\_\_\_.
5. What is the primary purpose of this conference? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Who takes the leadership in the planning of this conference?  
 \_\_\_\_\_  
 \_\_\_\_\_
7. Who else participates in the planning of this conference?  
 \_\_\_\_\_  
 \_\_\_\_\_
8. At this conference, do you make plans for the in-service training program for the coming year? \_\_\_\_\_
9. Are the days which make up the post-school conference paid professional days? \_\_\_\_\_
10. Do you make an evaluation of the in-service training program at this conference? \_\_\_\_\_ If so, please describe. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## B. PRE-SCHOOL CONFERENCE

1. Do you have a pre-school conference? Yes \_\_\_\_\_ No \_\_\_\_\_
2. How many days are allowed for this conference \_\_\_\_\_



3. Of the total time allowed for the pre-school conference, what part of that time is allowed for each of the following?

Division-wide      Individual School

Orientation	_____	_____
Conference or group meeting	_____	_____
Departmental or grade level meetings	_____	_____

4. Who takes the leadership in the planning of the orientation program?  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Who else participates in the planning? \_\_\_\_\_  
 \_\_\_\_\_
6. Please list activities included in the orientation program?  
 \_\_\_\_\_  
 \_\_\_\_\_
7. What type of program or activities other than orientation do you plan for this conference? Please list: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
8. Please explain how the supervisory and consultant services are made known to the teachers? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
9. How much time is given to local education association activities?  
 \_\_\_\_\_  
 \_\_\_\_\_
10. Please list pre-school local education association activities:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
11. Are teachers acquainted with the community in any way during this conference? \_\_\_\_\_ If so, please describe the activities.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
12. Do representatives of the community participate in the orientation program? \_\_\_\_\_ If so, how? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
13. Are institutes or workshops held during pre-school conference? \_\_\_\_\_  
 If so, please list and describe, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

14. Are home visits encouraged? \_\_\_\_\_ If so, is time set aside to do this? \_\_\_\_\_ If time is set aside for this purpose, when? \_\_\_\_\_

C. MID-YEAR CONFERENCE

- 1. Do you have a mid-year conference? Yes \_\_\_\_\_ No \_\_\_\_\_
- 2. How many days are given to the mid-year conference? \_\_\_\_\_
- 3. Is this conference (a) division-wide? \_\_\_\_\_, (b) within each individual school? \_\_\_\_\_, or (c) both? \_\_\_\_\_
- 4. If this conference is both division-wide and within each individual school, how much time is given to each?  
(a) Division-wide \_\_\_\_\_ (b) Within each school \_\_\_\_\_
- 5. What is the purpose of your mid-year conference? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 6. What type of program do you plan? Please describe. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 7. Who plans the program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 8. At this conference, are teachers aided in the selection of summer courses, institutes and workshops directly related to their need for improvement? \_\_\_\_\_ How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. SUPERVISORY AND CONSULTANT SERVICES

- 1. Please check course of study which you follow?  
(a) Course of study provided by the state \_\_\_\_\_  
(b) Course of study prepared by your local school division \_\_\_\_\_  
(c) If you have local school division courses of study, please list: \_\_\_\_\_  
(d) Who has a part in the preparation of your division or individual school course of study? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(e) If you have locally prepared courses of study, when was time provided for their preparation? \_\_\_\_\_  
\_\_\_\_\_

2. Please describe your plan of supervision in regard to your schedule for visiting the school, help given new teachers, help given experienced teachers, conferences, etc. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Please list those who have a part in the preparation of your handbook unless this information is contained in the handbook: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Please list the consultant services provided by your division: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. If you have checked question 1.(a), please list the grade and high school areas provided by the state which you use: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### E. PROVISION FOR SCHOOL VISITATION AND OBSERVATION

