

APPENDIX M (Continued)

Outcome:

The Unit's Plans submitted by the resource teachers are constructively criticized by Unit members.

Self-Assessment

NEVER SOMETIMES ALWAYS

At Time of Beginning ICE

Four Months Later

Four Months Later

NAME: _____

Tips:

1. Unit members should be encouraged to examine and improve all decisions.

2. All plans submitted for review by Unit members should be in writing.

3. Minutes of all Unit meetings should be kept.

4. A Unit meeting should be held a minimum of three times a year in which this outcome is the agenda topic.

Starting Date: _____
Target
Completion Date: _____

Date achieved: _____

Activities:

1. Have the League Facilitator identify someone from another Unit to assist you in examining your Unit's planning endeavors.

2. Participate in an exchange with a member from another Unit in order to learn how to achieve this outcome.

3. Examine materials pertaining to this outcome.

4. Conduct a telephone conference with other Unit leaders to ascertain how they have achieved this outcome.

5. Examine materials pertaining to group dynamics.

Monitored by: _____

APPENDIX M (Continued)

Materials:

Tips:

Activities:

Print:

IGE Unit Operations and Roles
p 61

Filmstrips:

IGE Planning
Design Meeting

A Reach for Tomorrow

Motion Pictures:

The Unit Meeting

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APPENDIX M (Continued)

Outcome:

Teacher performance in the learning environment is constructively criticized by Unit members using both planned and informal observations.

Self-Assessment

NEVER	SOMETIMES	ALWAYS									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">At Time of Beginning IGE</td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td style="text-align: center;">Four Months Later</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">Four Months Later</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>			At Time of Beginning IGE			Four Months Later			Four Months Later		
At Time of Beginning IGE											
Four Months Later											
Four Months Later											

NAME: _____

Tips:

1. The self-improvement cycle relates to implementation of IGE as well as to general pedagogical procedures, and should be encouraged as a means for teachers to improve themselves.

2. A sufficient number of formal observations during the school year will subsequently result in many informal observations.

3. The observer in most cases as a result of planned observational procedures learns as much if not more than the person being observed.

4. A formal, planned observation is probably a 5-step process for self-improvement, viz.,
 - (a) pre-observation conference,
 - (b) observation session,
 - (c) data organization and analysis
 - (d) post-observation conference and
 - (e) post-observation analysis

Starting Date: _____

Target _____

Completion Date: _____

Date Achieved: _____

Activities:

1. Have the League Facilitator assist you with the achievement of this outcome.

2. Participate in an exchange with teachers from another Unit who are achieving this outcome successfully.

3. Examine materials pertaining to the outcome.

4. Have your Unit members brainstorm means of achieving this objective.

5. Conduct a telephone conference with members of another Unit to ascertain how they are achieving this outcome.

Monitored by: _____

APPENDIX M (Continued)

Materials:

Print:

IGE Learning Program
p 75-76

Filmstrips:

A Reach for Tomorrow

Tips:

Activities:

5. Unit teachers could form a task group to implement a formal cycle for self-improvement of teacher performance in the learning environment.
6. Each member of the Unit should be equally involved as an observer and the one being observed.
7. At times, members of other Units and the principal should be encouraged to be observers in a formal self-improvement cycle.
8. Your League Facilitator should be encouraged on occasion to participate in a planned observation.

BETHLEHEM ELEMENTARY SCHOOL



ONE AT A TIME - TOGETHER

Joe D. Durham, Principal
5600 Bethlehem Road
Richmond, Virginia 23230

BACKGROUND:

Bethlehem Elementary School is a campus style school located in the western section of Henrico County, Virginia. The school opened in September, 1958. The physical structure is so designed that it has 29 teaching stations, a media center, a multi-purpose room, cafetorium and administrative suite.

The staff is composed of a principal, an administrative intern, a resource teacher, a secretary, a clinic attendant, a media specialist, 24 full time teachers, four part-time itinerate specialists and several paraprofessionals.

The school population is varied in our school zone with a number of different races represented. The school enrollment is approximately 600 in levels K through 6. This represents a pupil-teacher ratio of 1 - 26.

