

行政院及所屬各機關出國報告

( 出國類別：專題研究 )

## 教師終身進修制度

服務機關：碧華國小

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## 摘 要

今日臺灣的社會已進入了多元化高科技進步發展的階段，爲了配合永續發展的理想，終身學習就成爲我們身爲二十一世紀國民的教育新願景，教師的在職進修制度，也自然須順應這個時勢的需要，邁進終身學習的規劃中。有鑑於個人自己長年的學校教職經驗中，深切體驗到未來教師終身進修制度的重要性，本篇出國研究心得報告，乃於八十九年度訪美期間，在紐約大學(NYU)教育研究所修學半年之後，比較美國和臺灣兩地當前的教師在職訓練情況，提出一些在紐約州內，推行成效頗佳的進修機構和它們的課程設計等，同時亦提出個人對未來我們的教師進修課程與制度之展望，並期望此報告的內容，對於教育行政的決策者，將來在制定教師終身進修制度時，也可供做有用的參考資料。

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## 研究目的

對於本人能夠獲得此次八十九年度公教人員出國專題研究進修的機會，深懷感謝，個人十分珍惜這個寶貴的機會，並祈能盡一己之最大努力，在極有限的時間內，完成個人的研究心得報告，以貢獻出自己微薄之力。在出國之前，本人之所以會選擇 [ 教師終身進修制度 ]，做為個人研究之專題，乃因本人已經在台灣的學校擔任教職近十年，在於自己的教師工作上，親身經歷各種不同的教師進修活動，瞭解了一般教師對於進修課程的自然反應與態度，再則，本人為了提升自我，於在職期間曾多次以個人之力，努力爭取可能的進修管道，包括出國留學研究等。因此，對於一個在職的教師為尋求自我進修的管道時，卻受制於僵化的法規之下的窘境，確實有極深的感觸，在教師終身進修制度這個專題上，有感而發，特別體念到它的重要性。更引發本人願意投入更多的心力，在這個題目上，做更進一步的研究探討之興趣。唯願藉此將能夠與進修意願強烈的同儕教師們，共同提出更合理，完善的教師進修制度，使具有優良專業素養之教師，得以在自己所選擇的工作上，獲得最佳的職能發揮，並在個人的成長與自我實現上，得到最大的滿足。就我們國家的教育體制而言，過去能留住優秀人才在教育工作崗位上服務，以培養出優秀的年輕一代，已大大的提高了國內的教育水準，是我們臺灣這五十年來，國家得以快速進步發展的重要基礎。但五十年後的今天，這個曾被視為鐵飯碗的教職工作，也將隨著社會的變遷，師資教育的大幅改變，和社會對傳統教育革新的期許，而必須做全面重新省思和調整。

綜觀國內的教師在職進修活動，就個人所在職的國民小學階段而言，以多年的在職經驗，反省過去所經歷過的教師進修成長活動，實在多不勝數，各種不同的種類，型式，和長短不同時間的課程。譬如：以個人興趣為領域的教師社團，每週的週三下午各校校內專題進修活動，分科專業領域的不定期教學研習，教學觀摩，以及配合各學區，各別地方的本土文化教育推廣等活動，師院大學在寒暑假，為在職教師而設計的補修學分學位課程。對一個積極而想求進步的老師而言，

自我提升成長的機會實在很多。加上近日資訊教育在每個階段的學校內，已普遍被推行，使得教師可以輕易地利用網路，獲得各式各樣的教學資源，與其他教師同仁連線交流，加強教學的專業知識和技能。因此，今日的教師拜科技進步之所賜，實在比起十數年前的教師，方便又幸福好多了。就政府對於教師在職進修的制度政策而言，這些年來也一直放寬教師們進修的管道和門戶，如學士後的教育學分班，代課教師的教育學分班，在職教師的留職停薪進修制度，有時針對專業專才的需要，舉辦教師短期出國觀摩學習的進修活動等。因此，我們的政府十分地重視教育大業，在教育工作上的投入，加強重視師範教育的品質，培訓優良的師資人才，可謂是不遺餘力。也因為政府對教育工作的相當重視，使我們在國民素質的培養，教育水準的提升，國家建設的發展上，有了不凡的成就。

依敝人所見，常常感受到，我們政府花費了龐大的經費，動用了優秀的師資，苦心設計出許多的進修課程活動，但是這些投資是否得到了預期的回饋呢？如果答案是沒有，那麼與其不斷的開發推動新方案，我想政府當局首先要做的，應是在檢討問題所在上，如果教師對這許多的教師進修課程活動，沒有興趣或參與意願，只為盡義務才勉強出席，所有進修課程活動都成為被動式，更進一步而言，即使教師撥空參加了進修活動之後，如果無法使所學所得，在日後的教室教學有實質上的幫助，再好的課程計劃都歸徒然。因此，在研究教師終身進修制度之前，個人將希望首先把重點放在教師進修態度的改變之研究上。期望探討一些實際可以鼓舞在職教師，讓他們在每口的實際教學生活上，保持活到老學到老的精神，隨時願意挑戰這個日新月異的時代新知，使教師能在敬業的態度下，保持自己不斷進步成長的慾望，體會到自己從事教育工作的樂趣和價值，最終目標是，得以正確培養造就我們優良的下一代。另外對於有心求上進，希望獲得更多進修機會的教師們，也希望藉此報告的提出之際，同時傳達出眾人的心聲，期盼在政府當局制定相關法規之際，亦能重視來自教師前線的意見。

## 研究過程

本人於八十九年度公教人員出國專題研究甄試錄取後，獲得赴美出國進修機會，自民國八十九年八月下旬抵達紐約大學(New York University)之後，正式入學於教育學院研究所(Graduate School of Education)秋季班，專攻學前及小學教育(Early Childhood & Elementary Education)。在指導教授 Steve Weiss 的指導之下，選修了一些課程之外，並由 Professor Weiss 引薦介紹，拜訪其他教授求教，其中受到 Margot Ely, Frances Rust, Mary Ann Walsh, Peter Paul 等多位教授之指導協助，利用紐約大學內可利用之資源和機構，以及校外可提供協助研究的單位，儘量搜集相關資料，加以研讀整理之後，經過與數位教授一再研討。建議和改進後，逐步完成此研究報告。在研究過程中，所研究的專題題目為：教師終身進修制度，因為這個研究題目範圍包含甚廣，因此本篇論文將要把研究領域集注於較實際的觀摩報告上，將本人短暫停留美國研究期間，在紐約大學教育學院 (New York University, Graduate School of Education)，和學院內附設的在職專業進修研究所 (Professional Development Laboratory)，以及訪問在美全國教師方案協會 (National Teacher Policy Institute)所收集之資料，加上本人實際參與一些教師進修活動，和到一些公立小學觀摩和訪問，並對當地教師做深入的問卷調查，交換心得，將台灣和美國(紐約州)的教師進修現況做一比較分析後，所整理出來之心得報告，且在比較考察美國教師進修制度後，提出一些個人的建議，以做為我們在建立教師終身進修制度時之參考。

在美國所推動的教師進修活動，依各州及學區之不同而林林總總，實在難以盡述，因為美國的教育體制乃以州為單位，各州行政獨立，自行負責設立執行教育方針與制度，在此只能將個人短時間內停留於紐約州，針對紐約州的教師在職進修現況所能收集的資料，就各個機構的特性及宗旨加以探討，以下將依序詳述在各個不同單位所進行的研究結果：

## 壹. 學前及小學教育研究所 (Early Childhood & Elementary Education)

在進行專題研究時，本人針對所要研究的題目：教師終身進修制度，入學於紐約大學學前及小學教育研究所，選修一些相關課程，利用圖書館內豐富的資料，書籍，期刊和論文研究報告，多方閱讀，先專研在理論思想上的根據，釐定研究報告的書寫型式和方向。以下將針對幾個基本概念，加以說明教師在職終身進修制度之重要性。

### 一. 教師終身進修之意義與目的

當一個教師在受過完整的師資專業培訓課程之後，這個職前的準備課程，並不能代表，也不能保證一個受訓者，將可立刻成爲優秀的教師，從事這個工作除了要先學會基礎理論和教學方法之後，就如同醫生，律師一般，還要有一段時間實際實習，累積經驗並從經驗中增進教學技術。爲了幫助教師在進入真正的教學工作後，把在學校所學得的教育理論，與實際的教室管理和教學活動融合起來，取得兩者之間的和諧平衡，教師在職進修課程就成爲不可豁缺的工具和途徑，特別是在今日社會科技快速變遷下，新知識日新月異，教師爲了趕上現代新潮流，新知識的腳步，更是不能片刻停頓自我學習成長的機會。在教育改革推動的世界風潮之下，教育理論和教學方法也因必須不斷地配合社會環境的需要，而快速地發展，變化中。身爲一個教師只有不斷的學習，才能勝任自己的工作，並把最佳的課程內容，教材，以最好最有效的方法傳遞給學生。因此，不管教師的教學資歷如何，在任何階段，教師都必須督促自己，繼續學習成長，教師在職進修活動就成爲一個終身學習的過程。政府大力推動成人終身學習的政策下，希望我們邁入富足的已開發國家後，身爲社會動力的成人，不管各行各業，人人都可再教育，再開發出自己的潛能和專才，來貢獻社會。教師是個專業的工作，身負培養下一代的重責大任，更是必須保持不斷的學習腳步。

教師的終身進修課程，基本上即被用來當做一個師資培訓教育的代替課程，在教師自學校畢業之後，仍可持續提供他們進修的管道，進修活動應有更大的自由和可能性，將學校，行政單位，協會組織，和大學等各地的資源結合在一起，有系統，有計畫地提供給老師們。進修課程是否得以成功，端賴以上的資源結合之外，還要加上經濟環境，社區的價值觀，和參與者本身的動機等條件之整體配合。因此，教師的在職進修課程不但是教師的延長專業教育訓練，更是教師不斷自我更新的訓練課程。我們可把教師的進修課程歸納出幾個因素：1，基於必須繼續擴展教師專業知識之需要，因為沒有任何教師他的教學技術，可完全達到完美的境界，所以沒有任何教師能夠說他的學習已經完全了。2，更新教師進修課程的需要，我們必須以師範教育的師資培訓課程為基礎，再加上新知識，新教學方法，和新教材，跟上時代的潮流，不斷地採納收集更豐富的專業新知。3，基於滿足個人自我進修成長之需要，每個教師的需求和興趣都不同，教師宜根據自己所不足之處，選擇適當的課程。4，強化教師的自我價值觀，肯定自己的角色和責任，對這個教職工作，負起強烈的使命感。

