

March 28, 2002

# Museum Educators' Workshop Study: Attracting and Retaining Teachers in Museum-Sponsored Professional Development Programs

Steven R Rogg

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**MUSEUM EDUCATORS' WORKSHOP STUDY**  
**ATTRACTING AND RETAINING TEACHERS IN MUSEUM-SPONSORED PROFESSIONAL DEVELOPMENT PROGRAMS**

**PHASE-I REPORT**

for

**MUSEUMS IN THE PARK**

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## For More Information about Contributing Institutions:

Organization	Universal Resource Locator (URL)
Museums In the Park (MIP)	<a href="http://www.msichicago.org/info/park/parks.html">http://www.msichicago.org/info/park/parks.html</a>
Museums and Public Schools (MAPS)	<a href="http://www.museumsandpublicschools.org/">http://www.museumsandpublicschools.org/</a>
Chicago Public Schools (CPS)	<a href="http://www.cps.k12.il.us/">http://www.cps.k12.il.us/</a>
Chicago Teachers Union Quest Center	<a href="http://www.ctunet.com/quest/index.html">http://www.ctunet.com/quest/index.html</a>
Illinois Mathematics and Science Academy (IMSA)	<a href="http://www.imsa.edu/">http://www.imsa.edu/</a>
Polk Bros. Foundation:	<a href="http://www.polkbrosfdn.org/">http://www.polkbrosfdn.org/</a>

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## INTRODUCTION

In preparation for the Museum Educator's Workshop, the Planning Team saw that a necessary first step would be to honor the perspectives of Chicago Public School (CPS) teachers and principals. Changes in Illinois Teacher Recertification requirements, changes within the CPS itself, and nation-wide developments in the teaching profession suggested that a fresh look at Chicago's professional development landscape would be necessary. Indeed, many relevant questions about the role(s) of museums in teacher professional development were raised during initial Planning Team discussions. Here are just a few examples:

- ◆ Which organizations are the foremost providers of professional development for CPS teachers and what is the relative contribution of the museums?
- ◆ How are teachers responding to Illinois recertification requirements?
- ◆ What are the best ways to reach CPS teachers with information about museum-based professional development opportunities?
- ◆ How important is it to attend explicitly to the Illinois and CPS curriculum standards in the design and delivery of professional development programs?
- ◆ Are teacher stipends necessary?

Therefore, Phase-I consists of the design, implementation, and reporting of the research stage of this project. Following Phase I, the Planning Team used this information to design and conduct the Museum Educators' Workshop event on March 15, 2002. Highlights of the Phase-I study were also presented to participants at the workshop event. Designated "Phase-III", the findings from both the Phase-I study and the Phase-II workshop will be assembled by *Museums In the Park* to complete the final project report to the Polk Bros. Foundation. This report contains only the findings from the Phase-I *Museum Educators' Workshop Study*.

This report, then, gives a more complete presentation of the findings from the study. Here, we attempt to summarize the views and ideas of teachers and principals. In this summery, however, we hope to provide a balance between reasonable generalizations and the variability we found among individual's perspectives. Teachers may, in general, demonstrate fairly unanimous opinions on certain issues. However, the reader is asked to also attend to the range of responses as well. Professional development ought not to be designed for the "generic teacher" any more than clothing should be made only to fit the average-sized person! The fundamental question to keep in mind while reading this report is: **"What are the teachers telling us?"**



# ABOUT THE PHASE-I STUDY

The primary purpose of the study phase was to learn - from Chicago Public Schools teachers and principals - their views about museums as providers of teacher professional development. The team was especially interested in exposing a broad spectrum of ideas, issues, and opportunities including matters of access and opportunity (communication, marketing, convenience, and scheduling), professional matters (relevance to teaching assignment, recertification, and advancement), and how museum-based professional development is perceived relative to popular alternatives.

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## OVERVIEW

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The study was conducted in three stages: (1) Focus Groups, (2) Telephone Interviews, and (3) Questionnaires. Participants were drawn from a random sample, provided by Chicago Public Schools, of 310 teachers and 122 principals. Added to this were 124 teachers and 58 principals who had participated in MAPS (*Museums and Public Schools*)<sup>1</sup> in the 1999-2000 program year. This MAPS sample was included in order to provide benchmarking against a group known to be recently active-and in a known way-in museum-led professional development. Ultimately, contributions to the study were made by a total of 149 teachers and 26 principals over the five-month period beginning October 1, 2001 and extending to February 22, 2002.

### **STAGE 1: FOCUS GROUPS**

Focus Groups provided a means to identify a myriad of topics relevant to teachers and principals around four broad themes that the team had derived from project goals. These themes were (1) Opportunity and Access, (2) Program Quality, (3) Teacher Predisposition, and (4) School and System Influences. Invitations were mailed to a sample of 85 teachers and 23 principals. It was anticipated that participants would be attracted by the professional relevance of this topic and by this opportunity to inform the design of new museum-led programs. To make it even more attractive, the event was held at the John G. Shedd Aquarium, parking was paid, and participants were provided a tour of the *Amazon Rising* exhibit, dinner, and gifts. Still, only ten teachers and two principals contributed to this initial session. This was sufficient, however, to yield a preliminary “model”-a reasoned arrangement of relevant topics-from analysis of session transcripts. This model was presented to the team and subsequently revised.

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<sup>1</sup> For more information see: <http://www.museumsandpublicschools.org/>

## **STAGE 2: INTERVIEWS**

A protocol for **telephone interviews** was designed based on the revised model and a review of the goals of the study. The interviews, then, provided a way to record perspectives of additional teachers/principals and to test and refine the evolving model. As incentive for participation, the 433 invitations included \$1 U.S. and promise of a gift package upon completion of the interview. Twenty-nine teachers and nine principals completed the structured telephone interview. Preliminary findings from the interviews were again reported to the team for review.

## **STAGE 3: QUESTIONNAIRES**

The original design had anticipated considerably greater participation of teachers and principals (N=100 and 25, respectively). Unsatisfied with the achieved numbers, a **questionnaire** was developed. The design was informed by the findings from the telephone interview and the team review. Questionnaires were sent to the 283 teachers and 114 principals remaining in the original sample. In addition, as many as 300 questionnaires were distributed at regional meetings of the Chicago Teachers Union (CTU). In all, 112 teachers responded, 70 of which were from the CTU group. Responses were returned from 15 additional principals.

## **HOW THE THREE STAGES FIT TOGETHER**

The teachers and principals who contributed to first stage helped to identify numerous “ideas, needs, and concerns” of teachers and principals. Transcriptions from the focus groups were analyzed and used to create an initial map of the professional development terrain – structured hierarchical lists of relevant topics (see page 74). While this first stage was immensely useful for identifying *features* of the professional development terrain (especially teachers’ ideas, needs and concerns), it could not show the relative importance of these features. For example, it was clear from the focus groups that teacher recertification, standards, and CPS Lane Placement are among many important features of the professional development landscape. However, the extent that these are concerns of many teachers, or how they influence teachers’ selection of professional development opportunities, was not yet clear.

The protocol for the second stage telephone interviews was designed so that teachers and principals could lend additional perspective to the themes identified in the first stage, while not constrained from revealing new themes. Therefore, while the focus groups were very open-ended and conversational, the telephone interviews were more focussed - without being as restrictive as the typical poll or questionnaire. Results from the interviews were used to advance, refine, and add detail to the map.