PHILOSOPHY:

The educational program of Bethlehem Elementary School is based upon the philosophy that each student must be provided learning experiences that are commensurate with his age, ability, interest and development; and with the demands placed on him by the society in which he lives. This philosophy allows us to create stimulating environments so that each child will experience success at the various levels where he is working and also instill in him the desire for learning which comes from real and definite needs.

BACKGROUND AND PHILOSOPHY

INDIVIDUALIZATION:

Individualization is the approach of considering each child as having his own rate and way of learning and adapting an instructional program to meet his individual needs.

I. G. E. :

Individualized Guided Education is an in-service program to assist teachers with individualizing their instructional program and with implementing a self improvement process.

TEAMING:

Teaming is a teaching method involving large group instruction, group discussion, and independent study that has as its primary objective the meeting of student individual differences by using the special abilities of the teachers involved.

MULTI-AGING:

Multi-aging is the combining of children of at least 2 age levels in the same group for the purpose of meeting common needs.

EXTENSION CENTERS:

An extension center is a fascinating room in which bite size experiences using the discovery or pupil involvement approach are set up with adult guidance available.

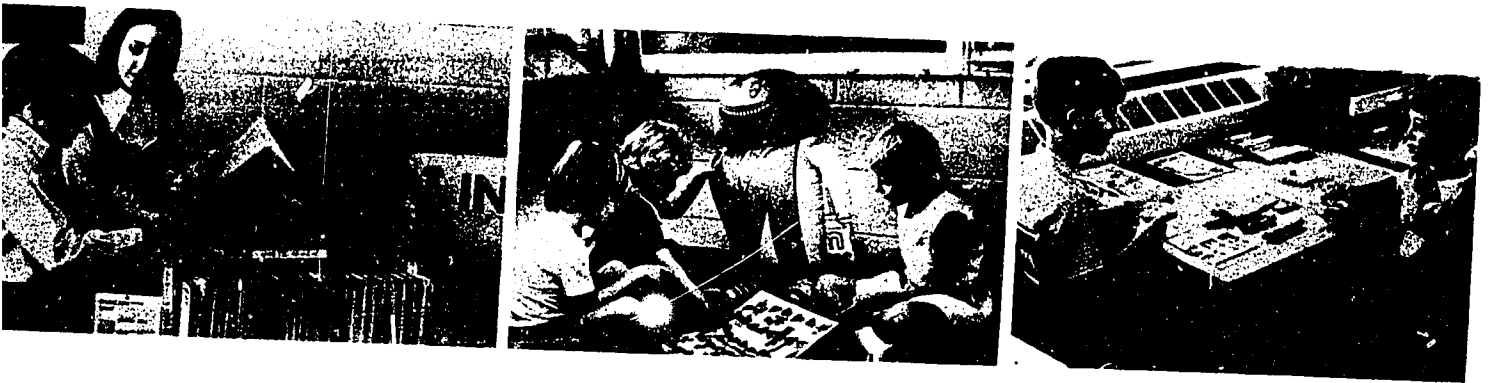
AN INDIVIDUALIZED PROGRAM

We believe we have full responsibility to help each child acquire competence in using the fundamental learning skills and the basic knowledge, attitudes, values and aesthetic appreciations needed for participation in today's society. The curriculum is designed to enable us to help children meet these goals and has the following components.