教師進修課程活動通常有著許多不同的目的，但最主要的還是落實於增進教學技術，改善各人專業領域上的新知識，新教學方法上，以期幫助學生有效的學習，加強學校教育在社區上的功能。對於幫助教師本身的自我價值之肯定，更是重要。進修課程之設計宜考量如何啟發強化教師的學習動機。

## 二. 教師終身進修之內容

在職進修課程內容的選擇，通常視這個進修活動的目的而定，由參與的所有成員，如行政人員，教師，社區團體，贊助機構等共同擬定。當然有時來自社會時事，或政府當今的政策，也會多少影響進修課程內容的決定。

### 1. 以教師的需要，做為設計進修課程的主要內容

在傳統的在職進修課程活動中，通常由上級行政單位和大學師範教育的部門，



研討設計出一套他們認為對教師最有幫助的進修活動，這些課程大概為期兩，三天，在開學前或是學期中，利用教師課餘之際舉辦進行，有時則鼓勵老師於寒暑假期間，至大學去修一些相關的課程。這些課程的內容將針對教室的教學活動而設計，目的是為了解決教師面臨在教學技術與教學方法上的問題。在台灣我們過去多數的教師進修活動，也都以此為出發點，所推動的在職進修課程大致雷同。

但是最近的在職進修課程內容趨勢則有些改變，進修課程的內容以教師本位為重點，重視教師的自我警醒和人際互動的影響，認為教師本身就是一個重要的資源，他們重視自己的專業知識和成長，並視各自的需要，不斷地追求進步，改善教學品質。各學區會根據一個正式的大教學目標，鼓勵老師去考量他們需要什麼課程，再將這些教師們提出的需要與關心的問題，做為進修課程的內容。

通常教師根據自己的需要，在大學裡選修的課程，將可幫助自己完成學分或學位，直接達到進修課程的實質回饋，抑或參加學校，學區所舉辦的進修課程後，可以累積進修課程點數，這點較能夠吸引教師進修學習的意願和興趣。

## 2. 以學校，社區的需要，做為設計進修課程的主要內容

就如同教師的進修課程一般，一個學校或學區本身也需要成長，來促進日益複雜多元化的校務問題，這進修課程的內容，重點則在於組織功能的改善，人際關係之問題，提高士氣，人力資源之運用等，根據這些目標，設計出短期或長期性的進修課程，鼓勵教師配合這些目標來進行進修活動。當然，這樣的課程內容則依每個學區需要之不同而異。有時教師並非自願參與這樣的課程，因為必須配合學校，學區的教育目標，基於義務上的參與動機，較不能引起教師的學習興趣，也較難完成預設的課程果效。

近年來我們台灣各縣市的教育局，為配合發展各鄉鎮的本土文化教育，亦得自行制定個別的獨立教育方案。當然，為了推動這項特殊的鄉土教育，特殊的教師進修課程也就應需而生。這就是以學校或社區的需要，而設計的進修課程。

### 3. 綜合教師和學校，社區的需要，做為設計進修課程的內容

有些學區則融合教師和學校，社區的需要，編入同一個進修方案中，根據學校，社區的教學方針，編制不同領域的課程，由教師依自己的需要來自由選擇課程，並且在修完這些課程之後，給與進修課程點數或學分，幫助教師不但一方面可以學習成長，一方面又可同時在自己的專業上得到進修機會，提高學歷。這對於教師而言，確實有很大的吸引力和實質的幫助。

就這個型式而言，在幅員廣大，行政體制又各自為政的美國教育體制下，各地方和社區的需要較凸顯，社區的自治教育本質，即需結合社區本身的實用性，才不失其教育的功效，因此教師進修課程的內容，大都綜合教師和學校，社區的需要，將所有元素結合為一體，是很自然的結果。但是對於台灣當今的教育現況而言，我們的教育方針和目標，通常都與中央統籌規劃的行政目標關係密切，各學校單位亦不可能有太大的獨自辦學自由和空間，所以想要執行此項課程設計，實在有些困難。近幾年來在我們的開放教改努力之下，學校的行政自由空間較鬆了許多，譬如教科書的採用，不再只限定於國立編譯館的版本，使學生和老師都有更多的選擇機會和自由。如此要把學校的教育課程，與社區的需要，和教師的專才興趣融合在一起，就比較有可能了。

### 三. 教師終身進修之方法

參與者是誰？包括家長，學生，教師成員嗎？指導者是誰？-專家，學校教授，或行政首長等。行政人員是否也需加入進修課程當中？課程內容將要如何呈現？是長期性的連續課程？抑或短時間的集中課程訓練？這些因素都應配合各個不同的情境，以及實際之需要，可以編排設計出各種不同的進修方法。就本人在美期間對紐約州的教師進修辦法之觀察，基本上，它們所進行的大多數課程設計和執行方法，與我們台灣沒有太大的差異。甚至於在教師進修活動推展時，所會產生的弊病和問題亦相似。以個人之主觀立場而論，在很多地方，其實台灣的教師進修工作，做得要比美國方面還要徹底，進修活動的成果也更完善，實在令人覺

得欣慰可喜。

一般的教師進修活動進行的方式有兩個形式，一為個別成長課程：可由個人依自己不同的需要去選擇進修活動，以獨立進修的方式來完成加強專業知識技能的目標，如參加教學研究，大學課程的選修，專題學術演講會等。二為團體成長課程：由一群教師團員，透過座談會交流溝通，或研習會來做教學方法的研討。借助觀摩研習，與他人交流討論來吸取別人的經驗和長處，並以團隊共同成長，互相扶助為原則，這樣的進修活動方式較多，如教學研習會，教師聯誼會，教學觀摩活動，教育座談會等。

除了傳統的教師進修課程活動之外，近日台灣亦特別重視終身學習的觀念，各地區之社區大學紛紛設立後，為了因應全民，全階段的終身學習轉變，身為社會成員的一分子之教師，當然更須以身作則，不論是在自己的專業新知和技術上，必須時刻充實自我，以趕上時代潮流之外，對於自我價值的肯定與提升，亦需抱持終身學習的態度才可。長年的教職工作後，很容易導致教師的職業倦怠和漸漸失去對教學的熱忱。是故，今後的教師進修活動課程，也應朝這個方向去設計，並盡力推動終身學習的觀念，培養教師抱持不斷學習的精神。教師進修課程的設計也應考慮終身延長的可能性，使在職教師有計畫地持續一連串的進修活動。

## 貳. 專業在職進修研究所 (Professional Development Laboratory)

在蒐集資料的過程中，得知這個附設在紐約大學教育學院的私人機構，於協助推動教師進修方案上，可說是不遺餘力，並已收到良好的效果，因此引起本人極大的興趣。首先，本人在深入了解這個研究中心的工作，和教師在職進修活動方式之後，發現這個研究中心實施效果確實頗佳，進修課程活潑，參加者踴躍，使得整個進修中心和整體活動十分有生命力，在教授 Mary Ann Walsh 的協助與

指導之下，安排讓我實際參與許多座談會，和進修課程，並訪問許多公立小學，了解一般教師對於進修課程的反應與看法，因此在此想特別介紹這個極有特色且具效率的研究機構。Professional Development Laboratory 是附設在紐約大學教育學院 (New York University, Graduate School of Education) 下，一個獨立的教師在職進修研究中心。自西元 1989 年創立後，由最初在曼哈頓 (Manhattan) 內的兩個學區之學校教師，發起的巡迴進修研習觀摩活動開始，至今已發展成八個學區，和五個高中監管學區之教師，共襄盛舉的局面，所有含蓋加入進修活動中的有，教師 2,000 人，學生 60,000 人以上。此 PDL 乃由紐約大學教育學院，紐約市教育局 (New York City Board of Education)，聯邦教師連合會 (United Federation of Teachers)，和某些私立機構部門所共同贊助經營而成的。其宗旨為協助各個階段的教師，發展所需之專業職能知識和技術，提供教師支援，做中學，實用教學，和以教室為基礎的教學經驗，由教師相互觀摩學習，以達成促進學生學習之目標。以此 PDL 為示範參考，任何機構，學校，團體都可視個別的需要，發展設立一個可供其組織成員成長進修的 PDL，以下將簡單介紹如何創設 PDL，以及如何進行 PDL 的課程設計和活動概要，以供參考。

一、PDL 的核心指導原則：(註：Professional Development Laboratory, 1998)

1. 這是一個整體學校運作的活動
2. 它的焦點是以透過教師直接和深入的專業進修活動，來促進學生有效的學習。
3. 它的架構是以巡迴觀摩訪問為核心，包含事先的準備和事後跟進的活動。
4. 這個課程是由教師設計和執行，以配合他們預期的需要，和支援他們在職繼續成長的進修活動。
5. 它是輔助的，加強的課程活動。
6. 它提供教師一個機會，可以參與一個以同僚合作，互相學習為主的學習團體。

7. 它鼓勵教師去反省，討論，分析好的教學方法。
8. 在這個擴大的區域和全國的總目標之下，它使得教師可以發展專業知識和技能，提升專業水準。

由以上的中心原則，我們可以看出 PDL 所運作的教師進修課程，是有別於以往傳統的進修形式。PDL 所進行的活動乃是持續不斷的終身進修活動，且是在學期中，以及學校日間課程進行中，使教師一邊繼續教學活動，一邊加強學習專業知能。在沒有太多壓力之下，教師可以習得個人所需之教室教學經驗，以及滿足個人對專門科目求知的興趣。

## 二. PDL 的人事行政組織:

這個組織成員應包括 1.教師 2.督察者 3.教師聯盟 4.每個參與學區的校長 5.父母家長 6.大學或學院 7.商業或基金會團體 8.地方政治官員 9.常任執行長  
(此職應為全職專任，以負責推動策劃活動，使之順利進行。)