Questionnaires were developed for the third stage based on this refined map. This stage added the perspectives of more than 100 teachers and 15 additional principals. Also, the use of questionnaires led to more quantification of results. For example, certain findings are now expressed as percentages or shown as ranked lists. Note that in this design the questionnaires themselves are *de-facto* models of the professional development landscape-derived from (focus group and interview) conversations with teachers and principals. In this sense, a look at the questionnaires provides an introduction to the themes identified by the study (see page 93).

## PHASE-I STUDY ACTIVITIES AND TIMELINE

A summary of the main activities of the Phase-I Study is provided here. Note that this list and timeline does not show activities that were unrelated to the Phase-I Study but key to the Museum Educators' Workshop none-the-less. An example of this is the work done by MIP and CPS team members to identify and bring expert speakers to the Workshop event.

**Figure 1: Phase-I Study Activities and Timeline**

Date	By	Activity or Product
June	IMSA	Draft Phase I <b>Plan of Work</b> (Research and Planning)
06/25/01	Team	Review draft Phase I <b>Plan of Work</b>
July	IMSA	Submit revised Phase I <b>Plan of Work</b> to MIP
	MIP	Secure contracts for institutional contributions.
08/02/01	CPS/MIP	Transfer to IMSA the most current master CPS staff file.
	MIP	Establish date, host museum(s) and venue for Focus Group sessions.
	MIP	Obtain participation incentives.
ongoing	IMSA	Review of relevant literature.
	Team	Determine validity of CEU/CPDU credit for teacher participants.
	IMSA	Draft invitation letters for Focus Groups and Interviews
07/30/01	Team	Review of the invitation letters for Focus Groups & Interviews. Define: (1) Goals, (2) Constructs, (3) Model, (4) Protocol
August	IMSA	Select invitation sample from CPS master staff file.
	IMSA	Draft Focus Group protocols (administrator and teacher versions)
08/27/01	Team	Review Focus Group Protocol
September	09/07/01	IMSA Send invitations for Focus Group participation.
	IMSA	Receive confirmation of participation (phone RSVP).
	09/19/01	MIP/Team Review final logistics for Focus Group (w/o IMSA)
	09/19/01	IMSA Conduct orientation of Focus Group Facilitators at IMSA
October	10/01/01	MIP/IMSA Host/Conduct <b>Focus Group</b> sessions (three concurrent)
	IMSA	Analyze Focus Group data
	IMSA	Draft interview protocols & interview invitation letters
10/29/01	Team	Review preliminary focus group results Review Interview protocols, logistics, incentives, invitations
	IMSA/MIP	Distribute and review revised Focus Group report
	IMSA	Develop Interview protocol (teacher & principal versions)
11/15/01	Team	Review Interview preparations Begin design specifications for the Museum Educators' Workshop.
	IMSA	Develop Interview protocol interface (FileMaker 5.0)
	IMSA	Revise Interview protocol (teacher & principal versions)
	IMSA	Send invitations for Interview participation.
December	12/06/01	IMSA Conduct orientation of Interview staff.
12/7/2001-	12/28/01	IMSA Conduct <b>Telephone Interviews</b>
	IMSA	Analysis of Interview data & preparation of interim report.
January	01/09/02	Team Review interim interview report. Continue Workshop design.
	IMSA	Design and produce teacher and principal questionnaires
	MIP	Send incentive gifts to all eligible respondents
1/24/2002-	02/28/01	IMSA Conduct <b>Questionnaire Study</b>
	IMSA	Prepare interim survey report
02/13/02	Team	Review interim survey results. Continue Workshop design.
	IMSA	Prepare <b>Highlights</b> report and presentation for Workshop
March	03/15/02	MIP <b>Museum Educators' Workshop</b>
	03/28/02	IMSA Complete and submit <b>Phase-I Report</b>
April	04/10/02	MIP/Team Review Phase I Report and Workshop outcomes (w/o IMSA)
	MIP	Submit <b>Final Summary Report</b> to the Polk Bros. Foundation

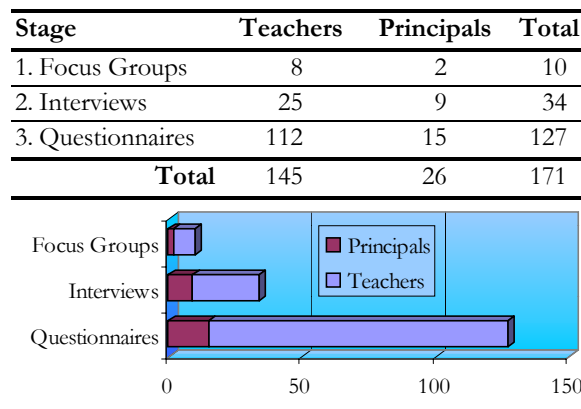
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## THE SAMPLE

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An overview of the achieved sample for each of the three stages and for the study overall is provided by Figure 2. It is important to note that there are three subgroups among the teachers contributing to this study. Questionnaires were distributed to a group of CPS teachers randomly selected from the CPS database by CPS professional staff (see Table 2 and Table 6, below). Questionnaires were also distributed to teachers who had participated in *Museums and Public Schools* (MAPS)<sup>2</sup> during the 1999-2000 program year. And finally, members of the Chicago Teachers Union (CTU) completed questionnaires during recent regional meetings. The MAPS teachers were included specifically in order to benchmark the potential influence of the museums in professional development by including teachers known to be currently active-and this in a known way. The CTU group was a sample of convenience. Some of the findings are reported disaggregated by group when this is necessary or useful.

**Figure 2: Study Participants**



### DO THESE TEACHERS AND PRINCIPALS REPRESENT THEIR CPS COLLEAGUES?

Are the numbers sufficient to be considered representative of CPS teachers and principals? The answer to this question depends on a number of conditions. These include the nature of the topics, the quality of questions asked, and the proportion of contributors with respect to the population of CPS teachers and principals.

First, consider the nature of the topics explored. Our results suggest that a general understanding about professional development is apparently ubiquitous throughout the CPS system. Practically everyone has thought about it and has ideas to share. None of the topics seemed particularly sensitive, divisive, or exceptional. In other words, the level of consistency in responses from teachers and principals leads us to confidence that our findings should be reasonably representative in this respect.

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<sup>2</sup> For more information see: <http://www.museumsandpublicschools.org/>

Next we should consider the nature of the questions asked. A traditional approach is to think about *validity* and *reliability*. We are confident that the questions asked are indeed valid, in part because they were informed by credible expertise of the Planning Team, but primarily because they were constructed directly from the contributions of teachers and principals during the focus groups and interviews. Reliability, on the other hand, has to do with the probability that we might expect to get the same results if we were to ask the questions again. This is estimated by a statistic called *Cronbach's Alpha*. The *Alpha* statistic for the combined 18 Likert-type items is a reasonable  $\alpha=0.8109$ .<sup>3</sup>

**Table 1: Random Sample Provided by CPS by Role and Region**

Region	Principals	Teachers	Total
1	8	54	62
2	16	49	65
3	12	30	42
4	12	44	56
5	13	40	53
6	8	37	45
<b>Total</b>	69	254	323

**Table 2: Random Sample Provided by CPS by Role and School Type**

School Type	Principals	Teachers	Total
Elementary	49	166	215
High School	20	88	108
<b>Total</b>	69	254	323

Finally we are also interested in determining if the contributors to the study are reasonably representative of demographic characteristics of CPS teachers overall. To check this, we can look at the distributions beginning on page 10. Notice that while there is diversity represented among the contributors, this is not in proportion with the CPS overall. Also notice that approximately 2.6% of CPS principals and four tenths of one percent of CPS teachers were contributors to the study. As you read the findings, you will want to consider if the patterns you see are reasonably representative.