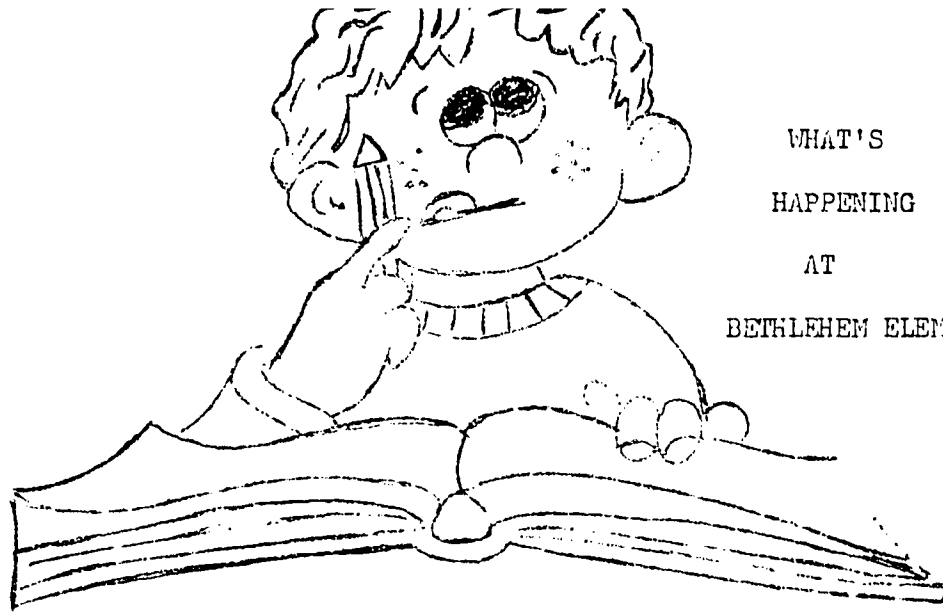
Science, Social Studies and Language Arts are an important part of our curriculum which are covered in the use of units of study, seminars, learning centers, and extension centers.

Special Interest Groups - Children are given opportunities to pursue areas of interest including sewing, auto mechanics, art, physical fitness and typing.

Music, art and physical education - Specialists offer a balanced program of physical fitness and fine arts.



CURRICULUM



WHAT'S
HAPPENING
AT
BETHLEHEM ELEMENTARY

November 26, 1975

Children's Book Week Celebrated

Children's Book Week was celebrated at Bethlehem with a variety of activities in the classrooms. Among these was the gigantic bookworm that covered two walls in C-12. Its segments consisted of colored discs containing book titles that the children had read. Mrs. Josephson's language group made very special books for Mrs. Eubank's class. They presented each first-grader with an easy-to-read book about him-or herself! How excited they were to have a book "All About Me!" Creative book jackets and shadow boxes of favorite titles were displayed in the library by Unit III.

The library aides decorated the library for the week, published a newspaper about Book Week activities and sponsored a contest for the school. Units I and II made original book marks for the contest. Commercials adapted to advertise Children's Book Week were composed and illustrated by Units III and IV. Each winner received a paperback book.

The winners were:

Unit I	Joe Slaughter
Unit II	Rodney Person
Unit III	Phillip Harik
Unit IV	Laura Hawkins

Association for Individually Guided Education National Conference Held

Our principal, along with the principal of our sister IGE school, was fortunate to be able to attend the A I G E 1975 conference in Denver, Colorado, November 16-19. This conference was designed to provide the latest information and most interesting activities of IGE schools throughout the United States.

Over 130 of IGE's foremost educators presented a variety of sessions focussed on current topics of today's educational scene. There were exhibits by commercial publishers of resources especially suited for individualizing instruction and the opportunity was provided for small discussion groups to share ideas.

activities in the classrooms. Among these was the gigantic bookworm that covered two walls in G-12. Its segments consisted of colored discs containing book titles that the children had read. Mrs. Josephson's language group made very special books for Mrs. Eubank's class. They presented each first-grader with an easy-to-read book about him-or herself! How excited they were to have a book "All About Me!" Creative book jackets and shadow boxes of favorite titles were displayed in the library by Unit III.

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Bethlehem's IGE Parent Advisory Council to Meet

The first meeting of the IGE Parent Advisory Council for the 1975-76 school year will be held in early December. We have had several parents show an interest in participating in this advisory group but we need a few more parents to help make this group complete. The main objective of the council is to provide parent input into our educational program at Bethlehem so that we can provide a program that fits the needs of our community.

If you are interested in being a part of this group, please call the school office at 288-8610 and give your name and telephone number. We look forward to hearing from you.