這個行政委員組織的主要功能為:

1. 使 PDL 的使命與目標系統化
2. 對家長，教師，校長，和教育局人員做實際活動示範。
3. 課程設計---包括所有人員職務的分配，人事調選的過程，每個巡迴教學的數量和為期多長的決定，安排並答覆訪問教師的請求教學觀摩，準備安排地主教師和代課教師，籌設一個 PDL 辦公室。
4. 控制預算
5. 招募新成員加入，拓展公共關係策略
6. 負責記錄活動資料，建立檔案，評量結果。

我們國人向來有高度重視教育的觀念，一般家長對子女受教育的問題和關心，幾乎是不遺餘力，所以如果要在台灣創立一個 PDL，獲得各層次的支持和人事行政的支援，並非難事。唯在選定常任執行長一職時，須找到合適的人選，常任執行長是否熱心負責，關係到整個 PDL 未來的成敗。

### 三. PDL 的進修活動方式:

在這兒所有進修活動都以教室的教學為基礎，且是在學校日間活動課程中同時進行的，所有進修活動都有一連串長期的計劃，由教師個人自願加入，以個人成長為目標，採取民主，通力合作的方式，透過連絡網建立群體團隊的方式，使教師可以成為教練兼球員。(註：Professional Development Laboratory, 1998)

PDL 的教師進修課程中，主要由所有參與的教師們分成三個不同的角色，在駐教師 (Resident teachers)，訪問教師 (Visiting teachers)，代課教師

(Replacement teachers)。當一個巡迴進修活動由 PDL 決定安排進行之後，通常一次為期一週到三週之間，訪問教師實地拜訪在駐教師的教室教學活動，在駐教師則針對一個新理論或新教學法，做教學觀摩示範，訪問教師和在駐在駐教師兩人隨機提出疑問和心得，互相切磋討論。藉此訪問教師可以習得新知，加強自己之不足，而另一方面在駐教師則可對自己實行的新方法，加以檢討改進。當訪問教師在巡迴進修課程活動中，駐留觀摩教室期間，他們自己原來的教室就由代課教師暫時代缺。這些代課教師平時需經常在訪問教師和在駐教師兩人的班級觀摩，訪問，協助，日漸熟悉 PDL 的精神與目標，等到代課教師已經熟悉班級的學生，和教室的經營，足以代替訪問教師之職時，再由校長和家長委託派任。訪問教師和在駐教師的角色也可經常互換的，彼此藉此進修課程活動，不斷地加強提升專業技術，改善教學品質，以達到幫助學生有效學習的最終目標。要使這個進修課程有效率並能持久，優良的在駐教師和代課教師是十分重要的元素。特別在一開始的時候，維持高品質的課程，才能在日後吸引更多成員和更優秀的教師加入這個 PDL。

### 四. PDL 的經費來源:

一個 PDL 的設立需要有籌創設備和維持長期活動開銷的資金，這開支金額的大小，則視這個 PDL 的規模之大小而定，為預防開支變得過度龐大，一開始

籌設 PDL 的時候，就應該先設定一個恰當的人數和規模底線，以利控制和確保它的成功率。如前所述 PDL 包含的成員相當廣泛，所有加入的成員團體都可成爲支援 PDL 經費來源的對象。如政府編制內的預算，家長的募捐，私人企業公司，基金財團法人等的贊助。常任執行長需要發揮行政能力，儘量四處募款籌措資金，以助各項活動得以順利推展。今日的台灣工商業發達，許多企業財富的累積已至相當水準，政府若願意鼓勵這些有能力去回饋社會的企業，關心我們的教育環境，對教育工作投入援助和支持，那尋求資金贊助的來源即不成問題。

## 五. 成果與評鑑:

在一個 PDL 的巡迴進修活動中，開始教室訪問之前，學習活動即已先進行了。常任執行長會事先舉辦一個跨學區的聯誼會，讓所有即將要參加的教師們會面，互相認識，保持通訊連絡，分享彼此的經驗及理想，爲即將展開的 PDL 學習課程做準備。

通常教室訪問活動會持續一週以上，至三週左右，這樣長的觀摩活動時間，足以使教師深入探討了解所實行的這個教學法之可行性，或它的優缺點，與其說 PDL 的課程是要教師去採用，倒寧可說去適應，它可以反映每個區域個別的特殊需要。

至於如何追蹤評量教師進修的教室觀摩活動，並加以記錄製成資料，過程則是如下敘述：

1. 一開始由訪問教師觀察在駐教師的教學示範，訪問教師將一些與在駐教師不同的教學方法和見解，記錄在教學日誌上，經過每天不斷的討論，對話，兩個老師共同反省他們的目標，評估進步的情況，分享從中得到的回饋，並研究計畫出下個步驟。
2. 訪問教師在這段進修活動期間，可以學習嘗試一個新教學方法，決定那個方法較適合自己去執行在自己的教室中，並且不斷從在駐教師那兒，得到適度的指導和回饋。

3. 整個課程活動的評鑑，可用相片，錄影帶，教學日誌，或教師覺得方便的任何形式做記錄，歸類編成檔案，以供做成日後參考評估的資料。
4. 訪問教師回到自己的教室之後，將一些學得的新方法，立刻實現在自己教室內，代課教師則留下來幫忙，同時學習這些新方法，訪問教師通常可以把自已這段期間所有的相片，錄影帶，教學日誌等，分享給學生和代課教師，並讓他們知道老師自己本身，也是一個學習者。
5. 當訪問教師開始實行新教學法的前幾週，在駐教師至少會到訪問教師的教室去，實際觀察指導，協助新教學法被順利成功地推展進行。
6. 訪問教師日後須將整個學習過程和心得，填寫成一份檔案，這些由訪問教師們編寫成的經驗與見解，將成為 PDL 日後設計教師進修課程活動的最佳指南。
7. 在每個學年結束之前，常任執行長再安排一個聯誼會，所有教師再次聚會交流，交換彼此在此學年中，從 PDL 課程上獲得的心得，經驗，以拓展 PDL 進修課程的實質效益。

綜觀以上教師進修活動的評量與結果，我們可以看出整個活動過程中，受惠的不只是訪問教師而已，應是從頭到尾，所有參與的成員都獲得理論與實際的成長，且得以深入和改進自己的實際教學經驗。在這個 PDL 教師進修課程活動完成之後，還會有一些延伸的附加效益產生，許多教師們日後私下繼續保持連絡，互相支持鼓勵，交換教學新知和心得，甚至時而一起舉辦活動，學生郊遊聯誼等，使 PDL 的課程成為一個多樣性，且跨越學區的活動。

在研究有關 PDL 所推展的教師進修活動時，個人則親身參與一個由 PDL 特別為我個人設計的一個研究課程，稱為行為研究 (Action Research)，首先我依據自己選定的研究專題，設定研究計劃，方法，和行程，由 PDL 一位資優的教師 (Merry Brown) 負責指導，協助我完成研究調查，在他們的安排幫助之下，我有機會參觀許多紐約州內的公立學校，訪問許多在校老師，進一步了解他們目前所進行的在職進修課程情形，並與他們交換心得，彌足珍貴。



## 參. 全國教師方案協會 (National Teacher Policy Institute)

承蒙紐約大學的教授 Frances Rust 之介紹，使我可以探訪全國教師方案協會的協調幹事執行長 Peter A. Paul，並透過他的熱心協助，使我得以瞭解他們協會的主要任務和活動，並在此處收集有關推展教師在職進修成長課程的資料。首先略述一下 NTPI 的背景，全國教師方案協會 (NTPI) 創立於 1996 年，與紐約大學教育學院 (New York University School of Education)，美國教育委員會 (Education Commission of the States)，和教學與美國未來全國委員會 (National Commission on Teaching & America's Future) 等三個單位結合為夥伴關係，獲得這些單位的協助支援，藉由教師連線網，使教育的政策與教室的實際教學活動得以連繫起來，其主要的目的是替實踐現場的教師們發言，表達教師的心聲，將現職教師所面臨的實際困難，和他們對教育制度的期許，傳達給政策決定者，好供行政決策者在制定每項制度時，可以重視並符合教育現場的實際需要，使所訂的教育相關政策更趨合理，以達成其最終目標--改進學生的學習成就。在過去 27 年間，NTPI 首創並主導教師連線網，是個非營利組織，以支援全國各級教師進修，自我成長，發展在課程設計方面，以及科技新知的整合方面，政策擬定位方面和在職專業進修等領域上的革新，改進專業知識和技術。NTPI 所提供的教師在職進修課程以及活動主要有：

1. 使教師的聲音反應到教育決策層次範圍。
2. 透過以教室本位為基礎的研究，和一個交流資訊進行十分活躍的全國教師連線作業，提供教師一些在職專業進修課程。
3. 出版期刊 NTPI 教學指南，在這些書內，對於關心連繫教育決策與學生的學習成就問題的機構和組織，提供他們機會，一起加入全國教師連線的大家庭裡。

在 NTPI 所出版的書籍中，“What Matters Most—Improving Student

Achievement”已經達成了一些卓越的成就，使所有閱讀者大開眼界。55位與 NTPI 合作編寫此書的在職專業老師，分別以各自擅長的不同專題，發表個人的專業領域新知，以及實際經驗與心得，以此來協助一些新進沒有經驗的教師，或是缺乏某些教學技術的老師們，獲得自我進修的支援，藉由此書編輯出版過程中，所有的參與教師因而已經學習到如何深入理解以下一些問題，如針對在教室的教學實踐工作上，政策決定上，和提供意見給政策決定者等。這些老師們以親身在教室教學活動中，研究出的調查報告，來闡述政策決定與學生成就之間的關聯性，他們特別強調，政策執行在學校或教室內所引起的影響。有關這點的確如此，有很多時候，行政高層因與手上所要制定執行的方案脫離，缺乏對基層的實務需要之瞭解，儘管以專家的立場來著手擬定政策，卻難免有所疏漏，仍有不切實際之遺憾。每項制度茲事體大，影響層面甚廣，當然最終的受害者或受惠者，就是所有的學生本身了。因此本人亦相當贊同，在制定任何制度時，宜多尊重第一線者的意見，使得我們的政策合情合理，發揮制定政策的原始美意。NTPI 定期地出版期刊，做為沒有經驗的新進教師與有經驗的在職教師，兩者之間溝通互助的橋樑。