### **TEACHER AND PRINCIPAL PARTICIPATION IN THE STUDY**

The planning team hoped that the relevance of the topic to teachers' own professional development combined with extrinsic incentives would yield high participation rates. This intended sample is shown in Figure 3, below. In addition to the incentives listed in the Overview section (starting on page 2), the list of incentive gifts provided by the MIP Office is shown in Figure 4. In the end, the team gained insights into teacher participation also because participation rates for this study presented a challenge. The paradox was that while the research question is about how to engage teachers we first had to engage enough of them in the study!

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<sup>3</sup> Similar to a correlation coefficient, the possible range of the Alpha statistic is  $0.00 \leq \alpha \leq 1.00$  where higher values indicate a stronger relationship.

## Two Distinct Approaches to Achieving Participation

In the original MIP/Polk proposal, the Focus Group/Interview design (Museums In the Park 2000) was based on an invitation-with-incentive approach. This, of course, seems to be consistent with usual methods of engaging teachers in museum-based programs—teachers are invited and offered incentives. When the CTU teachers were added to the study, however, participation was now integrated within an event organized by another agency (the CTU). This provided a “captured audience”, so to speak, and it was now relatively convenient for teachers to respond. Notice the contrast between the *independent* (invitational) versus the *interdependent* approaches. This result seems analogous to the potential afforded by embedding museum-based programs within CPS structures. Rather than museum programs being auxiliary to (or in addition to) those conducted by CPS, the museums might be more successful if the opportunities become intrinsic to the *de-facto* CPS professional development system. This point will become more apparent in the later sections of this report.

**Figure 3: Details of the Intended Sample**

<b>FOCUS GROUPS</b>		<b>Teachers</b>	<b>Administrators</b>	<b>Total</b>		
Focus Group Count:		4	1	5		
Participants per Focus Group:		12	12			
<b>Focus Group Participants:</b>		<b>48</b>	<b>12</b>	<b>60</b>		
Adjust for participation rate:*	60%	80	20	100		
<b>INTERVIEWS</b>						
<b>Interview Participants:</b>		<b>100</b>	<b>25</b>	<b>125</b>		
Adjust for participation rate:*	70%	144	36	180		
<b>TOTAL INVITATIONS (adjusted):</b>		<b>224</b>	<b>56</b>	<b>280</b>		
<b>INVITATIONS (by subgroup):</b>		<b>MAPS</b>	<b>CPS</b>	<b>MAPS</b>	<b>CPS</b>	<b>Total</b>
Grade PK-3 subgroup:		19	37	5	9	70
Grade 4-6 subgroup:		19	37	5	9	70
Grade 7-8 subgroup:			56		14	70
Grade 9-12 subgroup:			56		14	70
Total:		37	187	9	47	280

\* Adjustment is given by MROUND(S/R,G) where "S" represents the target number in the sample, "R" represents the assumed participation rate and "G" is the number of Subsample groups. The MROUND function rounds the first argument S/R to the nearest integer multiple of G. This is to provide adequate and balanced subsample groups.

**Figure 4: Incentive Gifts Provided by MIP**

✓	10% discount coupon from the <b>Big Shoulders Café</b> at the Chicago Historical Society
✓	20% discount coupon from the Shedd Aquarium's <b>Go Overboard!</b> and <b>Big Blue</b> gift shops
✓	10% discount coupon for <b>Tienda Tzintzuntzan</b> at the Mexican Fine Arts Center Museum
✓	10% discount at <b>The Big Idea</b> gift shop of the Museum of Science and Industry
✓	Bennigan's™ restaurant discount gift certificate
✓	Free home security system offer from Ameritech Security™
✓	1000 free hours of America Online™
✓	Chicago Teachers Union pens
✓	Busch Garden™ key chains
✓	Shedd Aquarium posters

### *Achieved Participation Rates*

The achieved participation rates for each of the three stages of the study are provided in Table 3 through Table 5. An overview of the combined activities (Table 6) shows that while the study failed to accomplish the intended participation rates, we did exceed the target numbers: at least 100 teachers and 25 principals (see Figure 3). This was accomplished with the addition of the questionnaire stage to the study, as explained earlier.

**Table 3: Participation Rates for the Focus Groups**

Focus Group	Teachers	Principals	Total
Invited	85	23	108
Intended	48	12	60
Achieved	8	2	10
Return Rate	9.41%	8.70%	9.26%

**Table 4: Participation Rates for the Telephone Interviews**

	Teachers	Principals	Total
Invited	311	122	433
Intended	100	25	125
Achieved	29	9	38
Return Rate	9.32%	7.38%	8.78%

**Table 5: Participation Rates for Questionnaires**

	Teachers	Principals	Total
Invited	583	114	697
Intended	100	25	125
Achieved	112	15	127
Return Rate	19.21%	13.16%	18.22%

**Table 6: Estimated Participation Rate for Combined Study Activities**

	Teachers	Principals	Total
Invited	620	125	745
Intended	148	37	185
Achieved	149	26	175
Return Rate	24.03%	20.80%	23.49%

See footnote 7, page 8.

How might higher participation rates have been achieved?<sup>4</sup> In addition to the well-selected MAPS group, it was important to the team to have a randomly selected group in the study. It was also desirable that teachers had opportunity to provide their perspectives openly and frankly. These worthy considerations led to an initial design of random selection and voluntary

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<sup>4</sup> Standard practices such as follow-up mailings with letters and postcards were employed in this study. In fact, each teacher from the MAPS and CPS groups had been invited at least four times to contribute to the study in one or another format. Participants were also offered access to a report of the findings from the study.

participation. However, even with these constraints, lessons from the study suggest ways that the participation rates might have been improved.<sup>5</sup>

- ◆ Invitations were mailed directly to teachers and principals at their school address. The direct mail approach (with a parsimonious message) is affirmed by our findings. However, we also found that approximately half of teachers say that their home address is preferred. Unfortunately, because of privacy considerations the use of home address was not an option for the study (the random sample was provided by CPS).
- ◆ Incentives might have been explicitly linked to teachers' interests and needs. Providing CPDU/CEU credit was considered, except that few teachers were in the cycle this year.<sup>6</sup> Matching incentives to teaching assignment (i.e., curriculum materials) might have helped, however. Other than school type (elementary or high school) teaching assignment information, however, was also not available to the study *a-priori*.
- ◆ Convenience is an important composite factor. While the Focus Groups event included incentives, the single date, downtown location and after-school venue was inconvenient for some. As expected, the questionnaire, which is far more convenient (if less interesting), did result in a higher participation rate than both the Focus Groups and Interviews.

**Table 7: Participation Rates for the MAPS Subsample**

	Teachers	Principals	Total
Invited	71	58	129
Intended	25	6	31
Achieved	19	10	29
Return Rate	26.76%	17.24%	22.48%

**Table 8: Participation Rates for the CPS Random Sample**

	Teachers	Principals	Total
Invited	249	67	316
Intended	123	31	154
Achieved	60	16	76
Return Rate	24.10%	23.88%	24.05%

**Table 9: Estimated Participation Rates for the CTU Subsample**

	Teachers <sup>7</sup>	Principals	Total
Invited	300	0	300
Intended	-	0	0
Achieved	70	0	70
Return Rate	23.33%	-	23.33%

<sup>5</sup> We must acknowledge that the September 11, 2001 attacks on the World Trade Center in New York City may have influenced teachers' and principals' willingness to participate, particularly in the Focus Group event. The initial invitation letters for the Focus Groups were released to the Post Office on Friday, September 7, 2001.

<sup>6</sup> Credit only applies after the Local Professional Development Committee has approved a teacher's plan.