S.C.A. News

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APPENDIX O (CONTINUED)

November 25, 1975 Newsletter (Continued)

(2)

The Bethlehem SCA held its first meeting on November 21, 1975. The council decided to use the money from last year's aluminum drive to buy special physical education equipment. This is a gift to the school that each student will be able to use. The SCA will sponsor a "Food Drive" for Christmas. Each homeroom will decorate a box and will collect food which will be given to the Henrico Christmas Mother. The council also decided to sponsor another aluminum drive after the Christmas holidays. Please save your aluminum at home and then start bringing it in after the holidays.

P-TA Christmas Program

Our music teacher, Mrs. Chris Souse, is busy these days getting the children in Units I and II ready for the Christmas program. Each year we are fortunate to have an excellent Christmas program presented to the P-TA with many of our children participating and we look forward to another such program this year on December 18, 1975 at 7:30 p.m. This is a big occasion for our younger children and we hope to have a large group at the P-TA meeting on this night to see their fine performance.

School Lunch Visitation

We realize the desire of some parents to have lunch with their children at school and we welcome your visits on a limited basis. However, due to the high cost of food, we do ask your help in notifying the office a day in advance, if possible, if you plan to visit for lunch.

We must discourage your visits on our "special turkey days" at Thanksgiving, Christmas, and Easter due to the fact that student participation in the school lunch increases considerably on these days and likewise costs increase.

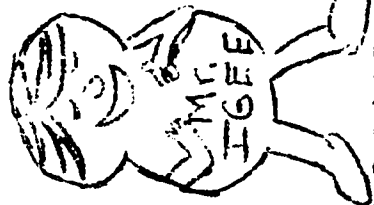
We are all feeling the pressures of rising cost of food and our school lunch program is no exception. We appreciate your understanding and cooperation in this matter, and if you have questions please feel free to call.

Reminder

Our Thanksgiving holidays begin at the end of the school day, Wednesday, November 26 and go through November 30, 1975.

Christmas holidays begin at the close of the school day December 19, 1975 and extend through January 4, 1976.

WE WISH FOR EACH OF YOU A VERY RESTFUL AND HAPPY THANKSGIVING HOLIDAY.