1. Do you encourage observation of other classes within the same school? \_\_\_\_\_ If so, how much time is given to this practice?  
 \_\_\_\_\_ Who takes care of the class of the teacher who is visiting another class? \_\_\_\_\_
2. Do you plan for inter-school visitation? \_\_\_\_\_  
 (a) If so, how much time is allowed each teacher for this purpose? \_\_\_\_\_  
 (b) Are substitutes provided? \_\_\_\_\_  
 (c) If so, by whom are they paid? \_\_\_\_\_
3. When a teacher observes, is he also paid for the day? \_\_\_\_\_  
 Is he paid in full? \_\_\_\_\_ Or, is he paid only what remains after the substitute is paid? \_\_\_\_\_
4. Do you provide for school visitation outside the system? \_\_\_\_\_  
 (a) If so, how much time is allowed each teacher for this purpose? \_\_\_\_\_  
 (b) Are substitutes provided? \_\_\_\_\_  
 (c) If so, by whom are they paid? \_\_\_\_\_

5. Do you plan for school visitation outside the state? \_\_\_\_\_  
 (a) If so, how much time is allowed each teacher for this purpose? \_\_\_\_\_  
 (b) Are substitutes provided? \_\_\_\_\_  
 (c) If so, by whom are they paid? \_\_\_\_\_
6. Are the days allowed for school visitation cumulative? \_\_\_\_\_  
 If so, to what maximum? \_\_\_\_\_
7. Do you have any plan for sabbatical leave? \_\_\_\_\_ If so, please describe. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### F. INDIVIDUAL SCHOOL FACULTY STUDY GROUPS

1. Does each school have departmental or grade level study groups during the year? \_\_\_\_\_
2. How often are these meetings held? \_\_\_\_\_ How long are they? \_\_\_\_\_  
 \_\_\_\_\_
3. When (hour) and where are these meetings held? \_\_\_\_\_  
 \_\_\_\_\_
4. Do the individual school faculty groups have professional reading groups? \_\_\_\_\_ If so, how are they conducted? \_\_\_\_\_  
 \_\_\_\_\_
5. Do the individual school faculty groups have cultural reading groups? \_\_\_\_\_ If so, how are they conducted? \_\_\_\_\_  
 \_\_\_\_\_
6. Please list other professional activities of individual school faculty groups: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
7. Does each school have a professional library? \_\_\_\_\_

#### G. MISCELLANEOUS

1. Does the school board budget contain appropriations for the In-Service Training Program? \_\_\_\_\_ Please explain or state provisions. \_\_\_\_\_  
 \_\_\_\_\_
2. Are substitute teachers provided at school board expense so that teachers may have In-Service Training Programs during school hours? \_\_\_\_\_ If so, how much time is given to such a program? \_\_\_\_\_  
 \_\_\_\_\_

3. Are children ever dismissed for a day or a portion of the day in order to carry out some part of the In-Service Training Program?  
Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Is time provided for the local education association to meet during school hours? \_\_\_\_\_ How is this arranged? \_\_\_\_\_  
\_\_\_\_\_
5. Do your teachers attend district meetings, state meetings, and national meetings of professional organizations? \_\_\_\_\_  
Is every teacher given opportunity to attend these meetings or are only a few selected to attend? \_\_\_\_\_  
\_\_\_\_\_
6. Do you hold any type of workshop or institute during the year? \_\_\_\_\_  
If so, please describe. \_\_\_\_\_  
\_\_\_\_\_
7. Do you have any type of retreat? \_\_\_\_\_ If so, please describe.  
\_\_\_\_\_  
\_\_\_\_\_
8. Do you encourage your teachers to take advanced work? \_\_\_\_\_
9. What provisions does your system make for extension classes?  
\_\_\_\_\_  
\_\_\_\_\_
10. Does your system offer any financial assistance? \_\_\_\_\_  
Please explain necessary basis for grants or awards and amounts.  
\_\_\_\_\_  
\_\_\_\_\_
11. What use is made of the personnel files to assist individuals in professional growth? \_\_\_\_\_  
\_\_\_\_\_
12. Would you like a copy of the summary of this questionnaire?  
Yes \_\_\_\_\_ No \_\_\_\_\_

## APPENDIX C

## SUMMARY OF DATA

## A. POST-SCHOOL CONFERENCE

1. Summary of time allotments by school divisions is the same as found on Table I in the text of Chapter II.

2. Purpose of Post-School Conference

<u>Purpose</u>	<u>No. Divisions</u>
To evaluate past year and plan for coming year.....	10
To complete records and make plans for coming year.....	6
To evaluate year's work and complete records.....	7
Work day only--to complete records.....	7
Evaluation and recognition of work accomplished.....	4
To work on curriculum improvement.....	3
To create an understanding between schools.....	1
To outline work to be done coming year.....	1
To plan for orientation.....	1
No answer.....	3