<sup>7</sup> This represents an estimate. Actual return rate is indeterminable since 300 of the teacher questionnaires were printed for CTU teachers for distribution and voluntary completion during regional meetings.



### *Demographic Characteristics of the Study Participants*

The remainder of this section illustrates the demographic make-up of the participants. Again, this is provided in order to help determine the extent to which study participants might reasonably represent the perspectives of approximately 27,000 colleagues of the Chicago Public Schools, the nation's third largest school district.

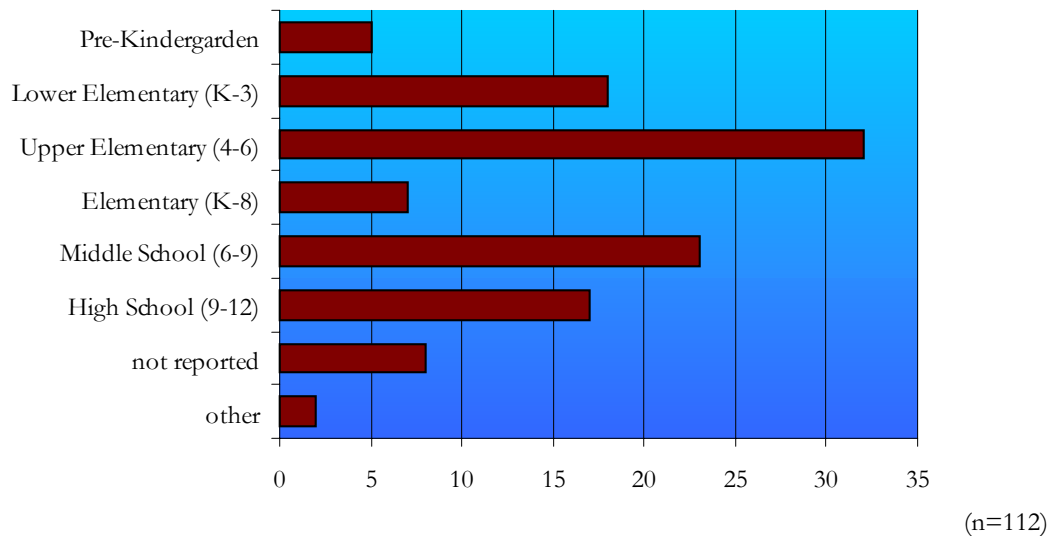
**Table 10: Gender Distribution of Survey Respondents**

Sex	Teachers	Principals
Female	94	10
Male	14	1
<b>Total</b>	<b>108</b>	<b>11</b>

**Table 11 Distributions by Ethnicity**

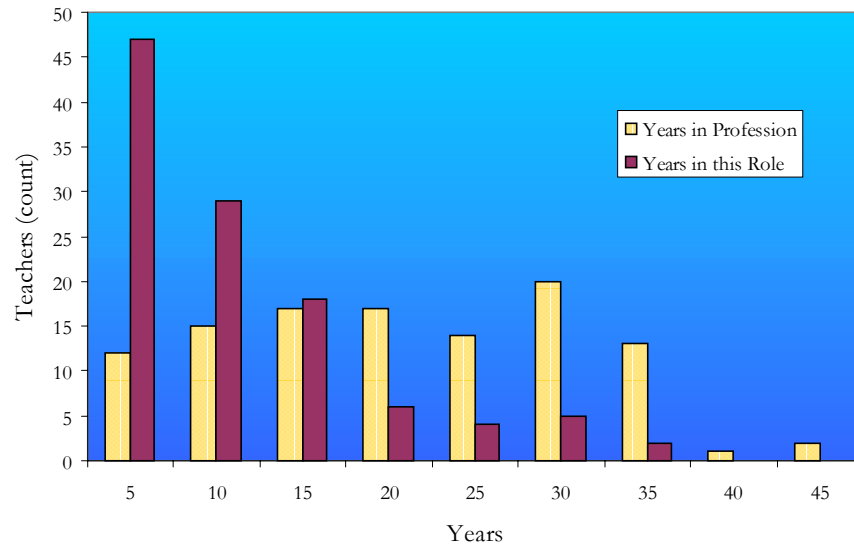
	CPS (1999-2000) <sup>8</sup>		Questionnaires	
	Principals	Teachers	Principals	Teachers
African-American	53.00%	41.60%	26.67%	37.04%
White	33.30%	45.00%	46.67%	50.93%
Latino	13.30%	10.80%	26.67%	9.26%
Asian/Pacific Islander	0.30%	2.20%	0.00%	1.85%
Native American	0.10%	0.30%	0.00%	0.93%
<b>Total</b>	<b>586</b>	<b>26,348</b>	<b>15</b>	<b>108</b>
<b>Percentage of CPS</b>			<b>2.56%</b>	<b>0.41%</b>

**Figure 5: What subjects do you teach?**



<sup>8</sup> Source: [http://www.cps.k12.il.us/CPS\\_at\\_a\\_Glance/cps\\_at\\_a\\_glance.html](http://www.cps.k12.il.us/CPS_at_a_Glance/cps_at_a_glance.html)

**Figure 6: Professional Experience of Teachers**



(n=112)

**Figure 7: What subject(s) do you teach?**

Subject <sup>9</sup>	Count
Elementary (self-contained class)	45
Art	4
Computer Science	5
English/Language Arts	22
Foreign Language	3
Gifted Education	2
Health	1
Home/Life Skills	1
Mathematics	18
Music	0
Physical Education	2
Science	10
Social Studies	9
Special Education	15
Vocational/Technical	1
other	11
Total (n=112)	149

<sup>9</sup> Teachers were instructed to mark all subjects that apply and so these data reflect multiple selections.

# FINDINGS OF THE PHASE-I STUDY

Findings are presented here according to the “stage” of the study. Recall that the Stage 3 questionnaire was developed according to findings from the Stage 2 interviews, and that the Stage 2 interview protocol was informed by the Stage 1 focus group conversations. And so, in a sense, the Stage 3 findings represent a summary of the overall findings.

Note also that it would have been possible to aggregate (over all three stages) some of the data collected in this study and analyze the aggregate. In effect, this would increase the response numbers on some of the tables and illustrations shown here among the Stage 3 findings. For the purpose of this report, however, it seemed more appropriate to keep the data separated. By doing so, interpretation is more clear-cut since the data collection conditions varied at each stage. Therefore, it is reasonable to consider each stage as if it is an independent study. Stage 1 can be considered *exploratory*, Stage 2 as a *pilot (protocol) study*, and Stage 3 as a *preliminary study* of the Museum Educators’ Workshop issues. We call the third stage “preliminary” because the findings suggest important new questions, and beg additional detail, indicating that further study should be of value as this work continues.

Finally, it is worth noting that the appendices contain transcriptions of the “conversations” event (page 51) and free-response questionnaire items (page 102). These are worth reading. The findings reported in this section tend to be generalizations or syntheses. Education leaders will also find at least a few compelling ideas and interesting vignettes within the transcriptions.

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## STAGE 1: THE CONVERSATIONS (FOCUS GROUP) EVENT

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This section describes the three concurrent *Conversations about Professional Development* focus group sessions conducted October 1, 2001 at the John G. Shedd Aquarium in Chicago, Illinois. This section provides information about: (1) the purposes of the focus groups; (2) achieved participation; and, (3) content analysis of the conversations. Results of the content analysis informed the design of the telephone interview protocol.

