

Evaluation in the Bristol Township plan of individualized in-service education was thus both a vehicle for advancement and a milestone by which progress could be measured. To any district interested in trying a similar plan I can only say that the direction seems a good one. The dynamic forms of self-evaluation and direction required are not easily

achieved nor are the milestones as neat indications of progress as are their highway counterparts.

To determine direction is probably the best we can do until a human calculus has been devised that will enable us to examine and analyze a fluid and dynamic human enterprise with mathematical exactness.

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Approaches to In-Service Education in New Mexico

Several practices in a state-wide in-service education program are reported by these authors.

EDUCATION in New Mexico has made much progress in recent years. Among the specific accomplishments worthy of mention are: (a) the establishment of a State Board of Educational Finance which has done much to help coordinate programs, budget requests, and allocation of money related to the institutions of higher education in the state; (b) a public school instructional staff salary schedule which ranks sixth in the nation, despite a per capita income in the state which ranks only thirty-fifth among the states; (c) a doctoral program in education which, though administered at the University of New Mexico in Albuquerque, was cooperatively developed by all the colleges and universities in the state which prepare teachers and school administrators; (d) a revision

of the state teacher certification regulations which gives added emphasis and strength to the professional aspects of the preparation programs and which provides for issuing certificates only upon the recommendation of the director of teacher education at the institution where the applicant completed his degree program; (e) a very vigorous four-year program which is being supported by the W. K. Kellogg Foundation, developed under the auspices of the New Mexico State Department of Education, and designed to improve the quality of educational administration in the state's schools; (f) a very active and highly respected state educational association which is proud of the fact that 99.4% of New Mexico's teachers are members of this state association and that 94% of

them are members of the National Education Association; (g) a state Commission on Teacher Education and Professional Standards through which all proposed changes in teacher education and certification regulations are channeled before being considered by the State Board of Education; (h) the inauguration of educational television centered at the University of New Mexico but available to TV classes both on the campus and at distant points throughout the state; (i) the development, approval, and inauguration of preparation programs and certification requirements for directors of guidance and counseling in the elementary and secondary schools; and (j) significant progress in the integration of New Mexico's various races and cultural groups.

Much could be written on each of these items but it is the purpose of this article to describe only item (k) in-service education among teachers and school administrators in New Mexico. In-service education is initiated in many different ways and is carried on within a great variety of patterns.

In New Mexico most of the usual procedures in in-service education have been tried. These will not be discussed here but some of the unique practices carried on in this state will be reported, in the belief that this information might be interesting and helpful to others.

State Department of Education

The State Department of Education, through its division of secondary education, has encouraged local school systems to stress curriculum development and revision at the secondary level in their in-service education activities. In cooperation with the State Curriculum Committee, the State Department of Education sent a letter to all school superin-

tendents, secondary school principals, and directors of instruction. This letter requested the following information:

1. Detailed report on any curriculum work done by faculty and staff at the secondary level, in such fields as science, mathematics, social studies, languages (particularly Spanish);

2. Explanation and description of local curriculum committee organization—whether there is a committee in each school or whether one committee serves the entire school system, and how the various committees are appointed and how they operate;

3. Detailed report of curriculum development and revision now under way, including any cooperative curriculum projects being carried on with other state organizations, such as the New Mexico Cooperative Program in Educational Administration (NMCPEA), the New Mexico Association of Secondary School Principals, the New Mexico Coordinating Council of Secondary Schools and Colleges, or other state groups.

All this effort on the part of representatives of the State Department of Education helped in at least two ways: (a) it spurred some school systems into initiating and carrying on some sort of in-service education; and (b) other school systems already engaged in in-service projects were given an opportunity to report and publicize to others the progress being made in curriculum development and revision. A summary of these reports made by various school systems will be given in the latter part of this article.

The State Department of Education has also encouraged teacher education institutions to conduct workshops and

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conferences designed to give attention to subjects of interest and value to teachers in service. These workshops are held on Fridays and Saturdays, during holidays, at night, during the summer months, and at other times and places convenient for teachers. On December 7, of the current school year, each of the institutions of higher education offered some type of in-service workshop or conference. These were held simultaneously throughout the state. These campus activities were developed by the various public and private institutions of higher education and drew several thousand teachers and school administrators in attendance. The State Department of Education is giving wide publicity to these workshops, is furnishing from its professional staff consultants for some of them, and is urging school administrators to encourage and make possible the attendance of their teachers. Policies approved by the State School Budget Auditor make it possible for school districts to budget a limited amount of state school funds for in-service education. This provision makes it possible for teachers to participate in many local and state-wide in-service activities without financial penalty.

Following are listed the names and locations of the workshops and conferences held on December 7.

<i>Location</i>	<i>Workshop</i>
Eastern New Mexico University Portales, New Mexico	"How To Make Guidance Effective from Kindergarten Through Senior High School"
New Mexico College of A & M Arts Las Cruces, New Mexico	"Techniques of Working with Parental and Lay Groups"
New Mexico Highlands University Las Vegas, New Mexico	"Social Studies (In the light of current research)"

New Mexico Western College Silver City, New Mexico	"Mathematics"
St. Joseph's College Albuquerque, New Mexico	"Speech Therap."
St. Michael's College Santa Fe, New Mexico	"School Health Problems in Northern New Mexico"
University of New Mexico Albuquerque, New Mexico	"Education for the Exceptional Child."