多次與 NTPI 的執行長 Peter 交流之後，承蒙他的慷慨協助，為了回答我對他們業務上之問題，並在本人承諾不予出版的條件下，執行長 Peter 特地把 NTPI 在 2001 年度裡，擬訂向政策上級主管單位提出的計劃方案書傳遞給我，在此特別對他的不吝賜教，致上感謝之意，資料十分寶貴，如全文後附錄一。

#### 肆. 紐約州學校教師進修活動

本人在緊湊的學校參觀訪問中，得知紐約州內一般學校教師的進修課程活動，大致上以各個學校為單位，由學校校長自行為校內教師規劃設計整學年的進修課程，並親自有效地督導執行。除了校內的進修課程活動之外，教師仍可自願或由校方指定，參加一些校外教育機關，教育協會或政府所舉辦的各種進修活動。

教師可參與的機會實在相當多。所有的教師進修活動，主要由教育局的在職進修部門來主導，教師可以參與的進修活動有以下幾個不同的管道：

1. Individual schools – 每個學校獨立自行舉辦的校內進修課程活動
2. Districts – 由每個學區，針對自己學區內的需要，分別進行的教師進修活動，通常由教育局或各校輪流主辦進行
3. Colleges, Universities – 大學研究所裡所設計的教育課程，教師得根據自己的需要選修學分
4. Conferences – 定期由各個不同單位主辦教師進修活動，學術座談會，專案研究會，或教師聯誼會等
5. U.F.T (United Federation of Teachers Union) – 由全國聯邦政府教師聯盟主持，不定期的教師進修活動

因本人的研究時間十分有限，實在無法多做更廣泛的資料收集，和更深入地客觀分析，頗覺遺憾。但是，在大學教授極力協助安排之下，幸而得以親自參與了公立第94小學(P94M)，公立第188小學(P188M)，和公立兒童做中學小學 (The Children's Workshop School)幾所學校的校園活動，也出席幾場學校內全體教職員的例行進修活動。在進修活動過程中，除了儘可能與許多教師交流溝通，瞭解多數教師對於進修課程活動的反應，和所持的態度及滿意度之外，個人爲了更進一步評量進修課程的實際效果，特別設計了一份問卷調查，以目前的在職教師爲調查對象，把這份資料(Data)供做日後的研究資料參考。其主要問卷調查問題如下：

## **Interview Questionnaire (問卷調查)**

Researcher : Ching-Hnog Wu (研究者)

Email : chw215@nyu.edu , rainbow@bhes.tpc.edu.tw

Background : Teacher from Taiwan; Educated in Taiwan & Japan (研究者背景)

In United States to write Policy Paper for Taiwan Government (專題研究報告)

Topic of Paper : Life-long Professional Development for In-service Teachers in U.S.

(題目：美國教師在職進修活動)

Interviewee: (受訪者)

Class Grade: (任教班級)

District: (學區)

Experience: (教學年資)                                  years

Question 1 : Have you attended any current staff development programs? What are they?

問題 1 : 最近你會否參加任何教師進修活動? 這些進修活動內容為何?

Question 2 : On average, how many programs did you attend during one semester?

問題 2 : 平均每學期內, 你通常會參與多少次的教師進修活動?

Question 3 : Do you think the Staff Development Programs you have attended are voluntary? Why or why not?

問題 3 : 你認為你所參加過的教師進修活動是出於自願的嗎? 為何或為何不?

Question 4 : Do you think you will have any chance to apply what you have learned from The Staff Development Programs to your classroom practice?

問題 4 : 你認為你是否可能將經由在職進修活動中, 所學得的知識和教學方法, 適用到實際的教室經營上?

Question 5 : Do you think you need continuing Staff Development Programs throughout Your teaching career? Why?

問題 5 : 你認為在你的終身教育生涯上, 需要保持不斷的參與教師進修課程活動嗎?

Question 6 : Did you have to pay for Staff Development Programs that you have attended? If Yes, why do you want to pay for them? If No, who supported

you?

問題 6：你所參加過的教師進修課程，必須由自己負擔學費嗎？如果不必，那是由何處贊助支援呢？

Question 7 : Which one of the Staff Development Programs has benefited you most?  
Or have you liked most? Why?

問題 7：你記得哪個教師進修課程使你獲益最多呢？哪個使你最感興趣？為什麼？

Question 8 : Do you think that attending Staff Development Programs is a  
burden while you have a full-time day job?

問題 8：雖然你白天已有全職的工作量，你會認為再去參加額外的教師進修課程，對你將造成更多的負擔嗎？

Question 9 : What kind of Staff Development Programs do you expect in the future?

問題 9：展望未來，你期待什麼樣的教師進修課程活動呢？

以上這份問卷調查，經過多所學校教師的合作協助，收回填寫問卷約一百份左右，受訪教師亦分散各不同學區，我想略可代表它的客觀性。綜觀問卷結果，將個人從中整理下來的觀感，報告如下：

1. 一般而言，每學期在職教師通常都有參與進修課程活動的機會，學校當局也相當重視教師的進修價值，並積極地策劃推動。
2. 多數的教師對於在職進修課程活動的參與意願頗高，主要是希望藉此獲得機會，補救自己在教學技術上之不足。
3. 幾乎所有的教師都反應了相同的需要和期待，就是希望學校當局，儘可能安排更多的教師聯誼時間，提供他們可以在這段自由交談的休閒時間裡，交換彼此的教學心得，和在教學上所遇見的困難問題。多數老師覺得，由教師彼此間交流得到的教學經驗和教學方法，往往比參加專家的學術研習會，來得更實際，對他們的教學更有實質的幫助。承如一位問卷調查的受訪教師曾如

此說：經過一整天忙碌的教學工作後，我們需要有時間和同事們互相討論，對於課堂上較特殊的學生，做更進一步的瞭解，以協助這些特別需要去關心的孩子們。

4. 對於只流於形式，枯燥無效率的教師進修課程活動，教師們普遍反映出不耐煩和拒絕的態度。教師要求進修課程的內容必須符合他們真正的需要，否則徒然浪費時間，應付了事的進修活動，儘管被迫須義務性地參加，仍可說完全沒有意義。
5. 大體上，教師覺得如果參加了針對他們個人需要的進修課程後，通常他們都能在課程結束之後，將所學習的教學技術和知識，實際應用到教室的教學上，使學生從中獲得最直接的益處。
6. 部分學校的主管反應，他們有時雖計劃了很好的進修課程，希望全體教師能夠接受足夠的在職訓練，以利於學校教育方案的推展，但是礙於經費來源之不足，使得校務和教育目標無法推展，所以教育經費的支援，也是他們所關心和實際需要的。

透過這項問卷調查的研究結果發現，不管是有關教師進修的態度，方法，制度，或存在的問題與障礙等，美國當今實施教師在職進修活動的現況，似乎與我們台灣目前的景象，以及所面臨的問題雷同。突破傳統進修活動的包袱，迎合高科技時代的教育生態變遷，和多元媒體紀元的教育革新等，都是教育主管當局的新課題。

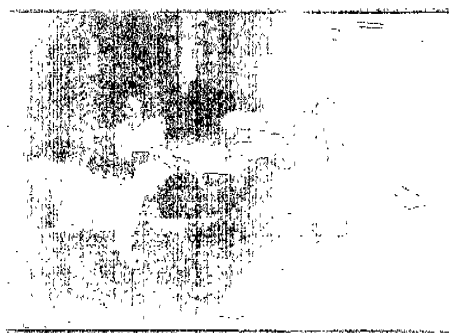
## 伍. 公立小學之觀摩和訪問實況

在實際訪問瞭解紐約州內公立小學的校園，和它們的教師進修情形時，我倒十分意外和驚奇地發現，本以為向來以世界超級強國自居的美國，基礎教育應相當地受到當局的重視，但是實際上卻發現多數的公立學校校園建築物老舊不堪，設備簡陋不足，教師專業素養令人懷疑，相較之下，反而對台灣公立小學所

能擁有的豐富資源，感到十分幸運和欣慰。美國社會因為貧富懸殊極大，所以私立學校與公立學校之間，其所擁有的教育資源和教學環境品質之差距，實在無法相互做比較，在它們這樣的教育現況下，富者愈富，貧者愈貧，窮苦人民的子女在受教育的機會上，必須面臨無可抗拒的不公平待遇。反顧我國的教育體制，在遵循 國父孫中山先生所倡導的教育機會均等之政策下，九年國民義務教育的執行，保障了沒有能力支付學費的小孩之受教育機會權益。我們國內的學子們，人人受教育的機會平等，實在是幸福得多了。以下簡附一些參觀學校的實況和照片。



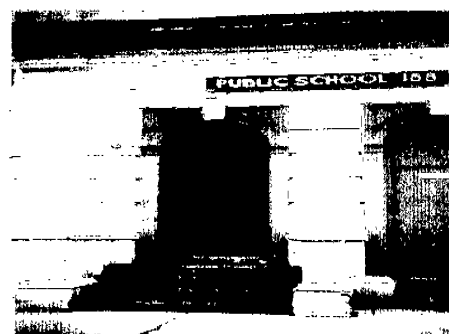
公立第 94 小學(P94M)一年級教室裡，上課的情形，開放式的教學空間，有利學生的個別學習。



在公立第 188 小學(P188M)校內，舉行每月一次例行的教師進修活動，這一天全校學生放假不必上課。全體教職員則聚集一堂，渡過充實忙碌的一天。



PDL 的在駐教師正在進行教學示範，一群訪問教師則在旁觀摩，記錄，討論。



一般的公立學校並沒有堂皇的建築物，設備也乏善可陳，學校門面簡單。

## 研究心得與建議

### 壹. 留美教育觀摩研究感想

爲期六個月的研究時間，飛快地結束了，以個人在這段的研究過程中，最大的遺憾就是深深覺得研究時間太過於短暫，依照本人的研究計畫，尚有許多的問題和領域必須加以深入探討，然而，初到異國學習做研究，需要一段時間去適應摸索新環境，熟悉學習如何取得相關的資源，以個人的經驗而言，當我對於周遭環境較熟悉之後，對於研究工作也較得心應手之際，只礙於研究時限已到，又無法獲准再以申請留職停薪方式，繼續完成日標。草草了之，實非本人的做事態度。以政府撥款鼓勵公教人員出國研究進修的立場上而言，這樣地匆促結束，實在也未必能收到真正的成效，甚至浪費了政府的用心良苦，專案撥款派員出國進修。依個人之淺見和對政府當局的建議，是否往後對於有心想深入研究，以圖貢獻一己之力的學員，可以在僵硬的法規之外，做更合情合理的適度調整。