3. Leadership in the planning of this conference

<u>Leadership taken by:</u>	<u>No Divisions</u>
Principals.....	17
Supervisory staff and principals.....	5
Superintendent and principals.....	4
Superintendent.....	2
Superintendent, supervisors and principals.....	2
Director of instruction.....	2

Principals and selected teachers.....	2
Superintendent and supervisor.....	1
Principal and director of instruction.....	1
Supervisor, principal and teacher.....	1
Principal, superintendent, and director of instruction.....	1
Superintendent and director of instruction.....	1
Heads of departments, supervisors, principals and teachers.	1
Supervisor, principals, special committees.....	1

4. Others who participated in the planning of the post-school conference

	<u>No. Divisions</u>
No one.....	13
Teachers.....	6
Superintendent.....	3
Superintendent and supervisors.....	3
Supervisor and principals.....	2
Superintendent, supervisor and teachers.....	1
Principals.....	1
Supervisors.....	1
Supervisors, consultants and special teachers.....	1
Teachers and principals.....	1
Supervisors, guidance personnel and superintendent.....	1
Director of instruction and supervisor.....	1
Superintendent, principals and teachers.....	1
Occasionally someone from the Virginia State Department of Education.....	1
Superintendent and lay people.....	1
Textbook consultants and resource people from nearby colleges.....	1

5. Plans for in-service training program for the coming year:

Yes 26 No 13 No Answer 4

6. Paid professional days:

Yes 36 No 2 No Answer 5

7. Evaluation of in-service training program at this conference:

Yes 18 No 22 No Answer 3

<u>Methods of evaluation reported:</u>	<u>No. Divisions</u>
Try to determine success of year through discussions...	7
Self-evaluation by teachers.....	1
Written evaluation with suggestions for improvement by individual teachers.....	1
Letter of inquiry to teachers to determine value of program.....	1
Use of questionnaire to teachers.....	1
No answer.....	7

**B. PRE-SCHOOL CONFERENCE**

1. Summary of time allotments by school divisions is the same as found in Table II.

2. Leadership in the planning of the orientation program

<u>Leadership taken by:</u>	<u>No. Divisions</u>
Superintendent, supervisory staff and principals...	12
Principals.....	9
Superintendent.....	7
Superintendent and supervisors.....	6
Director of instruction.....	5
Superintendent and principals.....	5
Principals and supervisors.....	4
Local education association.....	4
Department of instruction and principals, supervisors and teachers.....	3



Department of general administration.....	2
General supervisor.....	2
Director of instruction and principals.....	2
Director of instruction, supervisors and principals....	2
Committee with various sub-committees under direction of school board.....	1
School board office.....	1
Administrative and supervisory staff with committee....	1
Director of instruction, supervisors, principals and teachers.....	1
Superintendent, principals and teachers.....	1
Elementary supervisors and visiting teachers.....	1
Assistant superintendent.....	1
Supervisory staff.....	1
Director of instruction and faculty representative from each school.....	1
 <u>Others who participated in the planning of the Conference</u>	
Teachers.....	17
No one.....	7
Supervisors.....	5
Supervisory staff and principals.....	3
Supervisors, certain chairmen and teachers of departments and principals.....	3
Superintendent, principals and teachers.....	2
Superintendent.....	2
Principals and superintendent.....	2

Supervisors, teachers, resource people from State Department of Education and local education association.....	2
Local education association.....	2
Department of personnel and instruction.....	1
Special supervisors plan for work with special teachers.....	1
Consultants.....	1
Parents.....	1
Pupil ideas are used.....	1
Principals.....	1
Principals and guidance personnel.....	1
Resource people from State Department of Education.....	1
Supervisors and principals.....	1
Director of instruction and director of personnel.....	1
Superintendent and administration.....	1
Assistant superintendent and principals.....	1
Guidance coordinator.....	1
Principals and grade group chairmen.....	1
Superintendent and local education association.....	1
Group leaders and invited guests.....	1
Principals, supervisors and director of instruction....	1
Administrative staff.....	1
All professional people.....	1
Officers of professional organization, grade department chairmen, P-TA, and community groups.....	1
Director of Instruction.....	1
No one.....	1