The event was organized and conducted with the collaboration of Museums In the Park (MIP), the Chicago Public Schools (CPS), the John G. Shedd Aquarium, and the Illinois Mathematics and Science Academy (IMSA). The IMSA research team developed the protocol (Appendix A: Focus Group Invitations and Protocol, page 42) in consultation with the MIP project director and with the guidance and review of the MEW Coordinating Team.

### PURPOSE OF THE “CONVERSATIONS EVENT”

Ideas, issues, and opportunities identified by this event were used to design the protocol for the more representative telephone interview stage. Therefore, the *Conversations* event was expected to identify ideas, issues and opportunities *and* their relative importance. The subsequent telephone interviews tests these themes (Figure 8), adding details, and determining the extent to which these are broadly relevant among CPS teachers and principals.

**Figure 8: Museum Educators' Workshop Focus Questions**

- ◆ How can museums and museum educators design, conduct, and support a professional development programs on behalf of CPS Educators and Education Leaders so that:
  - Levels of interest, participation, and retention are consistently high?
  - Participants consider the experiences as highly valuable and relevant to the needs and practices of educators and education leaders?
  - The experiences embody the extant literature and standards for exemplary professional development?
  - Over time, educators and education leaders will be able to provide compelling evidence of the benefits of these professional development experiences for the students of participating educators?

#### **PARTICIPATION IN THE CONVERSATIONS EVENT**

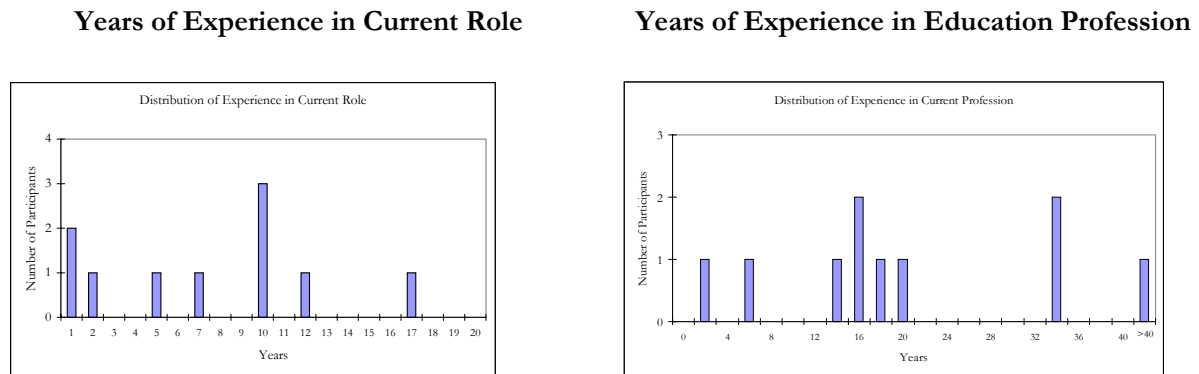
A total of ten participants contributed to three concurrent facilitated focus group conversations. The sessions were organized according to job-alike criterion: (1) K-6 Elementary Teachers, (2) 7-12 Junior/High School Teachers, and (3) Administrators. The general demographics of participants are provided in Table 12. Totals differing from ten indicate where participants did not respond to this item. For example, there was one non-respondent to the “Ethnicity” item.

**Table 12: Participant Demographics**

Role	Count	Sex	Count	Ethnicity	Count	Grade Level	Count
Administrator	2	Female	7	African American	4	Elementary	3
Teacher	8	Male	3	White	5	Junior High	2
<b>Total</b>	10	<b>Total</b>	10	<b>Total</b>	9	High School	3
						<b>Total</b>	8

Participants were also asked to indicate the number of years that they have been in their current role and total years in this profession. This provides an indication of the range of experience among the group and also flags those individuals who are new to their current role. From Figure 9 it is seen that this group does represent a wide range of experience, neither loaded with very young nor very senior educators.

**Figure 9: Years of Experience Distributions**



Likewise, teacher-participants were asked to indicate “the content areas that describe courses you currently teach.”<sup>10</sup> This had been asked in order to determine the relative representation of the natural and social sciences and arts among the group. The teachers’ responses suggest a uniform distribution, with the notable exception of English/Language Arts.

**Table 13: Content Areas Represented**

Count	Subject <sup>11</sup>		Count	Subject
5	English/Language Arts		2	Integrated Science
3	Biology of Life Science		1	Applied Mathematics
3	Social Studies		1	Gifted Education
2	Art		1	Health
2	Computer Science		1	Interdisciplinary
2	Elementary		1	Music
2	Earth/Space Science		1	Physical Science
2	Environmental Science		1	Pre-Algebra
2	General Mathematics		1	Other... <i>Culinary Arts</i>
2	General Science			

Finally, all participants were asked about their activity history with the museums. Of the two administrators, one reported having authorized more than 10 museum field trips in the past year, the other administrator did not report on this item. Both administrators, however, reported having visited the museums themselves four times over the past year.

The activity history of the teachers is distributed, as is shown in Table 14, below. Teachers were asked to report on: (1) the number of times they had visited a museum in the past 12 months (including this event); (2) the number of field trips that they conducted in the past 12 months; and, (3) the number of museum memberships that they “currently maintain” for themselves.

<sup>10</sup> Teachers were permitted to check all content areas that apply and for this reason the sum will exceed the number of participants.

<sup>11</sup> Only content areas that were selected by at least one teacher are shown here. For example, “Calculus” was an option provided but selected by none of the teachers.

Note that on the latter item, three of the ten teachers indicated that they maintain nine museum memberships. Note also that there are nine member museums of Museums In the Park (MIP). This led us to check if these three teachers might have been in the MAPS (Museums and Public Schools) initiative – which provides “passports” to each of the MIP museums. Only one of the three is listed as a MAPS teacher in the 2000-2001 school year.

**Table 14: Participants' Museum Activity**

Museum Visits	Count	Field Trips	Count	Memberships	Count
1	1	1	1	0	4
2	1	2	3	2	1
3	1	6	2	9	3
7	1	10	1	<b>Total</b>	<b>8</b>
9	1	>10	1		
10	1	<b>Total</b>	<b>8</b>		
>10	1				
<b>Total</b>	<b>7</b>				

### **CONTENT ANALYSIS OF THE CONVERSATIONS**

Consistent with the purposes of the *Conversations Event*, audio recordings of the event were reviewed using a methodology suitable for “identifying ideas, issues, and opportunities”. Estimation of “relative importance” was made based on a qualitative judgement of: (1) the length of time that the topic remained in the conversation; (2) the number of times that the topic was mentioned; and, (3) the apparent enthusiasm of the participant and group during the discussion of the topic. As topics and their relative importance were identified, assignments of organizing *categories* and *relationships* were made.

This *model-building* process was not expected to yield a singular or unique representation of the Conversations event. Rather, it was expected to provide a sufficient and reasonable representation of the event to satisfy the intended purposes (see Figure 8 above). In other words, the resulting model, while not expected to be precisely replicable, should reasonably provide the insights required for the design of the telephone interview protocol. Note that this is not considered a weakness in the methodology. Replicability, in this context, is not applicable considering that the number of participants was limited (10) and was never expected to be representative of the teacher/principal population. Instead, the focus group was expected only to *reveal* topics and to *foreshadow* their potential relative importance **in order to inform the design of the subsequent interview protocol**. It was expected that the interviews, a larger and representative sample, would provide added perspective on the focus questions.

### ***Sample Transcript from the K-6 Conversation***

A sample transcript of an actual conversation is provided below in order to illustrate how themes were identified in the analysis of the audio recordings. In the transcript, “R” is used to signify a “respondent”, “F” identifies when the facilitator is speaking, and “A” indicates that all (or a group of-) participants are speaking, or that there is some suggestion of general agreement.