在本人過去留學日本的經驗中，比較日本與台灣的教育體系，制度，和教育理念，兩者之間或許都因同屬亞洲系國家，民情文化和倫理觀念比較相似，所以綜觀日本與我們台灣的教育整體背景與制度，可說是大同小異。但是此趟的美國之旅，將美國和台灣兩地的教育現況和教育制度相較之下，立即發現因彼此的文背景差異太大，兩者之間的教育環境也就殊異顯明。這也就令我想起我們近年來不斷地推展教改，試圖突破傳統教育的包袱和聯考制度下的弊病，模仿美國的開放教育，而卻遭遇重重困難，且效果不彰的原因。當然，短暫的六個月當中，個人對於美國的整體教育現況之瞭解，仍是十分有限，以粗淺之見，要去評斷參觀研究後之心得，難免有失客觀性和正確性。不過在此心得報告一文中，本人仍需就個人之見，將這段期間所見所得，略做以下之陳述。

一. 經過這半年在美國的研究學習後，個人深爲我們台灣所擁有的教育成效和佳績，感到十分欣慰。儘管歷年來我們國人，特別是家長們，對於台灣的教育



過度以聯考為導向，戕害了學童的身心，而對我們的教育體制產生懷疑，改革的呼聲沸騰，也迫使政府當局必須立即做出政策上的回應。但是個人認為，教育改革所牽涉到的層面影響頗大，任何一種教育制度常會是一體兩面的，總會同時帶來正負兩面的結果，要達成完美無缺的教育理想，似乎是不可能的。比較美國和台灣的教育現況後，個人認為事實上，不管在學校行政結構上，教學方法的研究上，學生學力測量成績上，師資教育課程和專業訓練上，我們的學校教育成果，樣樣做得比美國還好。正如我們都知道的，美國的校園暴力和毒品問題嚴重，學生學習成績遠不如亞洲系的學童，教師的社會地位低落，教職普遍不被接受為專業身份，其實美國的教育制度和學校教育所面臨的嚴重問題，才是值得我們在參考西方教育進行改革時，必須仔細審思，以做為警惕的。

二. 基於前項觀感所述，既然我們台灣的教育工作紮實，培養出的下一代傑出，理應不亞於美國人，何以美國在教育問題叢生，教育成效低落的情形之下，它仍可發展為世界的強國，居於領導的地位。思考這個問題的同時，我們不免要歸咎於我們的政府，是否在制度上須做更深的反省，為何我們的制度下，無法留住人才，我們所培養出來的優秀精英，卻被迫必須外流，社會上付出昂貴的教育成本，卻無法享受教育投資後的回饋，對於我們的國家社會，實在是一大損失。美國之所以能強，我想最大的因素是他們懂得如何留住人才，集世界之精英於此服務它們的社會，而這些優秀的佼佼者，多數並非出自它們自己的教育體制下栽培出來的。

## 貳. 未來教師終身進修制度之展望

以下將針對我的研究專題，對今後的教師終身進修制度之議題，做一些個人的建議，並展望未來教師終身進修制度之建立，將提供教師們一個質優而富彈性的進修管道。事實上，美國的社會，對於師資專業化的認同度極低，民間普遍有一個傳言，就是：三流的人才去教書。大學內所為師資培訓設計的課程也欠佳，

教師普遍缺乏專業知識和教學技術，因此很遺憾地說，在本人留美做研究的這段過程中，從實際參觀訪問多所學校，與許多教師的交流訪談之後，可以這樣說：發現他們在教育上存在的問題，比從他們身上學習到可做為我們模範的少，儘管有些地方，在他們的文化體制下看似可行的，但卻未必適用於我們的文化中。但是教師的終身進修活動，不管在任何的教育文化背景中，其必要性都是無庸置疑的。我們在台灣的教師教學能力相當強，師資素質也遠比美國優良，教育當局向來十分重視教師的專業進修訓練，唯在冗長的教育生涯中，教師難免會漸漸失去教學活力，進而衍生出職業倦怠症。如何時時為我們的在職教師打氣，提高他們的敬業精神，鼓勵他們保持日日求新的進修態度，才是政府當局應著力的重點。個人在此將對於未來教師終身進修制度之展望，略述一些心得與建議。

- 一、過去傳統式的教師進修課程型態，偏向於以一次的研習活動為單元，但是缺乏日後的跟進課程。有時研習課程的內容，與教室實際的教學活動沒有關聯，無法滿足教師實際教學上的需要。有些情況是教師花費時間參加研習課程，並學到了某些新理念，新方法之後，卻沒有適當的機會去運用它。可見得傳統的教師進修課程活動存在許多弊病。而且進修課程更不能流於形式，若進修課程本身無法吸引教師的興趣，激發教師的學習熱忱，一個被動的，應付性的課程，就是課程本身設計得再完善，動用了多少資源，結果也是很難達到理想的效果。譬如現在的學校內，大致上規定週三下午為教師進修時間，這是很好的安排，只是課程設計的實用性，就成為最關鍵的問題了。
- 二、其實除了高品質的進修課程設計，以及廣泛地推動執行之外，還有一項工作是不容忽略的，就是改變教師對進修活動的態度和理念。如何幫助一些存有等退休心態的教師，藉由進修教育後，可以轉變消極的態度，成為日日求更新，渴望充實提升自我專知的積極態度，實在也是我們在設計進修課程時，必需慎重考量進去的一大因素。所以特別是為某些資深教師設計進修課程時，宜著重在提供啟發性質的課程，而取代單向灌輸性的課程。提供適宜的進修獎勵辦法，鼓勵教師主動參與。當我們實地瞭解到在第一線工作者的士氣低

落時，更會體會到如何幫助教師提高敬業樂業的精神，才是最艱鉅的工程。

三. 除了我們的教育當局關心教師的成長之外，如果有關的行政人員和納稅人，忽視教師在職訓練的重要性，將教師的進修研習活動，視之為可有可無，那麼向來以擁有優秀教師和教學品質的我們，這高水準的教師素質將難免日漸走下坡。因此，我們必須提醒所有納稅人和行政主管人員，在高科技多元化的未來，更應體念到教師的終身專業進修，乃是持續改進教學品質的要素。我們中國人視教育為百年大業，祈望我們能以優良的教師素質為根基，使我們的教育制度和教育成果，在千禧新紀元裡，更上一層樓。

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# 附錄一

## *Designing New Models of Leadership through Grooming Teacher Leaders and Building a Pool for Urban Principalships* **A Proposal by Teachers Network**

### **Overview.**

By sustaining and expanding the work of the New York City Fellows in our National Teacher Policy Institute (NTPI), we propose to provide a vehicle for New York City public schools to attract, recruit, and place more persons into administrative and distributive leadership positions. Our goals, focusing primarily at school and district levels, are to:

- provide for a broader pool of candidates for urban principalships – comprising leaders experienced in designing and implementing systems for improved student achievement, especially among low-income students, and
- build capacity for teacher leaders to function successfully as members of distributive leadership teams.

The proposed project would accomplish these goals by building on the proven success of the existing NTPI model, jointly establishing a Principals Learning Center with P.S. 6, working in close collaboration with New York University School of Education and other partners, and publishing a final document that would contribute significantly to building a practical knowledge base on how to get and keep better leaders at school and district levels.

### **Need.**

The dearth of leadership within and among U.S. public schools – especially in urban environments – is both unmistakable and profound. In the race to improve this leadership, however, a vital ingredient to the success of these initiatives has been noticeably absent – providing opportunities and effective models for building leadership capacities and experiences among *teachers*: 1) those persons on whom administrators must rely as part of distributive leadership efforts, and 2) those persons who represent the pool from which virtually all principals are ultimately drawn. Specifically, the success of any program targeting improved administrative leadership finally and wholly depends on responding to three key needs directly involving teachers:

- 1) Providing and sustaining local models of training and support to attract, recruit, and enable first-rate teachers to become – and be nurtured as – school leaders, and building capacity for these teachers to work as productive members of distributive leadership teams,
- 2) Preparing these teacher leaders not only with traditional leadership skills, but also grounding them in good curriculum and assessment practices to provide for an understanding of what is

needed in order to improve educational outcomes, and

- 3) Building a consistent pool of skilled, knowledgeable, and experienced teacher leaders from which principals can be groomed.

### **Our Track Record.**

The New York City affiliate of the National Teacher Policy Institute (NTPI) — through its existing network that grooms and supports teacher leaders, and its innovative student-centered research and programs — has the unique capacity to provide the means by which these needs can be powerfully addressed.

### **Who We Are.**

Established in 1996 to develop leadership skills among teachers and connect education policy to actual classroom practice to improve student achievement, NTPI comprises five affiliates nationwide (i.e., Fairfax County (VA); Los Angeles (CA); New York City (NY); Santa Barbara County (CA); and the State of Illinois). Since its inception, NTPI has received an annual grant from the Metropolitan Life Foundation, a two-year grant (1999-2001) from the Rockefeller Foundation, a one-year grant from the Booth Ferris Foundation (1998) that is currently under consideration for renewal, and a three-year grant from the Rita J. and Stanley H. Kaplan Family Foundation. New York City — the flagship affiliate, originator of the NTPI initiative, and home of the national office — is the largest of our five affiliates, currently comprising approximately 30 NTPI Fellows.