3. Activities included in the orientation program No. Divisions

Program to give out general routine information concerning school board policies, school policies, record keeping, etc.....	31
Group meetings by subjects and grade level.....	5
Tour of community.....	6
Inspirational speaker.....	4
Individual school orientation.....	4
Introduction of personnel.....	3
Familiarization with buildings and facilities....	3
Luncheon.....	3
Make services of the system known.....	2
Local education program.....	2
Suitable boarding places and homes are found for new teachers.....	2
Welcome by mayor, schools and association.....	1
Special courtesies at beginning of school-- flowers on new teachers' desks', Woman's Club luncheon.....	1
Social by local education association.....	1
Program within the school arranged by superintendent.....	1
Picnic.....	1
Tea for one hour at end of first day.....	1
Elementary supervisor has meeting with new teachers.....	1
Opportunity for individual initiative and experimentation by meetings, small group discussions.	1
Welcome by school board chairman and greetings by key civic leaders.....	1

Talks by Virginia State Department personnel and textbook consultants.....	1
Chamber of Commerce dinner for new teachers.....	1
Review of summer activities.....	1
Plans for the year.....	1
Luncheon given by school board.....	1
Visit to county library and film library.....	1
Supervisors, school board members and officers of local education association have luncheon.....	1
All constructive measures available.....	1
Meeting of new teachers with supervisors in a group and individually.....	1
Visit to school board office, schools.....	1
Send letters of welcome.....	1

4. Participation of community in orientation:

Yes 42      No 24      No Answer 3

Sometimes 4

Teachers are acquainted with the community in the following ways:

	<u>No. Divisions</u>
Luncheon, picnics, or receptions by Women's Clubs, Chamber of Commerce, P-TA, or other civic organizations.....	13
Representatives of community serve as speakers, on panels and assist with socials.....	18
Tours of the community.....	4
Letters of welcome.....	1
Newspapers are sent.....	1
Merchants give small gifts, maps, folders of materials	1

Type of program or activities other than orientation

<u>Activities reported:</u>	<u>No. Divisions</u>
Inspirational speaker.....	11
Departmental and grade level meetings.....	7
Introduction and discussion of new textbooks.....	5
Conferences in individual schools planning and preparing for year's work.....	7
Workshops.....	3
Luncheon or social.....	2
Some emphasis program for the year started.....	2
Administrative.....	2
Panel discussions.....	2
Consultant aid for teachers.....	1
Review of handbook.....	1
Talks by superintendent, director of instruction and others outlining general aims.....	1
Leadership conferences for principals and supervisors.....	1
In-service training in particular areas and specific directions.....	1
6. <u>Supervisory and consultative services are made known to teachers through the following:</u>	
Pre-school conferences and faculty meetings.....	26
Bulletins or handbooks.....	17
Letter to new teachers.....	3
Personal contact.....	6
Orientation of new personnel.....	3
Announcements.....	4
Each supervisor and consultant meets with new teachers twice a year and as a group.....	1
Through grade level and subject area discussion.....	1
Principals and supervisors.....	3

Visitations to schools.....	1
Directly from main office.....	1
No answer.....	4

7. Time given to local education association at the pre-school conference:

Yes 64      No 7

Time given was as follows:	One day.....	6
Less than one hour.....	2      As requested.....	2
One to two hours.....	35      Not any.....	7
One-half day.....	16      No answer.....	3

8. Pre-school education association activities:

<u>Activities</u>	<u>No. Divisions</u>
Check on committee work and program for the year.....	20
Help plan and assist with social functions.....	11
Program with a speaker.....	7
Introduction of personnel.....	4
Assist with orientation.....	2
Report of delegates who have attended meetings.....	3
Explanation of insurance and other benefits.....	3
Election of delegates to Virginia Education Association....	3
Letter of welcome to new teachers.....	2
Consider matters to come before Virginia Education Association.....	2
Trips.....	1
Discuss budget.....	1
Executive meeting to organize committee with the community.	1

