

In reviewing the 1946 and 1947 conferences and looking toward plans for 1948 (a five-day conference in February) we asked ourselves, "What are the necessary ingredients for a successful workshop?" Our answer was:

- ▶ Authorities who are forward looking, have faith in the ability of their co-workers, and confidence in their work
- ▶ Subjects for study chosen by the group because they are of vital interest to the group
- ▶ Careful pre-planning by a small but representative steering committee
- ▶ A carefully planned day-to-day schedule with a good balance of work and play so that nerves don't become taut
- ▶ Dur'ies of all workers definitely outlined so that each can proceed with confidence

- ▶ Carefully selected consultants who know before they meet the group just what pre-planning has taken place. This insures "consulting" not "speech making"
- ▶ A careful evaluation of the conference at its conclusion so that each participant has an opportunity to voice his criticisms—either favorable or adverse
- ▶ A follow-up on the work accomplished so that a satisfaction may be derived from work well done.

Every high speed engine needs a trained engineer (ours was Thomas Durrell, Assistant Commissioner), an efficient oiler who keeps the wheels turning smoothly (ours was Ann Hoppock, his assistant), and a train crew that works together to speed the journey (we had a crew of sixty).

*In-Service Education in Florida*_____

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The Florida in-service program covers a wide range of activities which we do not have space to describe here; therefore, this article deals only with the in-service program of supervisors. The authors are Mrs. Dora Skipper, coordinator of the state supervisory program, and Sam H. Moorer, field supervisor, both in the State Department of Education, Tallahassee, Florida.

A BASIC PRINCIPLE in Florida's program for the improvement of instruction is that continuous effort should be focused on discovering and developing leadership among all groups interested in the improvement of education. The direct supervision of individual schools, classrooms, and teachers is assumed to be a local function. A corol-

lary of this assumption is that the state has the responsibility of bringing about the improvement of local programs through the development of local leadership.

The belief that educational programs in a democratic society should place primary emphasis upon the worth and dignity of human personality and high

value on establishing good human relationships is a second point of emphasis.

Still a third assumption is that the improvement of leadership cannot be brought about by the exercise of authority but must take place through an educational process. Activities in the program should be so planned that individuals experience those things which they are seeking to learn. The development of in-service programs which meet local needs must come about through active participation of all persons concerned, assisted by trained and informed leaders, working in a democratic manner on problems of concern to all.

The concept of leadership the state supervisory staff seeks to demonstrate is shared leadership. All who work together for the improvement of education are at times leaders and at other times followers, depending upon the unique contribution each has to make. State leadership does not assume that it knows all the answers. It doesn't stand out in front and beckon others to follow, but recognizes need for its own development and makes itself part of the problems to be solved.

It Is Everyone's Concern

The in-service education program has become a cooperative endeavor through which colleges, extension workers, state and community agencies, organized professional groups, consultants from within and without the state, parents, children, school staffs, school board members, and trustees are working together for the improvement of education in Florida. This cooperative effort is centered in many types of activities, most of which are interrelated and depend upon others for success. The

wide range of these activities is illustrated in the brief descriptions of a few of them.

State Leaders on the Local Scene

State supervisors look upon their work with local educational leaders as an opportunity to contribute to the in-service education of leadership by demonstrating good supervisory techniques. They confer with local supervisors on problems, help identify and analyze, and help develop a plan of attack and later follow up; share successful supervisory activities observed in other situations; suggest professional reading; assist the local supervisor in making application of ideas and techniques developed at state and regional conferences; seek information as to types of conferences and other assistance that will be of value to the local supervisor. In short, state supervisory personnel working on the local scene give assistance in planning, coordinating, evaluating, and redirecting.

The Various Types of Conferences

Conferences serve to bring people together to work cooperatively toward the solution of educational problems in the state. The contribution of the conferences to in-service education of participants lies in *securing increased understanding of problems considered*, and *living through experiences planned to demonstrate better ways for leadership to function in working on problems*.

Four types of conferences are planned for supervisors:

1. Those held with beginning supervisors for two days each year with the State Department supervisory staff for the purpose of orientation.

2. Annual three- to five-day conferences in the Spring for all types of supervisors to evaluate programs, discuss problems, and secure ideas for development of plans for the coming year.