NTPI Fellows are chosen through a competitive application process open to all public school teachers within the local district. In addition to a written application including contact information, experience, a statement of commitment, and a formal essay (i.e., describing an initiative in which the applicant has played an active role in leading school change) — applicants must also submit two letters of recommendation, one of which is from his or her school principal. Teams of NTPI Fellows and staff then conduct face-to-face small group interviews (including individual questions, fishbowl discussions, and group assignments) to assess how well potential fellows function both individually and as part of a team. Specifically, we look for individuals who demonstrate leadership abilities; are actively working in their schools to improve conditions; and are eager to build their skills, knowledge, and experience to function as a successful school leader.

NTPI is a major initiative of Teachers Network. Teachers Network is a nationwide, educational non-profit organization that has over 20 years of experience identifying and connecting innovative teachers who exemplify professionalism, independence, and creativity within public school systems. Teachers Network serves 28 affiliates nationwide — cities, counties, and states — that directly support teachers through grants and networking opportunities in the areas of leadership, curriculum, policy, and new media.

### **What We Do.**

NTPI Fellows are groomed as teacher leaders and future principals through researching school-based policy issues, developing specific recommendations for improving student achievement, documenting their work, and becoming spokespersons for this work locally and nationally. To do this, fellows systematically participate in full-day monthly meetings; conduct NTPI action research in their classrooms; meet with high-profile guest speakers; read and discuss relevant literature; receive training and support for becoming instructional-based leaders in their schools and districts; give presentations; serve on various boards and task forces; network on local and national listservs; and publish their findings and recommendations in articles and prominent publications.

The success of this NTPI program design is supported by the fellows' extensive accomplishments and leadership involvements. A brief sampling follows:

- ✓ **Major Policy Document.** In partnership with the National Commission on Teaching & America's Future (NCTAF), NTPI has published a groundbreaking book entitled *What Matters Most – Improving Student Achievement*. This book—featuring the work of the New York City Fellows—documents the results of NTPI action research and highlights the ways in which policy plays out in schools. The book has been distributed to 5,000 policymakers nationwide.
- ✓ **National Conference of State Legislatures (NCSL).** Four New York City Fellows and our director represented NTPI at major sessions of NCSL's 2000 Annual Meeting. Fellow Jane Murphy served as a panelist for the conference.
- ✓ **Education Commission of the States (ECS).** At the ECS 2000 Annual Meeting, New York City Fellow Janet Price represented teacher leaders nationwide at the opening session. Price, who is our member on Governor Geringer's National Advisory Council on Teacher Quality, also delivered the luncheon address to conference attendees. This year, Price has been joined by two more NTPI Fellows who have become members of other ECS national boards: Fellow Judi Fenton on Governor Shaheen's National Advisory Council on Early Learning, and Fellow Wade Fuller on the National MetLife Advisory Board on Change in Education Initiatives.
- ✓ **Presentations.** Several New York City NTPI Fellows presented their findings to the Chancellor's Task Force on Teacher Recruitment, Selection, and Retention at the New York City Board of Education. Other presentations recently given include a local early childhood conference, a workshop examining educational quality for low-income children, and a seminar for teachers and principals on conducting action research.
- ✓ **Community Engagement.** New York City NTPI Fellows are directly engaging the public in conversations about how to improve education. Our first community engagement conversation was held in East Harlem (December 1999) and focused on parent involvement. The event was immensely successful with over 100 persons attending.
- ✓ **Spencer Planning Grant.** During 1999-2000, two NTPI Fellows participated in a Spencer Foundation Planning Grant, under the leadership of Joe McDonald at New York University. This project closely examined school reform efforts throughout New York City.
- ✓ **Campaign for Fiscal Equity (CFE).** Following a victory in the CFE suit, the New York City NTPI Fellows have been asked to play a major role in providing the remedy (i.e., determining



how best to use newly allocated funds to improve classroom practice and student achievement) for schools throughout New York City.

- ✓ Press. The work of the NTPI Fellows has attracted major press – including a commentary article in *Ed Week* (May 31, 2000) and a feature article in *Teacher Magazine* (March, 1999).

In all, the NTPI process represents a systemic model that not only identifies and supports teachers as professionals and leaders within their own schools, but also serves as a springboard from which these fellows gain unparalleled leadership exposure and build valuable contacts among and throughout their larger school communities. Virtually all fellows use the foundation acquired in NTPI to assume permanent leadership roles within their schools and districts. Many fellows have already leveraged this foundation to move into administrative positions in area public schools.

### Why We Do It Uniquely and Well.

The high level of NTPI program success owes much to the unique nature of our group and work. Some of the most salient features of our program include:

- NTPI Fellows look at student performance as the primary focus for reform. This focus is greatly informed by our daily contact with students throughout New York City classrooms and schools.
- The NTPI model allows fellows to develop leadership skills, knowledge, and experiences that can be consistently applied in a variety of urban school environments (as opposed to specific, one-time, quick-fix solutions).
- NTPI Fellows work in cohort groups – and consistently support each other in the learning process.
- NTPI plugs fellows into a powerful network. As teacher leaders and potential principals, fellows are able to bring these connections to the table in a way that others cannot.
- NTPI prepares fellows with especially broad, practical-based leadership knowledge. Examples include: school budgeting, interaction with communities/parents, distributive leadership approaches, alternatives to traditional supervision, grant-writing, partnerships with local businesses, hiring, and school technology planning.
- Rather than understanding leadership based solely on traditional approaches or “factory models” of management, all NTPI work and leadership skill building is directly connected to good teaching practice that is grounded in what really works to improve student achievement.

The NTPI initiative is further bolstered by several inherent design strengths:

1. Existing Network. We already have the means – within our existing network and proven NTPI mechanism(s) – to build leadership capacity throughout the New York City public schools.
2. Tentacles at Ground Level. The NTPI network comprises a strong pool of teacher leaders and potential principals who are “close to the ground” and intimately understand what is needed to make schools work. We have a track record of functioning successfully at school and district levels.
3. NTPI Action Research. NTPI action research is unique to our organization – supplying the means by which fellows receive a critical grounding in curriculum and instructional assessment, and providing unparalleled opportunities to gain valuable leadership experience.

4. *Deliverability and Sustainability.* The passion and commitment of our staff and fellows is evidenced by our level of consistent productivity (e.g., accomplishments, publications, etc). In short, we know how to deliver results – and understand the importance of measuring and documenting outcomes.

### **The Proposed Project.**

While primary funding for our institute has been, to date, on a year-to-year basis, we are currently seeking three-year funding to enable us to sustain – and greatly expand – the work of our New York City NTPI affiliate: identifying, recruiting, and supporting teachers as school leaders; preparing these leaders with an intimate understanding of good curriculum and assessment practices through NTPI action research; building capacity for the New York City public schools by offering a strong pool of candidates for administrative positions; and creating a replicable program model that could be adopted in districts and communities throughout the nation.

#### ***Our Vision for Leadership.***

Five years ago, our organization – which had always concentrated its efforts on supporting teachers – began looking at what principals needed to do in order to improve the climate and effectiveness of rapidly changing public schools. To this end, we convened three focus groups in San Francisco, Chicago, and New York City to examine the role of principals in restructured schools – bringing together teams of principals, teachers, and one university representative in each city. This effort, funded by the Danforth Foundation, resulted in the publication of our formative report entitled *Changing Schools, Changing Roles – Redefining the Role of the Principal in a Restructured School* (Teachers Network, 1995). We recognized then, as we do now, that in expanding our mission to include the support of restructured schools, “the principal” issue looms larger and larger. Teachers cannot do it alone; if they are to effect positive changes in their classrooms and schools, they must do it *in collaboration* with strong, supportive principals.

To successfully meet the challenge that “all teachers need to become leaders” (as urged by our 1995 university advisor, Linda Darling-Hammond), we began rethinking and redesigning our work as related to principals and, indeed, more “distributive leadership” throughout public schools. Out of this work came a fresh, school-based vision – as cited throughout the publication – including: moving from a command control to a facilitation model; creating an environment where learning comes first; taking risks; building teams; and dealing with external constraints such as policy. The ideas represented by this vision directly informed the mission and continues to guide the work of our National Teacher Policy Institute. In all, our enduring goals are to: 1) identify and foster a better and more diverse pool of candidates for school leadership roles, and 2) develop systems to improve climates within public schools (especially those in high-poverty, urban districts) to encourage and allow leaders to function more effectively, more broadly, and with a greater knowledge base. We deeply understand that it is not only grooming and supporting principals – but also building and nurturing teams of teacher leaders (who, in turn, comprise the primary pool of potential principals) – that are the key ingredients to creating and sustaining successful schools.

Our NTPI principal advisor for the proposed project, Carmen Farina, is the ideal supporter and advocate for helping us advance our vision and goals. A member of our network for more than 20 years and one of the contributors to our 1995 report, Ms. Farina has published a related article entitled “Creating a

Climate for Change” (*NYC Challenge*, 1993, pp. 29-32). Significantly, Principal Farina is also serving on the New York City Board of Education committee that is developing new standards of “transformational leadership” to which all New York City administrators – and all administration preparation programs – must soon adhere. The collective efforts of our NTPI staff, Ms. Farina, and the New York City NTPI Fellows would uniquely enable NTPI to design and tailor a leadership curriculum to match these new standards. Moreover, as per Ms. Farina, the proposed NTPI project provides precisely the missing piece for which the committee writing these standards has been searching – a practical, hands-on system in which school leaders (functioning as cooperative school teams) can learn directly about what works in successful schools by visiting these schools and interacting with their principals and faculty – and, importantly, becoming part of a supportive ongoing network comprising other school leaders working to effect positive change.

### ***Key Outcomes.***

Essentially, NTPI work retains a dual focus: 1) providing professional development to program participants, and 2) working to make broader contributions in the field of education – in particular, education policy. Indeed, by design, NTPI is not an insular initiative. We consistently strive to advance our work publicly – including, but not limited to: meeting with policymakers at all levels; publishing our classroom-based action research; enabling our fellows to become active participants on influential boards and committees; developing meaningful organizational partnerships; and, of course, widely disseminating what we have learned as an institute. This process, in turn, uniquely prepares our fellows for leadership roles within their own schools and districts.