BETHLEHEM

EXPRESS

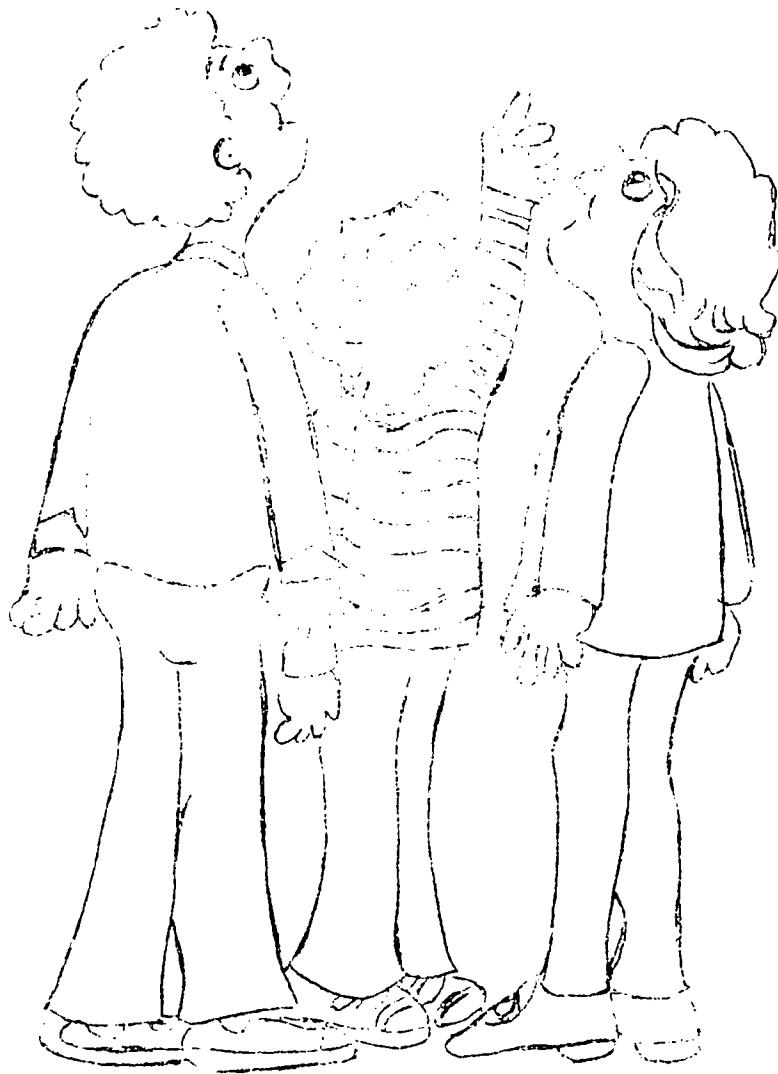
HAPPYGRAM

I am pleased to say that

Happily,

Appendix Q

HAPPY
BIRTHDAY



APPENDIX 2

ON YOUR SPECIAL DAY
WE'VE COME TO SAY
HAPPY BIRTHDAY
BECAUSE YOU MAKE
OUR SCHOOL EACH
DAY

A NICE PLACE TO
WORK AND PLAY

Gene W. Hudson
Julia J. Hudson
Donald F. Chapin
Mary J. Veldkamp

APPENDIX R

LOCAL PARENT CONTACTS

Month _____

Telephone Calls

Name

Brief Summary

Conferences

Results

Name

Other Contacts

Brief Description

Name

APPENDIX S

Early Elementary Form

THE SELF-CONCEPT AND MOTIVATION INVENTORY:

WHAT FACE WOULD YOU WEAR?

SCAMIN

by

Norman J. Milchus

George A. Farrah

and

William Reitz

Person-O-Metrics, Inc.
Evaluation & Development Services
20504 Williamsburg Road
Dearborn Hgts, Michigan 48127
Copyright 1968

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APPENDIX I

PHYSICAL FITNESS STANDARD

Event	Presidential Award		Ages 10-13	
	10	11	12	13
Softball Throw-Boys	122'	136'	150'	175'
Softball Throw-Girls	71'	81'	90'	94'
Pull-ups-Boys	6	6	6	6
Arm Hang-Girls	21 sec.	20 sec.	19 sec.	18 sec.
Sit-ups-Boys	100	100	100	100
Sit-ups-Girls	50	50	50	50
Shuttle Run-Boys	10.4 sec.	10.3 sec.	10.0 sec.	9.9 sec.
Shuttle Run-Girls	10.8 sec.	10.6 sec.	10.5 sec.	10.5 sec.
Broad Jump-Boys	5'8"	5'10"	6'2"	6'9"
Broad Jump-Girls	5'4"	5'8"	5'9"	5'10"
50 Yard Dash-Boys	7.4 sec.	7.4 sec.	7.0 sec.	6.9 sec.
50 Yard Dash-Girls	7.5 sec.	7.6 sec.	7.5 sec.	7.5 sec.
600 Yd. Run-Walk-Boys	2 min. 12 sec.	2 min. 8 sec.	2 min. 2 sec.	1 min. 53 sec.
600 Yd. Run-Walk-Girls	2 min. 20 sec.	2 min. 24 sec.	2 min. 24 sec.	2 min. 23 sec.

APPENDIX T (Continued)

Gold Seal Award

Event	10	11	12	13
Softball Throw-Boys	118'	129'	145'	168'
Softball Throw-Girls	69'	77'	85'	90'
Pull-ups-Boys	5	5	5	7
Arm Hang-Girls	18 sec.	17 sec.	15 sec.	15 sec.
Sit-ups-Boys	76	89	100	100
Sit-ups-Girls	50	50	50	50
Shuttle Run-Boys	10.3 sec.	10.3 sec.	10.2 sec.	10.0 sec.
Shuttle Run-Girls	11.0 sec.	10.9 sec.	10.8 sec.	10.6 sec.
Broad Jump-Boys	5'7"	5'9"	6'1"	6'7"
Broad Jump-Girls	5'2"	5'6"	5'8"	5'8"
50 Yard Dash-Boys	7.5 sec.	7.5 sec.	7.2 sec.	7.0 sec.
50 Yard Dash-Girls	7.7 sec.	7.7 sec.	7.6 sec.	7.6 sec.
600 Yd. Run-Walk-Boys	2 min. 15 sec.	2 min. 11 sec.	2 min. 5 sec.	1 min. 55 sec.
600 Yd. Run-Walk-Girls	2 min. 26 sec.	2 min. 26 sec.	2 min. 27 sec.	2 min. 29 sec.