9. Teachers are acquainted with the community in 30 divisions while no provisions are made for this in 33 divisions.

Teachers are acquainted with the community in the following ways

Tour of the community with visits to its industries.....	4
Banquet, luncheon, picnics, teas, and receptions are given by the community.....	9
P-TA leaders and other community people invited in to acquaint teachers with aspects of locality.....	7
Folder of materials given.....	2
Maps are given.....	1
Orientation meetings for new teachers--principals explain community.....	3
Film on community is shown.....	1
Church information and living arrangements information available.....	2
Letters of welcome written before teachers arrive.....	1
Distribution of favors.....	1
10. <u>Workshops held during the pre-school conference</u>	

Yes 35 No 34 No answer 2

Descriptions of the workshops were as follows:

1. Consultants conducted them in an introductory manner in some subject area to be followed through by teachers later.
2. Teachers who attended summer workshops conducted limited workshops within their own schools.
3. The Virginia State Department of Education conducted some workshops. These were concerned with English and physical education.
4. Textbook consultants held some of the workshops.
5. In one system, the United States Office of Education conducted a workshop.

6. In others, workshops were conducted by the county supervisors in some subject area or methodology.

7. Some practical workshops were held, mostly departmental and committee work.

Workshops have been conducted recently in science, math, art music, reading, arithmetic, physical education, audio-visuals and in curriculum development.

### C. MID-YEAR CONFERENCE

1. Summary of time allotments by school divisions is the same as found on Table III.

#### 2. Purpose of Mid-Year Conference

<u>Purpose as stated on questionnaire</u>	<u>No. Divisions</u>
Evaluate first semester and plan for second.....	16
Professional improvement.....	16
Evaluate and complete records.....	6
Work day to complete records and reports.....	5
Evaluation only.....	5
Professional meetings and work day.....	2
To present new materials and methodology.....	2
Acquaint parents with work of children.....	1
Complete records, evaluate and plan.....	1
Complete records and hold parent conferences.....	1

#### 3. Type of Program

<u>Types as listed on questionnaire</u>	<u>No. Divisions</u>
Professional using consultants and inspirational speakers.....	8
Group conferences in subject area using specialists in field.....	13
Evaluation.....	8
Varies according to needs of teachers.....	4



Work program.....	3
Program planned by principals in individual school.....	2
Workshop.....	1
No program.....	17

4. <u>Planning of the program is done by:</u>	<u>No. Divisions</u>
Principals.....	7
Administrative and supervisory personnel.....	8
Supervisor, principals and teachers.....	5
Principals and supervisors.....	4
Superintendent.....	2
Superintendent, supervisory staff, principals and teachers.....	2
Superintendent and supervisor.....	2
Director of instruction.....	3
Director of instruction, principal and teachers.....	2
Supervisory staff, principals and teachers.....	1
Superintendent, supervisory staff with teacher counsel.	1
Superintendent, supervisors, principals, and president of local education association.....	1
School board staff, principals and teachers.....	1
Superintendent and principals.....	1
Principals and guidance counselor.....	1
Director of instruction and principals.....	1
Director of instruction, supervisor and principals.....	1
Director of instruction, supervisor, principals and teachers.....	1
No answer.....	11

5. Teachers are aided in the selection of summer courses, institutes and workshops directly related to their need for improvement as follows:

Local needs are identified and institutes and workshops are planned and offered with specific purposes in mind.

Individual conferences are held.

Suggestions are offered through study of individual needs of teachers for professional improvement and for certification purposes.

The use of questionnaires, bulletins and personal contact are used to help teachers select courses.

Announcement of available classes are made.

Discussion of new plans and new needs bring about participation in courses, institutes and workshops.

Extension director explains courses and brochures designating those courses available for certification.

Through memoranda of faculty meetings teachers learn of courses available.

#### D. SUPERVISORY AND CONSULTANT SERVICES

1. Description of plan of supervision as stated on the questionnaire:

- a. Supervisors are on call from all schools. They often attend faculty meetings to introduce new materials. Individual and group conferences are held.
- b. Supervisors give priority to new teachers and weak teachers, then help others as requested and reach the remaining teachers through observation.
- c. Many supervisors have a regular set schedule for visiting, usually once every two weeks while others conduct unscheduled visits.
- d. In one system, the supervisors try to evaluate each teacher at the end of the first semester and have a conference following

observation in which praise for work well done is given and suggestions for improvement are made. An evaluation is also made during the second semester for the superintendent so that he can make recommendations for another year.