Each transition from a labeled text block to another (R, F, or A) indicates a change in primary speaker. Participants are not identified by name and individual speakers are not identified (with the exception of the facilitator) in order to honor the anonymity of the participants.

**Figure 10: Sample *Conversations* Transcript Analysis**

Transcript	Codes
R: I'm afraid that too many teachers just aren't interested. They just don't care. Because, I think, I mean my 30 plus years in this field, I have watched, one of the few positive things I have watched are the museums becoming more involved and more involved and seemingly trying so hard in so many ways to get teachers involved. The program quality are wonderful, the opportunities and access - I avail myself so I know - are just wonderful. And yet, teachers still aren't coming, they're just not. My sadness is with teacher predisposition and school and system influences. I come to these educator's openings and I'm thinking: "why aren't they jammed?" I got to come to the Amazon when it was just opened and it was just fabulous. Why aren't these jammed? Why weren't they turning away teachers? The Museum of Science and Industry, I'm going on Thursday to see the Human Body at IMAX free! I went to the Children's museum last week and got to see China at their IMAX free. There were ten teachers there, that was it. I mean, I'm sorry, I find that pitiful. How many teachers did we say there were, about 25,000? I mean, and to have a handful?	<ul style="list-style-type: none"> <li>• 3.3.3. Too many teachers just aren't interested.</li> </ul>
R: You never know if the school did not contact the teachers giving them enough time? 'Cause that's another thing, they'll slap this note, "Oh you have to go to this meeting today, or tomorrow"...	<ul style="list-style-type: none"> <li>• 1.1.1. School mail does not reach teachers in a timely way.</li> </ul>
R: But I'm on a mailing list, I don't rely on the school.	<ul style="list-style-type: none"> <li>• 1.1.2. direct mailing so effective.</li> </ul>
R: But a lot of times it depends on did the school even pass out their mail on time? So you never know what the situation is for the teachers.	<ul style="list-style-type: none"> <li>• 1.1.1.</li> </ul>
F: Do you have experiences like that {name}? That the mail didn't get in on time?	
R: Yeah. We have notices at the last minute or we found something out. Like, when was that notice sent out, you know, we missed it, you know. It's been a couple of situations, it's not this one school, it could be other schools that have done that. And we've heard in other meetings before as well, that teachers get notices at the last minute. But to turn to a positive point, because I do know that there are teachers who just don't want to do things. But you're looking for an outgoing teacher, a teacher with a lot of spunk and energy to really get out, and participate in these programs. They may be hard to find, I don't know. I think that a lot of people are losing their interest because they're letting a lot of the negativity in the classroom get them down. But they need to have things that are going to inspire them to want to get out there. Right away I said, "Woo, a stipend!" {laughter} That's the first thing that's going to get them out. Encourage these people, but don't just give them a small stipend. I mean, we are underpaid professionals. You want us to get that education, higher education, we need more money so that we can get that higher education.	<ul style="list-style-type: none"> <li>• 1.1.1</li> <li>• 3.2.3. Stipends would encourage participation.</li> </ul>
F: Does that happen now, I'm just not aware, are their incentives or pay now?	<ul style="list-style-type: none"> <li>• 3.2.3.</li> </ul>
R: There are VERY few programs that offer a small tuition fee for us to go and then there are some workshops that will pay us like \$20 or whatever our hourly pay is, whatever. But if there was more money out there to really push the teachers to get them up and out to go, then they can say "Woo, I can take my 50 or \$100 and spend it on this." But where can fifty and a hundred really go to be honest with you. What is it our, our, the stipend that we get at the end of the year, our supply money, they just increased it from \$35 to \$100, it's like wow, but we spend more than \$100 on our students.	<ul style="list-style-type: none"> <li>• 3.2.3.</li> <li>• 3.2.6. Teacher have only \$100 budget per year for classroom supplies.</li> </ul>
F: In a year?	<ul style="list-style-type: none"> <li>• 3.2.6.</li> </ul>
A: Right. Oh yes. Oh yes.	<ul style="list-style-type: none"> <li>• 3.2.6.</li> </ul>

Transcript	Codes
R: Scholastic magazine alone per year for a classroom is \$80 now you tell me take 80 from 100 and what do you have left? I have 20, for the whole year, and 35 students.	<ul style="list-style-type: none"> <li>• 3.2.6.</li> </ul>
R: And another thing that I would say to, even the teachers who may not even want to do it. A lot of reasons that teachers don't like to do a lot of things is because of the schools systems and the organization of it. It's not organized. And, they don't promote- they want a teacher to teach in the classroom, they want a teacher to keep up with these records. But then you throw 15,000 other things on top of this teacher. They're overwhelmed. So, if they could have some kind of coordination, for example, if there was some professional development and a program that a teacher could use, if the museums could come up with – and a lot of them do, they have their own curriculum, and they'll have everything set up for you, even some testing so that when it comes time to grade the papers then it isn't an all-day process to grade the papers – well, if they can have that information for the teachers and the teachers can turn that in for their weekly lesson plans then you're alleviating a lot of the paperwork that a lot of teachers have to do in order to accomplish what you're asking them to accomplish at the different museums. You know, if I go here and you want me to do this, this, and this, then it takes a lot of extra paperwork. But is I can incorporate that paperwork into paperwork that I have to get done anyway and if you can provide that for me then that's less work. So you're alleviating a lot of the paperwork for me and I can be more efficient and then I can spend – and then my energy can go there. But it can't go if it's like extra work, extra work, OK, you want me to do this, plus I've got to do the lesson plans, and I know for us, we have to do the weekly assessments and then they'll bring something else they want you to get done. It's too much. And then you have to give your energy to the kids, too. You know, so, if we can as a system, coordinate this paperwork, a lot of the things that you want us to get done, make it “teacher friendly”, I think, you know, then you will have a lot more teachers willing to participate. Because, I think that they do have a desire to participate I a lot of these activities. I don't think that there are many teachers who would mind doing these types of activities, if it was coordinated. You know, and principals supported it, and everything was supporting it, instead of, OK, they say do this but then my principal wants me to do this but then, you know, something else wants me to do this. Well, we're not all working together. You know, so, if we could work together and be on the same page, that would create a lot more desire and I think a lot more participation from the teachers and the schools.	<ul style="list-style-type: none"> <li>• 4.1.6. Professional development, curriculum materials, assessments, and administrators' expectations must be coordinated too avoid adding a managerial burden to teachers.</li> <li>• 2.1.4. Curriculum materials should be “teacher friendly” (see also 4.1.6.).</li> <li>• 4.1.1. Principals must be consistently supportive and avoid mixed messages.</li> </ul>
R: Another thing that came across my mind just like stipend would be bus services. Why can't the museums just give us a bus? Your class, the forth grade class, can come to the museums, this is your day of the month, whatever, to go to the Shedd Aquarium, and do whatever. Because, that's a lot of money that we have to ask from the kids. I mean the bus company has shot up. And not every child gets to go, because of money...	<ul style="list-style-type: none"> <li>• 1.3.3. Museums could provide busses for student transportation on a regular periodic or scheduled basis.</li> </ul>
R: We have to write up... in order to go on a field trip, you have to fill out a whole form. It should be...	<ul style="list-style-type: none"> <li>• 4.1.7. Planning a field trip requires a petition...</li> </ul>
R: ...why you're going. What unit it's going to cover, whatever. Standard. What you expect the children to learn. It's like, come-on! We're going to the Shedd aquarium. What the hell, frankly, do you think we're going to do there, you know? What do you think we're going to do there Board of Ed? Come-on, you know, it's not a gambling casino! If we're going to the Shedd Aquarium, we're going to be doing something that has to do with the natural world an fish, whatever, I mean that's pretty obvious. But instead, you have to fill out a form. You have to file that form three weeks in advance. You have to, please God, hope that whoever at some regional place approves it.	<ul style="list-style-type: none"> <li>• 4.1.7. ...three weeks in advance of the visit for REO approval. Provide automatic approval for museum visits.</li> </ul>