APPENDIX T (Continued)

Achievement Award

Event	10	11	12	13
Softball Throw-Boys	96'	111'	120'	140'
Softball Throw-Girls	50'	59'	64'	70'
Pull-ups-Boys	2 sec.	2 sec.	2 sec.	3 sec.
Arm Hang-Girls	7 sec.	8 sec.	6 sec.	7 sec.
Sit-ups-Boys	41	46	50	60
Sit-ups-Girls	31	30	32	31
Shuttle Run-Boys	11.2 sec.	11.1 sec.	11.0 sec.	10.6 sec.
Shuttle Run-Girls	11.9 sec.	11.7 sec.	11.6 sec.	11.4 sec.
Broad Jump-Boys	5'0"	5'2"	5'2"	5'10"
Broad Jump-Girls	4'7"	4'10"	5'0"	5'0"
50 Yard Dash-Boys	8.2 sec.	8.0 sec.	7.8 sec.	7.5 sec.
50 Yard Dash-Girls	8.5 sec.	8.4 sec.	8.2 sec.	8.1 sec.
600 Yd. Run-Walk-Boys	2 min. 33 sec.	2 min. 27 sec.	2 min. 21 sec.	2 min. 10 sec.
600 Yd. Run-Walk-Girls	2 min. 48 sec.	2 min. 49 sec.	2 min. 52 sec.	2 min. 46 sec.

APPENDIX U

LYNCHBURG MODEL OF ACCEPTABILITY

I. Definition

A Learning Module is a
self-directed,
internally-motivating,
systematic,
instructionally valid
lesson designed for one child, one
session, and related to one specific
objective.

II. Format for a Learning Module

Behavior Objective

Materials

Special Information or Instructions

Pre-Test (written to the child
corrective feedback

Treatment I:

Initiate Information

Follow with recall type questions

Provide corrective feedback

Treatment II:

Include understanding type questions

Provide corrective feedback

Treatment III:

Stress application

May include a game or manipulative-type
experience

Post-Test

Determines whether or not the objective
is attained

The pre-test and post-test should be of
equal difficulty

APPENDIX V

IGE UNIT OBSERVATIONS

SCHOOL _____ DATE _____ UNIT OBSERVED _____

All observations are to be made on the basis of a collective judgment about the unit organization as a whole, not individual teachers within a unit. The observational scale is numbered from 1 to 5. 1 is the lowest rating and 5 the highest.

1. Units are organized in a manner which provides for specialized teacher roles in the division of labor.

1 2 3 4 5

2. Small group learning activities are utilized by the unit team.

1 2 3 4 5

3. There is widespread participation by all unit team members in the instructional decision-making process.

1 2 3 4 5

4. Students' individual learning styles are considered in planning and carrying-out learning activities.

1 2 3 4 5

5. Units carry out more than one instructional activity at a time.

1 2 3 4 5

6. Utilization of multiple-teaching stations are evident within the unit.

1 2 3 4 5

7. Unit teachers set individual learning goals for students.

1 2 3 4 5

8. Unit teachers use praise as a major motivator for the individual student.

1 2 3 4 5

9. Individual student profiles are maintained as a part of a reading management system.

1 2 3 4 5

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APPENDIX V (Continued)