e. In some systems, the supervisor visits only on request from the teacher or principal or when a special project is in operation.

f. In some systems, new teachers and first grade teachers are contacted first. A box is placed at each school for requests. Some teachers ask for conferences and these are held with those who need special help.

g. Other supervisors work on call or need with unscheduled visits to schools or planned when specific needs arise. The first part of the year is spent orienting and assisting new personnel. Teachers may request observation or demonstrations. Individual and group conferences are also held with the substitute teachers.

h. Supervisors are also responsible for planning instructional conferences, demonstrations, selecting and introducing new materials to teachers and in planning for inter-school visitation and observation.

i. Faculty meetings and education meetings monthly in each school with  $1\frac{1}{2}$  hours discussion of new developments in education.

j. Director of instruction and elementary supervisor and non-teaching principal give priority to new teachers and weak teachers, then to others as requested, then remainder through observation.

k. Each elementary supervisor works with 90 teachers visiting on regular schedule and on call. Special meeting and conferences are held with new teachers. These meetings are held each month for a period of two hours.

l. The supervisors plan instructional conferences and work study groups.

m. Supervisors are responsible for selection of materials for teaching, demonstration teaching, planning inter-visitation and observation.

n. Supervisors visit all teachers in grades 1-4, the director of instruction visits 5-12. Individual teacher conferences are held. Seminars on voluntary basis are held at night.

o. In some divisions, the principal is mainly responsible for supervision.

p. Supervision from the central office is relatively new in one system. The visitation of classrooms is mostly by invitation from principal or teacher.

2. Preparation of the handbook was done by the following:

Superintendent.....	11	Supervisory staff, principals and teachers.....	2
Principal.....	11	Administrative staff and a committee from local education association.....	2
Supervisor.....	12	Visiting teacher.....	1
Teachers.....	7	Key personnel.....	1
Superintendent and staff	6	Instruction staff.....	1
Director of instruction.	5	Committee on principals and teachers.....	1
Local education association.....	2		

3. Consultant services as listed on the questionnaire were:

Director of instruction

Superintendent

Specialists from book company

Those available from the Virginia State Department of Education

Elementary Supervisor and music consultant from elementary grades

State Department of Education

College instructors

Local people

Officers of local education association

Science coordinator, physical education

Math and science

Welfare and health departments

Guidance, reading and speech, special education

Local guidance center

Audio-visual, distributive education, industrial education  
special

Education, speech, special reading, home economics

4. Course of study used:

Course of study followed by local school divisions:

Course of study provided by the state..... 22

Course of study prepared by local school division..... 6

Both..... 40

Most of those who use the state curriculum guides use all of  
them while others use only science, math, history, and health.

5. Locally prepared courses of study have been made in the following:

8th and 9th grade science

Social studies in 3rd grade

Social Studies 8-12

Science 7, 8, and 9

Tentative curriculum guide

English and social studies

All subjects 1-12

Physical education

English, social studies, math and science

General science, home economics, vocational agriculture

Local history and geography

Language arts, health and physical education

Elementary language arts

Industrial arts, agriculture, art, science

English, science, physical education

Curriculum for all grades and most subject areas

State history, Science K-12

Elementary grades and English

Elementary curriculum guide

Secondary program

All areas

Social studies, business education, English and math

6. Those who have a part in the preparation of the division or individual school course of study were:

	<u>No. Divisions</u>
Supervisors, principals, and teachers.....	16
Principals and teachers.....	7
The entire personnel.....	7
Teachers.....	4
Superintendent, supervisory staff, and principals...	1
Director of instruction and teachers.....	1

Elementary supervisor and teachers of elementary school..	1
Principal, director of instruction, teachers.....	1
Key teachers and supervisors.....	1
Heads of department with key teachers.....	1
Director of instruction, principals and teachers.....	1
Teachers, principals, director of instruction.....	1
Supervisors and committee.....	1
School board members.....	1

7. The course of study prepared at the local school level was made at the following times:

Summer--professionally paid days.....	15
During in-service training period.....	7
After school.....	8
During regular school day.....	7
Principals and teachers own time.....	1
At night.....	2
Saturdays.....	2

E. PROVISIONS FOR SCHOOL VISITATION AND OBSERVATION

1. Intra-school observation:

Yes 39 No 22 Occasionally 10

Time given:

As need arises.....	16
One day.....	11
One to two days.....	5
Two days.....	2
Twice per year.....	2
Not enough.....	2

Flexible.....	1
<u>Class taken care of by:</u>	
Principal.....	14
Substitute.....	11
Other teachers.....	9
High school pupils.....	1
Student teachers.....	2
Supervisor.....	2

2. Inter-school visitations:

Yes 46 As needed 1 Very seldom 1

New teachers 3

Time given:

Occasionally.....	18
One day.....	15
As needed.....	10
One-half day.....	2
One to two hours.....	2
As much as possible.....	2
Two times per year.....	1

Substitute provided:

Yes 33 No 4 Sometimes 2

Home room mothers used 1 No answer 10

Substitutes paid by county:

Yes 31 No 2

Teachers also paid:

Yes 44 No 6 Full day 42



3. School visitation outside system:Yes 29 No 15 As needed 5Occasionally 12 No answer 10Time allowed:

One day..... 15  
 As need arises..... 10  
 One to two days..... 2  
 No specific amount..... 1  
 No answer..... 4

Substitute provided:

Yes..... 25  
 Children stay at home..... 3  
 Room mothers substitute..... 1

4. School visitation outside state:

Yes..... 11

No..... 58

Not planned or encouraged..... 1

Request has not come..... 1

Time allowed:

No designated amount..... 9

One day..... 2

Substitute provided:Yes 7 No 4 Paid by school board 7

School visitation days are cumulative in only three divisions.

## 5. Plans for sabbatical leave:

Yes 11 No 52 No answer 8

Descriptions of the sabbatical leave were as follows:

Leave of absence without pay granted for additional college work.

One-half salary paid by school board--number of teachers not to exceed one per cent.

A leave is granted after five years of teaching.

After five years' service, a teacher is eligible for sabbatical leave for half year or full year on one-half salary.

After seven years' service, one year leave of absence granted with one year full salary. One per cent of entire staff eligible for one year.

One year leave of absence is provided.

Limited plan for part compensation for approved absence to study.

One teacher per year with \$500.00 stipend for advanced study.

#### F. INDIVIDUAL SCHOOL FACULTY STUDY GROUPS

##### 1. Departmental or grade level study groups during the year:

Yes 53      No 13      No answer 5

##### Frequency of meetings:

Monthly.....	31	2 per year.....	2
Four per year.....	4	Weekly.....	3
Two per month.....	6	Two per semester.....	1
3 to 12 per year...	1	No answer.....	6

##### Length of meetings:

Varies.....	14	30 to 40 minutes.....	3
One to two hours...	31	No answer.....	5

##### When and where held:

After school.....	31	Before and after school...	15
Night.....	4	No answer.....	1

Usually meet in schools or local buildings.

##### 2. Individual school faculty professional reading groups:

Yes 7      No 46      No answer 18

3. Individual school faculty group cultural reading groups:

Yes 5      No 48      No answer 18

4. Other professional activities of individual school faculty groups:

Inter-school meeting and division meeting

In-service study

Night classes held for college credit at one of schools each semester

Study of problems that are pertinent to objectives of school

In-service meetings, guidance meetings

Regular faculty group meeting where county-wide problems or one peculiar to own school are studied

Small discussion groups

Faculty meetings

Professional faculty meetings

Grade level study groups and projects, P-TA study groups

Extension college courses

Study groups led mostly by teachers

Regional and state conferences in subject matter area

Attendance at state conference

Education association meetings, conferences by Virginia Education Association Virginia State Department of Education

Working on curriculum-making course and unit outlines

Departmental meeting in high schools, faculty meetings for professional study

Each school has at least one school faculty meeting at which time matters concerning operation and instruction are discussed.