A Cooperative Program

In the past few years W. K. Kellogg has spent large sums of money throughout the nation in an effort to improve the quality of education through improved practices in administration. New Mexico has shared in these funds with the State Department of Education channeling the funds and coordinating the program.

The New Mexico C.P.E.A. program is now in the third phase of a four-year program concerned chiefly with evaluation. In New Mexico we have a condition which may be described as a broken front. Some schools have just entered into the evaluation program this year. Some entered the program a year earlier and are now in the second phase, and we also have a large number of schools in the third phase of the program. A description of all four phases may clarify the activities to better advantage.

The first phase of the program relates to helping administrators develop evaluative criteria and methods for judging the local educational program.

The second phase is that of helping administrators learn how to appraise the effectiveness of the local program of instruction—in other words, their use of the chosen criteria.

The third phase consists of encourag-

ing administrators to apply promising administrative practices for the improvement of the instructional program.

The fourth phase will be a pooling-and-sharing period with a state-wide attack on strengths and weaknesses which have emerged.

Colleges and Universities

Representatives of New Mexico colleges and universities aid significantly in the in-service education of teachers and administrators in elementary and secondary schools in several ways. Of course, many of them serve as individual consultants upon request from specific schools or school systems. Others work in connection with the C.P.E.A. program. But equally as important, college and university faculty members serve in several other ways. For example, the College of Education at the University of New Mexico has given leadership in working with superintendents and principals, in rural and small municipal systems. Sound methods and procedure are constantly emphasized. Eastern New Mexico University offered several courses last year in general evaluation procedures. New Mexico Highlands University has centered its evaluation courses around basic subjects as have New Mexico College of A & M Arts and Eastern New Mexico University. New Mexico Western College started with a basic course in methods of developing evaluative criteria. The first criteria developed in this course were for evaluation of school buildings. Immediately after the criteria were accepted by the group, they were put to use and all buildings in the area were evaluated.

All the colleges and universities are involved in visitation programs to local districts. Classroom teachers and administrators are designating to the col-

leges and universities directly or through the State Department of Education, the topics for seminars which they want the institutions to offer. With this information available, workshops and seminars for next summer are now being planned.

Workshops being held on college and university campuses during the current year are expected to help teachers and school systems as they carry on their evaluation programs. Local autonomy and flexibility are being stressed by all State Department and college officials, so that local school systems may derive the greatest possible benefit from the C.P.E.A. effort toward evaluation.

Reports from Schools

Earlier it was pointed out that through the combined efforts of the State Department of Education and the State Curriculum Committee, many schools throughout the state reported various promising practices. Some of these are:

1. A new course entitled "Senior Science," for high school seniors who have not had physics or chemistry, was formulated.
2. One high school organized and published its own materials to be used in teaching Spanish.
3. A junior and senior high school teachers' guide was developed in another school system.
4. Another school developed a similar guide in language arts—to include grades 1-12.
5. Over the state a number of schools have developed handbooks dealing with various phases of the school program, such as the school lunch program, students' needs, school philosophy, and general curriculum practices.

In most of these in-service activities a strong emphasis is given to the students' needs rather than designing a pattern to which every student is expected to conform. Lay citizens too have participated

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statistics or documentation which space does not permit—barring a major shift in the cultural pattern, a great many good potential teachers will still elect for one reason or another to take a “regular” college degree instead of entering teacher education in the freshman year. Many of these will change their objectives in the course of their degree program, but will prefer to continue for a liberal arts degree. The profession stands to gain from “recouping” them through the intensive program. However, cooperation between the advisory personnel in the respective colleges can enable the individual to continue rather than convert his program. For some years I have been contacted for advice to juniors and seniors in liberal arts programs as to what to take as most fitting preparation for pursuing the intensive program. The University of Connecticut has gone so far as to prepare a bulletin for prospective candidates outlining ways of improving their background by selection of courses.

In summary, I would like to state a prejudiced view and commend it to the profession for serious consideration. (I am not recommending the view—merely asking that it be assessed and not dismissed as a foredoomed failure.) There seems to me to be reason to answer our title poser along these lines:

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in many of the New Mexico local study groups for curriculum development. We believe this is as it should be—for good schools will become better only when

1. The intensive program warrants careful attention as a conversion measure for at least a time yet. By this means will be provided better teachers for the gap in our supply-demand equation than by any alternative open under existing circumstances. Teachers so added to the ranks of the certified will be teaching children over the years of their possible tenure and therefore should be as well prepared as possible. There is no reason to deal with the program as merely a means of amassing credits to meet the letter of the certification law. Good teachers can be produced in this fashion if there is careful adaptation of the curriculum and adequate guidance of the individual as he pursues it.

2. A pattern of teacher education with increased content background in the undergraduate years along with an experience related professional precertification program extending into the first years of teaching and under a more job-dictated program of study seems to be at least one aspect of the intensive program that might be welcomed here to stay. The possibilities of more effective use of existing educational facilities and a higher level of precertification preparation toward better teachers for our times should be enough to make the idea worth serious scholarly attention.

educators and lay citizens work together. This type of leadership in New Mexico is developing programs to meet the needs of the school-age child and also to enrich community living.

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