10. Individual student profiles are maintained as a part of the IMS math program.
- 1 2 3 4 5
11. Performance objectives and learning activities are selected for students according to diagnosed needs in reading.
- 1 2 3 4 5
12. Performance objectives and learning activities are selected for students according to diagnosed needs in mathematics.
- 1 2 3 4 5
13. Unit teachers stress positive inter-personal relations with students.
- 1 2 3 4 5
14. Unit organization reflects the concept of multi-age grouping.
- 1 2 3 4 5
15. Student evaluation techniques are based upon individual performance criteria in addition to more traditional techniques.
- 1 2 3 4 5
16. Student self-direction is encouraged whenever appropriate.
- 1 2 3 4 5
17. Positive student-to-student working relations are planned for and encouraged.
- 1 2 3 4 5
18. Unit teachers attempt to work closely with parents concerning a child's educational progress.
- 1 2 3 4 5

APPENDIX W

THE TEACHER PERCEPTUAL AND OPINIONNAIRE FORM

PART I

We are concerned with how things get done in this school, who makes decisions and in general how you see the administrative staff's role in regard to the functioning of the school.

INSTRUCTIONS: Below are some questions about how administrators and teachers work in a school. Please choose the answer that describes the way things are usually done in this school.

1. Does the administration talk about administrative procedures at faculty meetings or about educational problems?
 - ___ 1. Talk about administrative procedures.
 - ___ 2. Talks about administrative procedures, but sometimes educational problem.
 - ___ 3. Talks mostly about educational problems.

2. Does the administration provide for and make use of a professional library which relates instruction to new ideas, practices and procedures?
 - ___ 1. He rarely provides or makes use of a professional library.
 - ___ 2. He provides a professional library and occasionally makes use of new ideas, practices and procedures.
 - ___ 3. He provides and makes specific use of the professional library for new ideas, practices and procedures.

3. Does the administration arrange times for you to meet with staff members on mutual problems?
 - ___ 1. They rarely arrange time.
 - ___ 2. They sometimes arrange time.
 - ___ 3. They always arrange time.

4. Does the administration take or send teachers to visit schools where they are practicing new methods, practices and procedures?
 - ___ 1. They rarely take or send us.
 - ___ 2. They sometimes take or send us.

(205)

APPENDIX W (Continued)

- ____3. They almost always take us, when possible.
5. Does the administration help provide the necessary resources you need to achieve your educational goals or are you left to your own devices?
- ____1. I hardly ever get any help.
- ____2. I get some help, but not as much as I need.
- ____3. I get all the help I need.
6. Does the administration show that they are knowledgeable about changes in educational practices by their participation in staff meetings, task groups or individual conferences?
- ____1. The administration lacks familiarity with changes in educational practices.
- ____2. The administration occasionally shows familiarity with educational practices by references to new developments.
- ____3. The administration almost always shows familiarity by references and application of new developments.
7. Does the administration show interest in new developments in education by their support for teachers use of new ideas, methods or procedures?
- ____1. The administration rarely supports new ideas, methods or procedures.
- ____2. The administration sometimes supports new ideas, methods or procedures.
- ____3. The administration almost always supports new ideas, methods or procedures.
8. Does the administration aid in the promotion of new ideas, methods and procedures by using outside resource people or being a teacher of teachers?
- ____1. The administration rarely uses outside resources or takes responsibility for teaching.
- ____2. The administration sometimes uses outside resources and takes responsibility for teaching.
- ____3. The administration almost always uses outside resources and takes responsibility by being a teacher of teachers.

APPENDIX W (Continued)

9. How much direction does the administration give at faculty meetings?
- ___ 1. The administration urges the faculty to accept their point of view.
 - ___ 2. The administration expresses their point of view, but does not impose it on the faculty.
 - ___ 3. The administration lets a point of view emerge from the faculty.
10. After the faculty has identified a problem area they want to work on, who usually decides how to proceed?
- ___ 1. The administration decides and tells us.
 - ___ 2. The administration listens to our ideas about it, and they decide.
 - ___ 3. The administration talks it over with us and helps us decide.
11. What kind of help does the administration give a team or group working on a particular problem?
- ___ 1. The administration tells the group what to do and how to do it.
 - ___ 2. The administration tells the group what to do, but lets the group decide how to do it.
 - ___ 3. The administration leaves it all up to the group.
12. Does the administration encourage orderly rooms and adherence to time schedules?
- ___ 1. The administration cares very much about order and adherence to time schedules.
 - ___ 2. The administration sometimes cares about order and adherence to time schedules.
 - ___ 3. The administration rarely concerns themselves about order and time schedules.
13. In a discussion about the use of new materials, new organizational plans or new methods for teachers, who makes the decisions?
- ___ 1. We usually do it the way the administration decides.