Local supervisors operate workshops for all teachers during year

Making studies of certain problems--planning a program of reading

G. SCHOOL BOARD APPROPRIATIONS FOR IN-SERVICE EDUCATION

1. Appropriations are made:

Yes 47 No 19 No answer 4

Some of the provisions made by the school board are:

Instructional costs.....	4
No definite amount.....	1
Outside speakers, consultants or specialists to conduct extended study groups or one or two-day sessions.....	16
Money is requested and appropriated upon request and presentation of plans.....	1
Teachers who attend summer workshops are paid.....	1
Two or three summer workshops--all cost borne by school board.....	3
Experimentation, some conferences attendance expense.....	1
State plan--one extension class per year.....	1
Extension classes--part or all expenses provided.....	12
Materials for instruction.....	1
\$3,000.00 provided for in-service training program.....	1

2. Provisions of substitute teachers at school board expense so that teachers may have in-service training programs during school hours were reported as follows:

Yes 15 No 45 No answer 8

3. Dismissal of children part or all day to carry out in-service training program:

Yes 19 No 45 No answer 7

Explanations of dismissals as given on questionnaire:

Schools are dismissed at noon three times per year for in-service meetings.

Children are dismissed between semesters.

In order to bring teachers together for special meetings

Children are dismissed some whole days, some days one hour early.

School is dismissed early to have textbook consultants talk.

Elementary, junior and senior high schools each have one day in school calendar--usually in subject area.

Children may be dismissed one hour early once or twice per year.

Children are dismissed two days for in-service program.

Days are set aside in the calendar for this.

If in-service education program is county-wide, the children are dismissed.

Children are dismissed two hours early first Wednesday in each month.

Children are dismissed at noon one day.

Children are dismissed early several times a year.

Children are dismissed early two days each session.

4. Provisions for local education association to meet during the school hours:

Yes 9      No 56      Sometimes 2      No answer 4

Arrangements:

Early dismissals..... 5      Two per year..... 1

Night session..... 1      Arranged by superintendent 1

5. Attendance at district, state and national meetings:

Yes 63      No answer 3

Opportunities for attending district, state and national conferences were as follows:

All are given opportunity..... 17

All are given opportunity to attend state meetings..... 14

Delegates are selected for state meetings..... 34

Voluntary--all attend district, less state, less national

6. Workshops or institutes held during the school year:

Yes 37                      No 18                      No answer 16

Descriptions of the workshops were as follows:

They are usually after school or in the evening.

They are held whenever justified in the subject area.

Workshops are held in subject area each summer.

Workshops grow out of the various interest groups.

Workshops are held in the summer.

Workshops are held in subject area, administrative and training.

Two or three institutes are held as occasion demands.

Principals' workshop is held during the year

The workshops held were in math, art, reading, geography, music and writing.

## 7. Fifty-nine encouraged advanced work.

8. Provisions for extension classes as reported by the various divisions:

Some extension classes held in area each year.....	19
University of Virginia extension division classes.....	9
Arrangements are made with local education institution	6
Two or three classes a year that are supported by state funds.....	6
Arranged at request of sufficient number of teachers...	8
In-service training classes are arranged.....	2
Many organized locally--part tuition paid.....	4
Two provided each year under scholarship plan.....	1

9. Use of personnel files:

To advise teachers on what college courses to pursue... 9

Individuals are reminded to acquire increment college courses and to renew certificates..... 8

Evaluation of preparation often leads to selection of in-service growth activities.....	1
Guidance by superintendent.....	3
Recommendations are made to teachers concerning courses, advanced work, certification in additional fields....	1
Record of teachers' participation in activities kept...	1
Recommendations are made to teachers to take courses in accordance with indicated needs.....	3
Used as a record to keep tab on progress and certifica- tion.....	1
Used to see that those who are taking course work receive proper credit.....	1
Try to discover weakness and suggest further study needed.....	1

## VITA

Faye Lowry Cauley, daughter of Mr. and Mrs. William McKinley Lowry of Hot Springs, Virginia, was born October 6, 1934. She received her diploma from Valley High School in Bath County, Virginia, in June, 1953. The following fall she entered Montreat College and received the Bachelor of Science degree in June, 1957.

After graduation from Montreat College, she taught the fifth grade for two years at Varina School, Henrico County, Virginia. She began graduate work at the University of Richmond in June, 1958.

She taught school in Alleghany County from 1959 through 1961. In Alleghany County she taught a fifth and sixth grade combination one year and a fifth grade section one year.

Following her marriage in August, 1961, to Lanier Stewart Cauley of Hot Springs, Virginia, she moved to Blacksburg, Virginia, where she taught the first grade at Balview Elementary School, Montgomery County, Virginia.

She has one son, Lanier Stewart Cauley, Jr.