Transcript	Codes
R: ...Can you imagine not approving a trip to the Museum of Science... I mean not in anybody's wildest dreams can you imagine this. And then, once again, then you have to call the bus company, the approved bus company (laughter). And then you have to get the field trip form. You have to get them sent out. You have to figure out the cost. You have to get the money to come back. You have to get them signed. You have to get the chaperones. It's like... {click}	<ul style="list-style-type: none"> <li>• 4.1.7. management burden includes: approval, funding, collecting moneys and permission, transportation, chaperones, lunch, lessons.</li> </ul>
R: {laughter} You see that's funny there are certain schools, 'cause my son's school – I don't need to mention names – but I fill out one form for the whole school year. Never again do I have to sign another permission slip, I'm permitting my child to go.	<ul style="list-style-type: none"> <li>• 4.1.7. School system could streamline procedures.</li> </ul>
F: Is that in the city?	
R: Yea, even in the city. Every school's different. Every school does so many different things.	<ul style="list-style-type: none"> <li>• 4.1.7.</li> </ul>
R: And then you have to wait for this money to come. And, like at my school, you have to, I mean the teacher gathers the money, OK, you know it takes three or four days for kids to bring it in. And then you have to bring it up to the business office and they have to issue – it's like you're almost exhausted.	<ul style="list-style-type: none"> <li>• 4.1.7.</li> </ul>
R: At the same time you still have to teach math, science, social studies...	
R: Right. At the same time your still doing, right, you're not just focused on that. It even boils down to, like in second grade, we have to worry about are the kids going to have lunch? I mean there're real basic things. Just lunch alone can be a basic thing. You have to arrange with the lunchroom person to get us some extra lunches together, because you don't want a kid to not have lunch. Right? So there's a lot involved. As I say, no, is it anything earth-shattering, no, but it's still, it's just more {click}. You get frustrated so you say, you know, I'm sure people say: "Why bother?" "Why hassle?". I mean, in my grade level I kinda, I'm such a huge believer in field trips and the kids getting the experiential, the hands-on kind of thing. Like I've taken it upon myself for many years to arrange field trips. But you know, I'm tired of it. {laughter} I mean I have a file. I pull out my stupid form and just re-copy it year after year. It's like, "Why am I doing this?"	<ul style="list-style-type: none"> <li>• 4.1.7.</li> </ul>
F: But it gets it through the channels...	
R: Yeah.	
R: It gets it through the channels, exactly, it gets it through the channels. And it's gobbly-gook. Now do I have time? No really, I've got better things to do with my time than gobbly-gook, to allow the kids to have these incredible experiences.	<ul style="list-style-type: none"> <li>• 4.1.7.</li> </ul>
F: So if it's the same form all of the time, do they even need it?	
R: Ah. You wonder. {laughter} You know, we don't know. We truly don't know. And then when they, you know I've had experiences when I haven't had the OK until two days before the trip. I mean, I've already got the forms out, I've got the bus arranged, I've got the kids all excited about going, I've done my pre-teaching because we've been working on the unit on whatever. And I've got to worry about is some yo-yo, frankly, in some regional office, gonna put their John Hancock on this thing?	<ul style="list-style-type: none"> <li>• 4.1.7.</li> </ul>
R: Don't let it be of the day when it never gets back and the date of the trip comes and they get upset with you as you walk out of the building. And it has happened. And they don't get it back to you.	<ul style="list-style-type: none"> <li>• 4.1.7. System failure for timely approval.</li> </ul>
R: Right.	
R: I've said, "Look, I'm going tomorrow." and I'm now at a point, as brazen as I am, I say "Look, I am going" I said: "I don't care if who's-its/what's-its, we are going. This is paid for. That's right. We are going. What are you going to do to me? I don't know. We are going.	<ul style="list-style-type: none"> <li>• 4.1.7.</li> </ul>

Transcript	Codes
F: Well now does this - this is a question, because I don't know - does this start to form an image that really the teachers would think more about professional development and attend more except they're energy is strained and their time is taken up with lots of things...	● 4.1.6.
R: It's scrambled up...	
F: Scrambled up. Good word. And so the image is that, even though they might wish to think about those things, their thoughts are too much taken up.	
R: Yes.	
R: Another point that I wrote down with the school and system influences is... We've got lovely opportunity, again. We've got lovely access. We've got incredible quality. This museum exhibit on under the - underground, the dirt thing, is absolutely fabulous, OK. But, we are then thrown aback with all the school and system influences seem to care about is testing, performance, scores, and standards. Well wait a minute. I've taught seven and eight year olds. They need to be able to look at what's under the soil and dirt and that stuff, so they've got something that they can then put on some test and perform and all that kind of thing. So it's - my educational philosophy is very developmental - if the school and system would allow little ones to develop by experiencing, then maybe their testing and performance and scores would go up. I mean, this seems real simple to me. As I say, I'm just a lowly teacher, of course. {laughter} And nobody asked me, OK, but those primary kids need experiences in order to do well on the ISATs or the Iowas because they're asked about information and what they've experienced. ...	● 4.1.8. System should support students need for experiences that provide a foundation for content tested on ISAT and ITBS.
F: The books they study don't connect with their own experiences...	
R: We can read about the piranha, but when we see the piranha in its habitat and then we might run across a story about a piranha in one of our, you know ISATs or Iowas, well, gee, we've got certain cognitive learning that says: "Oh wow, piranha. I remember. I remember, seeing..." And when the question then says that the piranha lives in a habitat in the sky, well a kid would remember: "I remember water. I saw water. I heard water. I saw water. I maybe even got to touch something that showed me that it was cold or warm or what kind of water." So, I think schools and systems are missing the boat big-time.	● 4.1.8.
R: They're hurting our little ones, rather than helping them.	
R: Yes, rather than helping them.	
F: This push on scores? Is that what's hurting?	
R: That's all they're concerned about.	
R: Really. Testing, performance, and scores, and testing performance, and scores. Well, I'm sorry, you've got a child who's five, six, seven, or eight, and they need to have some experiences that they can put together before they're gonna...	● 4.1.8.
F: So you say it's counterproductive...	
R: Yes	
F: ... to just be in the classroom and hit the books. They also need some other experiences. And museums can help. If we can get the teachers to know the good things that museums can provide.	● 4.1.8.
R: And if the schools are more open to "Oh wow! You're taking your class to so-and-so. Terrific! Go for it! That's wonderful!" Don't fight us: "Why are you going?" {"Right!"} What do you mean, "Why am I going?"	● 4.1.1.

Summary statements are intended to distill conversational topics from the complete audio recording to concise essential points. These statements are then assigned a code according to the *a-priori* rubric "Focus Group Themes" where there is a categorical match. A new code number and label was added to the list of Focus Group Themes when a match was not

identified for the summary statement. Summary statements and code assignments for each of the three conversations are provided here.