While we would look to an evaluation team (see “Formative Assessment”) for general feedback to further improve the design of our NTPI model, we would be especially interested for them to assess two key program outcomes:

- ✓ To track the number of our fellows who assume school leadership roles (as well as the specific nature of these roles [i.e., principal, assistant principal, or other school leader]), and
- ✓ To identify who is using our work and/or where and in what ways the teacher’s voice is having an effect on policy – and ultimately, student achievement.

In order to best realize our overarching vision and goals, more specific objectives and planned outcomes of the New York City NTPI leadership program include the following:

#### **1. At the New York City Level...**

We plan to actively recruit and groom a pool of potential principals who have the exposure, skills, and training to successfully function as “transformational leaders” in the New York City public schools. In addition, to have the greatest impact, we see our role as working to create a positive school climate in which both teachers and principals have direct ownership in improving student achievement – instead of a single leader “doing everything.” NTPI provides the vehicle for creating a network in which teacher leaders and their principals share expertise and resources, and offer support to each other as they strengthen and transform their individual schools. To expand our reach, we have invited school teams

from New York City schools that are part of our network to participate in our first major conference scheduled for March 2001 (see Timeline). These teams will include the school principal, NTPI Fellows, other school leaders, and parent leaders. This March conference – focusing on Curriculum, Assessment, and Building Leadership – is specifically designed to benefit these school teams.

In addition to our specific work for and within the New York City public schools, we would also continue to actively seek other opportunities to positively impact local education. In the immediate future, some salient examples of this effort include the following outcome-based approaches:

- 1) Actively work to inform educators and policymakers about critical issues facing New York City classrooms. In this respect, we see the role of NTPI as a “convener.” For example, as part of our March conference, we are holding an hour-long general discussion forum between New York City Mayoral candidates and conference participants.
- 2) Maintain a close relationship with the United Federation of Teachers – meeting periodically with union leadership, ensuring that NTPI work is regularly featured in *New York Teacher*, and providing policy recommendations per the new contract.
- 3) Leverage NTPI participation in the New York City Spencer Planning Grant Team so that, if another grant is awarded, this implementation grant would include underwriting additional NTPI Fellowships for teachers who are directly affected by the school reform efforts being studied in this grant to conduct action research and participate as part of our network.
- 4) Build upon our existing relationship with the Education Priorities Panel (e.g., Noreen Connell, Executive Director of EPP, currently serves as a regular advisor to one of our New York City NTPI subcommittees focusing on policy strategy) to ensure that NTPI Fellows are well-informed about pressing local issues, and that the teacher’s voice becomes an increasingly vital part of any local policy decision-making.

## **2. At the University Level (and beyond)...**

We plan to continue to work closely with our NTPI University Advisor, Dr. Frances Rust, to significantly grow our body of school and classroom-based action research on what actually works with regard to improving student achievement. These action research findings would allow us to greatly expand the general knowledge base regarding successful school leadership. We would continue to actively disseminate our research to school superintendents, educators, and policymakers.

Also, through our partnership with NYU Institute for Education and Social Policy, we have already begun providing the opportunity for New York City NTPI Fellows to directly influence policy by providing teacher-leader input into the design and implementation of research studies impacting the direction of education policy at all levels.

Further, as part of the proposed project, we would work with a university partner to ultimately accredit the NTPI leadership curriculum so that NTPI Fellows would not only be able to enroll in a reduced-cost graduate program – leading up to New York certification/licensure as principals, but would also receive direct credit for conducting action research (and, possibly, field leadership experience) as part of their participation in NTPI.

### 3. At the State Level...

While NTPI Fellows meet with state legislators on an ongoing basis (e.g., Assemblyman Steve Sanders, Assemblywoman Barbara Clark), we are already expanding this initiative. In anticipation of the Campaign for Fiscal Equity decision, each NTPI Fellow is designing an event at his or her school to bring in state legislators to provide a real, up-close, hands-on experience in a New York City public school. The goal of this initiative is to help our downstate legislators become more knowledgeable and proactive in obtaining resources for New York City schools. While we have begun this effort this past fall, we see this as a major part of our efforts over the next three years.

Also, one of our organization's long-time board members, Dr. Charlotte Frank — who has been an ardent supporter of the New York City NTPI program, and instrumental in its development and funding — will be actively brokering new opportunities for us to advance the teacher's voice at the state level in her new role as a New York State Regent.

### 4. At the National Level...

In addition to the continued dissemination of our work to districts throughout the nation, the NTPI partnership with the Education Commission of the States (ECS) is proving extremely valuable in terms of including the teacher's voice at the national level. Last year, one New York City NTPI Fellow served on the National Advisory Board on Teacher Quality chaired by Governor Geringer of Wyoming. This year, while this same fellow continues to serve in this capacity, two *more* New York City NTPI Fellows have joined other influential ECS national boards: the MetLife National Advisory Board on Change in Education Initiatives and Governor Shaheen's National Advisory Council on Early Learning. NTPI staff is actively looking to increase such opportunities for fellows — including, necessarily, building and expanding our partnerships with other national organizations.

Similarly, NTPI's partnership with the National Commission on Teaching & America's Future (NCTAF) continues to be extremely fruitful. Based on the success of NTPI's recent book (that connects NTPI findings to NCTAF recommendations), *What Matters Most — Improving Student Achievement*, NCTAF has just published a brochure highlighting the main themes of our report — including specific action steps for districts. This brochure, funded by the Ford Foundation, will be disseminated to all the partner districts within NCTAF's national network. NTPI staff will continue to further expand this and future partnerships — in particular, to maximize the impact of our work at the district level.

#### *Sustaining and Expanding the New York City NTPI Fellows' Work*

Specifically, for each of the three years of this program, NTPI would recruit and select 25 additional NTPI New York City Fellows. These fellows would comprise the initial pool of potential principals to be mentored in conjunction with the *Principals Learning Center*. As briefly described above and outlined in the detailed timeline that follows, fellows would participate in monthly meetings (i.e., one Saturday per month, all day) during which time they would: network as a group, discuss pertinent readings prepared by NTPI staff, hold conversations with guest speakers — representing a broad cross section of local education and community leaders, meet with NTPI advisors, and work in groups to hone and document their action research. NTPI Fellows would continue to communicate and share experiences with other

fellows via both our local (i.e., New York City) NTPI listserv and our national NTPI listserv. In addition, subject-based listserv conversations would be chronicled and posted on the NTPI area of our premier educational web site, [www.teachersnetwork.org](http://www.teachersnetwork.org).

During the course of the year, fellows would conduct NTPI action research studies in their own classrooms – enabling them with the tools needed to reflect on best practices, and, on a broader scale, to understand the direct link between school decision-making and its effect on student achievement. The authority and “voice” acquired through this instructional leadership model would open doors for fellows to readily assume school and district leadership roles. To provide for even greater leadership exposure, NTPI staff would continue to leverage their extensive contacts, partnerships, and networks to provide fellows with opportunities to join task forces, give presentations, and participate in major conferences. Throughout, NTPI Fellows would acquire and develop a rich set of leadership skills (as evidenced in our proven track record of success and documented in fellows’ personal experience statements [see enclosed]) that are immediately transferable to the school and district level – preparing fellows to succeed as teacher leaders and principals in a way no other program can.

### **The Principals Learning Center**

An additional component of the NTPI leadership program would involve establishing a *Principals Learning Center* at P.S. 6, a model New York City public school with a track record of mentoring principals, as a collaborative effort between the New York City NTPI affiliate and P.S. 6. The major goal of this effort would be to create a momentum for changing the existing leadership paradigm – providing principals, potential principals, and teacher leaders with the ability to “think outside the box” and work together to diffuse/distribute leadership successfully. Among the many elements of this cooperative initiative would be: 1) a hands-on principal interning program for teacher leaders who are interested in becoming school administrators; 2) a joint conference, for principals and teacher leaders alike, focusing on developing leadership skills – with a strong emphasis on effective curriculum and assessment (as supported by the action research findings of the NTPI Fellows); and, 3) direct mentoring

of principals and staff in 12 highly under-performing schools citywide. For this purpose, a school leadership “SWAT team” of choice principals, principal interns, and teacher leaders would be identified to work directly with these schools in order to improve school management, cooperation between administration and teachers, and, of course, student motivation and achievement. The *Principals Learning Center* would be staffed by Alice Hom – an NTPI Fellow and Principal Intern at P.S. 6, and would be directed by P.S. 6 Principal and leadership maven, Carmen Farina (who has been a member of our network for 20 years). Ms. Farina would also serve as the NTPI Principal Advisor to the New York City NTPI Fellows. Moreover, Ms. Farina will mentor current NTPI Fellows’ principals – specifically addressing “How to Create Leaders in Your Building.”

### **New York University**

A further component of the NTPI leadership program would involve cultivating our existing partnership with New York University. Specifically, this involvement would be three-fold:

1. NTPI University Advisor. As has been the case for the last two years, Dr. Frances Rust, Associate Professor at New York University School of Education – Department of Teaching and Learning and national expert in the field of action research, would continue to serve as an advisor

to the New York City NTPI Fellows – providing critical support in designing, conducting, and documenting NTPI action research studies for their classrooms. Especially in this day of high-stakes testing, conducting these studies provides fellows with the voice and credential to speak as leaders in the areas of curriculum and instructional assessment. Dr. Rust has been an invaluable and irreplaceable asset in this respect – and, owing much to her involvement, the work of the NTPI Fellows has received considerable exposure and press... further expanding leadership opportunities for the fellows.

2. NYU Institute for Education and Social Policy. Growing directly out of a relationship formed with Norm Fruchter through the Wallace Reader's Digest Funds' Advisory Council, NTPI has partnered with the Institute for Education and Social Policy. Specifically, NTPI has dedicated time at this year's monthly meetings to work closely with the institute on examining and addressing such issues as school-based budgeting and school governance and accountability. This year, the Institute for Education and Social Policy is also underwriting five New York City NTPI Fellowships.
3. New York University School of Education. Given the opportunity to work in conjunction with the New York City NTPI program, *Designing New Models of Leadership through Grooming Teacher Leaders and Building a Pool for Urban Principalships*, the New York University School of Education would explore additional incentives for fellows to participate by: 1) facilitating internships and modifying/adapting coursework to fit specific needs of the New York City NTPI Fellows, and 2) offering the opportunity for NTPI Fellows to enroll in doctoral administration programs – either through the Department of Teaching and Learning or the Department of Administration, Leadership, and Technology – in the latter case, enabling them to receive local certification/licensure as principals.