3. Regional conferences held in the Fall where supervisors, principals, key teachers, and parents become acquainted with one another and share in planning supervisory programs.

4. Leadership training conferences held at Florida State University for three weeks each summer in which all beginning supervisors, some experienced supervisors, and selected and invited teachers, principals, superintendents, and community workers meet and work on educational programs. Participation in the leadership conference enables participants to earn graduate credit.

State and local supervisory personnel participate in another conference at the University of Florida for three days four times a year. Graduate credit is given to those who participate and who successfully complete assignments for field study and satisfactorily report their findings. These are of three types: county superintendents' conferences, principals' conferences, and classroom teachers' conferences.

Special conferences, usually held on one of the college campuses, are centered around such problems as: developing an instrument for evaluating schools in Florida; planning and evaluating programs for teachers who direct the work of intern teachers; analyzing the pre-service program for elementary teachers in a teacher training institution; developing plans and policies for kindergarten programs.

On these occasions participants and consultants meet for one or more days in large and small groups to work together.

Committees and Advisory Councils

State-wide committees and advisory councils have been organized to work on problems in the areas of health, school lunch, school legislation, child welfare, school-community recreation, teacher education and certification, and state curriculum programs. Some of these committees consist only of educators who work to provide specific technical guidance for development of educational programs. Others include representation from lay, civic, and professional groups and serve in an advisory capacity.

A basic principle involved in determining participation in such groups is that in the development of state or local programs all groups affected by the work of such committees should be represented. Frequently similar committees, following the pattern of state-wide committees are found on the county and community level.

Materials Furnish Another Activity

Preparing and selecting educational materials is another activity of the in-service program. Curriculum materials for state-wide use are prepared by groups selected from various sections of the state. Those who give promise of becoming leaders in similar types of activities on the local level are selected for participation in state-wide groups. State-wide curriculum materials are guides to the development of programs which will fit local needs rather than specific and detailed courses of study.

Florida has a state-adopted list of textbooks and library materials for which state funds may be spent. A representative state-wide group recommends selection of materials for the state list.

Selection from this list for local use is a local responsibility. By careful planning, a wide variety of instructional materials to implement a locally developed educational program can be secured through the use of state funds.

Thus another opportunity is provided for local leadership to grow through participation in state-wide activities. Individuals who work at the state level are in a position to assume leadership in developing similar experiences for local school personnel so that they in turn may be better prepared to exercise leadership in providing better classroom situations in cooperative problem-solving activities by boys and girls.

Pre- and Post-School Activities

All Florida teachers are now employed for ten months each year. Schools operate for nine months and the tenth month is used in a wide variety of ways for improvement of programs.

State- and county-wide workshops are sponsored by the teacher training institutions whereby both graduate and undergraduate credit may be earned. During the summer of 1948, twenty-seven county and twenty-four state workshops were held. These were at-

tended by 4356 educational personnel comprising twenty-seven percent of the total number employed in Florida at present.

Sharing and Intervisitation

Useful ideas, techniques, and materials are shared through newsletters—monthly bulletins on state and local levels. Both state universities maintain curriculum libraries from which materials may be secured. Teacher visitation in and out of counties and the state is also a definite part of the in-service program. Many school systems provide substitute teachers for regular teachers who wish to visit other schools.

Consultant Service

In all of the above described programs for in-service growth consultant service is provided. Consultants come from the State Department of Education, from the teacher training institutions of the state, and from colleges and universities in and outside the state.

The aim of this program for in-service education is to provide for all educators the kinds of activities which will enable them to lead in the improvement of experiences for boys and girls in Florida.

DID YOU READ the November issue of EDUCATIONAL LEADERSHIP on the important topic, "Controversial Issues?" You'll want to read it; recommend it to your professional friends, and use it in your classes. What we shall teach and how we shall teach are dealt with realistically—and the individual's responsibility is made clear in the stand we must take against the activity of any group which attempts to prevent the examination of controversial issues in our schools. Order from the ASCD office. Single copies, 50 cents. Discounts on quantity orders: 2-9 copies, 10%; 10-99 copies, 25%; 100 or more, 33 1/3%.

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