APPENDIX W (Continued)

- ___ 2. The administrators and teachers decide together.
- ___ 3. The administration expects the teachers to decide, but they give advice if we ask.
- ___ 4. The teachers usually make the decisions and tells the administrators.
14. Does the administration make the school a place where you can not only teach effectively, but also enjoy some personal satisfactions? (Such as faculty parties, a pleasant faculty lounge)
- ___ 1. Almost always tries to make the school enjoyable.
- ___ 2. Sometimes tries to make the school enjoyable.
- ___ 3. Practically never tries to make the school enjoyable.
15. Does the administration show that they dislike teachers in the school or not?
- ___ 1. Shows dislike for none of the teachers.
- ___ 2. Shows dislike for a few teachers.
- ___ 3. Shows dislike for some teachers.
- ___ 4. Shows dislike for most teachers.
16. Does the administration make contacts with you in a way which makes you nervous and uncomfortable, or do they make contact in a helpful manner?
- ___ 1. Just about always helpful.
- ___ 2. Often helpful, but occasionally makes me uncomfortable.
- ___ 3. Often makes me feel nervous and uncomfortable but not always.
- ___ 4. Just about always makes me nervous and uncomfortable.
17. In this school are you supposed to use the administration's ideas, or your own ideas?
- ___ 1. The administration make available primarily their ideas as resources.
- ___ 2. The administration make available their ideas, but sometimes considers ideas of teachers.
- ___ 3. The administration almost always considers teacher's ideas.

APPENDIX X

In-Service Evaluation

Questionnaire

Directions: PART I

Listed below are five general objectives of in-service programs recognized in business, education, and other professional fields. In column 1, please rate each classification, according to the following scale, as to its importance in in-service programs for educators. (Ratings may be used more than once)

- 1--Of little importance in in-service programs for educators.
- 2--Somewhat important in in-service programs for educators.
- 3--Important in in-service programs for educators.
- 4--Extremely important in in-service programs for educators.

In column 2, please check the two classifications of in-service objectives which most closely characterize the in-service programs.

(1)	(2)	
_____	_____	1. Expansion of Knowledge-To inform, to present ideas, or to disseminate information.
_____	_____	2. Improving Competencies-To direct and apply knowledge and information in ways which enable a person to develop or utilize ideas and information at a skilled level.
_____	_____	3. Problem-Solving -Activities aimed at sharing knowledge and experience in the context of developing strategies which possibly may solve a specific identified problem.
_____	_____	4. Evaluation -Opportunities to critically and objectively assess a program, method or process which would lead toward group consensus regarding changes in such programs, methods, or processes

APPENDIX X (Continued)

6. To what degree were the physical arrangements for the in-service meetings satisfactory?

1	2	3	4	5
Not Very Satisfactory				Very Satisfactory

7. To what degree did the in-service provide opportunities for you to be involved or contribute to the session?

1	2	3	4	5
Very Little				A Great Deal

8. Were the in-service activities related subjects of interest or need to teachers in your area of assignment as a whole, realizing that any particular activity may be repetitive or not a major area of concern to a particular individual within that teaching area?

1	2	3	4	5
Very Little				A Great Deal

9. To what degree did the in-service meetings provide information and/or perspectives which may have some influence upon your teaching objectives or methodology in the future?

1	2	3	4	5
Very Little				A Great Deal

10. To what degree would you say the in-services were a worthwhile educational experience for you as a professional educator?

1	2	3	4	5
Not Worthwhile At All				Very Worthwhile

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