### **Other Partnerships and Contacts**

Throughout the course of this program, we would continue to nurture and leverage other NTPI partnerships to build upon our work and increase both individual and collective leadership opportunities for the fellows. In addition to New York University School of Education, NTPI works in partnership with the National Commission on Teaching & America's Future (NCTAF) and the Education Commission of the States (ECS). Moreover, as NTPI represents a major initiative of Teachers Network, fellows would be able to tap into the resources of our vast network – offering virtual tentacles that extend to all levels and audiences – local, regional, and national.

### **Annual Documentation and Culminating Publication – *School Leaders Handbook***

At the end of each of the first two years of this program, NTPI would compile comprehensive working documents – including, minimally, three “chapters”: 1) fellows' action research findings, 2) fellows' case studies – chronicling leadership involvements, accomplishments, and goals, and 3) specific NTPI designs for improved school leadership at all levels. During the third year of the program, the NTPI Fellows and the *Principals Learning Center* would aggregate their findings and experience to construct a culminating publication – tentatively called the *School Leaders Handbook*.

Similar in design to Teachers Network’s best-selling *New Teachers Handbook*, the *School Leaders Handbook* would be a “how-to” publication (to be completed by summer 2004 – and a first draft of which would be unveiled and critiqued by principals at our 4<sup>th</sup> annual March conference) that would offer a unique step-by-step guide on what models of training and support are needed – based on practical, documented experience from the trenches – in order to be an effective new and/or veteran principal dealing with complex and changing models of leadership. This book would also offer specific tips on how to manage successful distributive leadership teams within varied school environments.

We would disseminate this publication to 5,000 school superintendents (i.e., largest and medium-sized school districts) as well as district and state policymakers – as represented by two of our partner organizations: National Commission on Teaching & America’s Future, and Education Commission of the States (see Timeline). This book would also be widely available to educators (i.e., teachers and principals alike) throughout Teachers Network’s nationwide network of 28 affiliates. Additionally, we would disseminate this document – as well as our interim and ongoing findings – to members of the Wallace Funds’ Leadership Advisory Council and all Wallace Funds’ leadership grantees. Moreover, we plan to conduct a major public relations campaign – including press releases and follow-up phone calls – to ensure appropriate media coverage. The *School Leaders Handbook* and all work resulting from this major leadership initiative would, of course, fully credit the Wallace Reader’s Digest Funds for their support of this innovative project.

In its entirety, the New York City NTPI program would not only provide a replicable model for grooming principals and teacher leaders, but also – through its culminating publication and joint effort with P.S. 6 to cultivate a *Principals Learning Center* – contribute significantly to developing an invaluable knowledge base on how we can get and keep better leaders in urban school environments.

#### ***Formative Assessment.***

As we recognize the critical value of creating a system for collecting information about our work, as part of this proposal, we would sub-contract an evaluation component. One organization that might be considered to conduct this evaluation is NYU Institute for Education and Social Policy – as they are already one of our partners in this proposed project. Final selection of an appropriate evaluation team would certainly be made in conjunction with the Wallace Funds’ staff.

The information gathered through this formative assessment would be used to continue to improve and refine the NTPI leadership model – as well as to enable us to better expand this model to more communities throughout the nation.

#### ***Developing a New Model --and Scaling Up.***

Perhaps not surprisingly, the New York City Board of Education recently recognized that **no** current administration program has been effective in preparing New York City school leaders to meet the increasingly dire needs of local public schools. Understanding that this situation calls for the identification and design of completely **new** models, the Board is developing standards that must be met in order for programs to continue to receive funding and be recognized by the New York City Board of Education. The NTPI team would work closely with the Board of Education as it revamps these standards by working to identify an entirely new and effective curriculum and program – one in which “transformational leaders” and school teams who remain focused on improving student achievement are



actively recruited, groomed, and supported.

NTPI is uniquely and best positioned to develop such a curriculum and program for several reasons:

- 1) We have the vision, history, and practical groundwork in this area;
- 2) Our network represents the people and connections necessary for successful implementation;
- 3) We work directly in schools; and
- 4) We have access to a significant pool of principal candidates throughout New York City.

The proposed grant from the Wallace Funds would provide us with the necessary funding to pull all these elements together in order to create this model and take next steps—working toward a replicable model that could be adopted in communities throughout the nation.

During the first two years of the proposed project in New York City, as the ultimate goal is indeed “scaling up,” our focus would clearly be on the development and honing of this model, including curriculum. In addition to our final publication, *School Leaders Handbook* (as previously described), we would meticulously document all our activities and disseminate our work through our annual conferences and network as we go along. By year three, we would be ready to provide the technical assistance and materials to help establish new affiliates.

Indeed, our organization has the track record to do just this. Based on our successful IMPACT II model of grants and networking opportunities for teachers, we have established and nurtured a nationwide network of 28 affiliates, representing most major cities (including New York City, Chicago, Los Angeles, Miami, and Houston), several entire states (Illinois, Connecticut, Maine), and organizations such as the National Peace Corps Association. Moreover, our National Teacher Policy Institute already has its own network of five affiliates (Fairfax County, VA; Los Angeles, CA; New York City, NY; Santa Barbara County, CA, and the State of Illinois). In fact, we are currently adding a sixth NTPI affiliate—the State of Wyoming. In all, we are strategically poised—through our existing network and proven experience based on providing the technical expertise to set up affiliates—to scale up the NTPI model to districts throughout the nation.

While the flagship New York City site will clearly be the most costly, we know that it does take investment to establish new affiliates—albeit at a lesser amount. Over the last six years, we have developed just such a scalability program in conjunction with the John S. and James L. Knight Foundation to establish Teachers Network affiliates in Knight communities. Since 1995, we have received an annual grant from the Knight Foundation to cover our technical assistance, travel, and material costs—and, to date, eight communities (e.g., Charlotte, NC; San Jose/Santa Cruz, CA; Broward County, FL) have received direct grants from the Knight Foundation expressly for this purpose.

## Timeline.

Comprising a three-year period, the following is a tentative schedule for the New York City NTPI program, *Designing New Models of Leadership through Grooming Teacher Leaders and Building a Pool for Urban Principalships*:

- |                          |   |
|--------------------------|---|
| March-August 2001        | NTPI staff would recruit, interview, and select 25 New York City NTPI for the 2001-2002 school year. Also, NTPI staff and advisors would plan the first year's program and curriculum (e.g., identifying relevant readings; arranging for monthly speakers with whom the fellows can discuss pertinent leadership issues; preparing necessary materials to provide for effective action research within fellows' classrooms, etc.)  |
| March 2001*              | NTPI and P.S. 6 would jointly sponsor an <i>urban school leadership conference</i> – focusing on excellent curriculum programs (offering the 20-plus year expertise of Teachers Network through its IMPACT II program) and assessment models (supported by NTPI's four years of cutting-edge experience working with school-based action research) – and officially kick-off the Principals' Learning Center. The principals of all New York City NTPI Fellows would be among those invited to this conference. In addition, we would invite other interested New York City principals, potential principals, and teacher leaders who are already connected to our network. Out of this pool of attendees, we would also identify an initial group of principals who would work closely with the Principals' Learning Center during its first year. |
| September 2001-June 2002 | NTPI Fellows would meet monthly (i.e., one Saturday per month – all day) to network as a group, discuss readings, hold conversations with speakers, meet with NTPI advisors, work in groups to hone their action research, and develop leadership skills and experience. Throughout the year, fellows would conduct NTPI action research within their classrooms and continue to communicate with each other via our New York City NTPI listserv.   |
| March 2002               | NTPI and P.S. 6 would sponsor the 2 <sup>nd</sup> annual school leadership conference on excellence in curriculum and assessment in order to improve student achievement. All New York City principals connected to teachers within our network would be invited. During this conference, we would <i>introduce</i> the preliminary work of the New York City NTPI Fellows – working in concert with the Principals' Learning Center – to redesign models of school leadership within New York City.  |

*\*Already in Process – Conference is scheduled for March 24, 2001.*

- June-August 2002 New York City NTPI Fellows would conclude their first year by producing a working document that would minimally include three components: 1) fellows' action research findings, 2) fellows' case studies – identifying leadership involvements, accomplishments, and future goals, and 3) specific NTPI designs for improved school leadership – at all levels.
- Also during this period, in order to ensure another productive NTPI year, staff would again recruit, interview, and select new fellows as necessary. NTPI staff and advisors would also use this time to plan the next year's program and curriculum.
- September 2002-June 2003 NTPI Fellows would continue to meet monthly, conduct NTPI action research in their classrooms, and use forums such as the New York City NTPI listserv to actively engage each other during the course of the year. In this second year of the program, NTPI staff would increasingly seek opportunities for fellows to present their research and designs to groups throughout the New York City public school system – and beyond.
- March 2003 NTPI and P.S. 6 would sponsor the 3<sup>rd</sup> annual school leadership conference on excellence in curriculum and assessment in order to improve student achievement. Now well into the program's second year, the NTPI Fellows' findings and designs – complemented by the work of the Principals' Learning Center – would be showcased at this conference.
- June-August 2003 New York City NTPI Fellows would conclude this year by producing a second working document (in kind with that of year one). Staff would also recruit, interview, and select new fellows – and prepare the program and curriculum for 2003-2004.
- September 2003-June 2004 In addition to the comprehensive yearly NTPI activities identified above, during this third year of the program, the NTPI Fellows and the Principals' Learning Center would aggregate their findings and experience to construct a culminating publication – tentatively called the *School Leaders Handbook*. Similar in design to Teachers Network's best-selling *New Teachers Handbook*, this "how-to" publication, to be completed by summer 2004 (and a first draft of which would be unveiled and critiqued by principals at our 4<sup>th</sup> annual March conference), would offer a unique step-by-step guide on what

models of training and support are needed—based on practical, documented experience from the trenches—in order to be an effective new and/or veteran principal dealing with complex and changing models of leadership. This book would also offer specific tips on how to manage successful distributive leadership teams within varied school environments.

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