**Table 15: Summary Statements and Codes for the K-6 Conversation**

<b>Code</b>	<b>Summary Statements</b>
3.3.3.	Too many teachers just aren't interested.
1.1.1.	School mail does not reach teachers in a timely way.
1.1.2.	Direct mailing is effective.
3.2.3.	Stipends would encourage participation.
3.2.6.	Teachers have only \$100 budget per year for classroom supplies.
4.1.6.	Professional development, curriculum materials, assessments, and administrators' expectations must be coordinated too avoid adding a managerial burden to teachers.
2.1.4.	Curriculum materials should be "teacher friendly" (see also 4.1.6.).
4.1.1.	Principals must be consistently supportive and avoid mixed messages.
1.3.3.	Museums could provide busses for student transportation. Busses for student transportation could be available on a regular scheduled basis.
4.1.7.	Planning a field trip requires completing a form three weeks in advance of the visit for REO approval. Provide automatic approval for museum visits.
4.1.7	The management burden for teachers includes: (1) approval, (2) funding, (3) collecting student moneys and permission forms, (4) transportation, (5) chaperones, (6) organizing lunch, (7) pre-/event/post- lessons.
4.1.8.	System should support students' need for experiences that provide a foundation for content tested on ISAT and ITBS.
2.1.3.	Schools are waiting until after testing season to go to museums.
2.1.3.	Museums can provide materials that align with standards and provide actual assessments in the same format as ISAT and ITBS.
4.1.6.	See museum as an extended classroom with automatic access per known schedule – CTA (trolley), no cost and no prior arrangement needed.
2.2.4./2.2.5.	Museum provides docent guides for small groups.
2.1.4.	Professional development provides teacher with materials to prepare students for field trips (not all teachers know this is sometimes already available).
1.1.1.	Make information available to all teachers in a timely fashion. Many teachers are not aware of resources.
4.1.1.	System needs to support its teachers.
2.1.4./3.2.6.	Make travelling exhibits and Harris Loan known and available to all.
3.3.4	Some teachers do not have extra time outside of the workday because of family commitments.
2.1.3./3.2.6.	Provide daily "structured lesson plans" and materials for extended periods of time.
4.1.6.	If museums would provide coordinated lesson plans that all classrooms are using at the same time then this would be something "to take to the world".
1.3.1.	Professional development meetings at school site.
1.4.1.	Workshops after school need to provide food. ("MAPS always has done a good job of feeding us!")
1.3.4./2.1.3. /2.1.4.	Online asynchronous professional development: providing materials (worksheets) and listings of goals, standards, assessments, etc. {Virtual teachers' wizard?}
1.1.3.	Establish subscription lists (e-mail) for communicating event/opportunity announcements.
2.4.4.	Quality control of online professional development and materials provided by teacher feedback from those who have tried the lessons.
1.2.2./2.4.1.	Meetings each semester of teachers and museum educators for peer coaching, evaluation of the program, making adjustments and brainstorming.
1.1.2.	Provide monthly magazine from museums and CPS to all teachers.

**Table 16: Summary Statements and Codes for the 7-12 Conversation**

<b>Code</b>	<b>Summary Statements</b>
2.0.0.	Museum quality is unimpeachable
1.3.2.	Bring teachers to museums to learn how to use the museums-even a sleepover!
1.1.0.	Teachers are not generally aware of resources available at museums.
4.1.2.	Make museums available during CPS professional development days.
2.3.1.	Textbooks are expensive and quickly out-of-date. Museum content is current.
2.1.2./4.1.8.	Children learn different ways but the school system tests one way. Museums accommodate different ways of learning.
2.3.6.	Museum context provides for learning in context, important experiences.
3.7.2.	Provide college credit courses at the museum sites to help market the museums.
1.3.2.	
2.2.4.	When teachers become more familiar with the museums they learn how to refer students to specific expertise in content areas.
2.1.0	All of the important content cannot be taught entirely in the classroom. Museums are a fundamental resource that teachers need to know how to utilize.
1.1.2.	MIP should do direct mail to each cohort of new teachers. Send this direct to teachers, not to school.
1.1.2.	School librarians are a better contact than the principal's office.
1.1.2.	In high schools, send information to chair of the department, not the principal's office.
2.1.5.	Develop workshops that are explicitly designed about the content and how to teach specific content courses (history, mathematics, etc.).
1.2.0./4.1.2.	Use the CPS teacher institute days to provide valuable experiences. Every teacher expected by CPS to go to one museum. Some teachers have never been to a museum relevant to their teaching assignment. Make it mandatory.
2.1.6./3.3.3.	Teachers are looking for ways to make their job easier and more interesting.
1.1.2.	Include the museums as a site for the MINT (new teacher induction) program.
2.1.2.	Provide for a variety of teaching methods to accommodate students' diverse needs.
2.3.0.	Provide professional development that is enlightening.
2.2.0.	Need to have good speakers to keep everybody's attention. Confidence. Not: "Oh my gosh. I really need a good magazine today!"
1.3.2.	The museums' interesting classroom space and materials stimulate teachers' ideas.
2.1.4.	Provide materials for students in advance of field trips.
1.2.7./4.1.1.	Making reservations with museums can be difficult to schedule to fit the curriculum. For example, teachers must call August 1 in the morning to stand any chance of reservations for Day of the Dead exhibit at Mexican Fine Arts Museum.
1.3.3.	City traffic and parking inhibit access.
3.2.3.	Provide compensation for recertification credit.
3.2.4.	Recertification credit only counts when a teacher is in the cycle. This is counter-productive.

**Table 17: Summary Statements and Codes for the Principals' Conversation**

<b>Code</b>	<b>Summary Statements</b>
1.1.0.	Museums need to publicize what's available.
1.1.2.	Members get information but others do not.
1.1.0.	Information that goes to the school office is routed by a secretary to the teacher that she thinks should have the information. As a result, other teachers who might have acted on the information are never aware of it.
1.1.0.	Teachers Academy of Mathematics and Science (TAMS) sends mailings to schools about each month. If opportunities are for multiple people then it gets posted on a bulletin board.
1.1.3.	If all teachers had e-mail and internet access from the classroom this will be the best way to get information out. However, this is not yet the case.
1.3.2.	Loan Museum Educators to teach part of the units.

Code	Summary Statements
1.1.0.	Send brochures on new exhibits to schools. Establish in each school a “Museums Bulletin Board” for this information from all museums.
1.1.0.	Keep a current “Professional Development Binder” in each library. But what would cause teachers to open the binders? No solution was given.
1.2.3.	Some teachers can/will only go to professional development that is during the work day. This is about a 50:50 split.
3.2.6.	“Teachers like stuff. It doesn’t even have to be expensive stuff.”
1.2.4.	Saturday mornings are good.
4.1.4.	Recertification requires teachers to write a plan for professional development. Museums might access the local professional development committee (LPD) to suggest the museums as a provider. The LPD reviews the plans to assure that it has 120 CPDUs required.
1.1.2./4.1.4.	Advertise CEU/CPDU value in museum brochures.
4.1.4.	Typical teacher recertification plans use single episode “one time only” workshops.
2.3.6./4.1.4.	Museums are uniquely capable of providing professional development that integrates the content areas.
4.1.4.	In the current recertification cycle there are about 6,000 teachers.
3.2.7./4.1.4.	For teachers working toward an advanced degree, college credit provides relatively more recertification credit over single workshops. Can museum courses be part of degree programs?
4.1.4.	Can the museums connect to National Board Certification?
4.1.4.	ISBE recertification is every four years.
4.1.4.	Museums can enter formal partnerships with schools for providing professional development, not unlike relationships between schools and universities.
4.1.3.	If a teacher is sent to a professional development event on behalf of the school improvement plan, some schools require teachers to report back on what they learned to the school staff.
4.1.2.	Teachers self-select the kinds of professional development they want to attend but this is limited by funds allocated and distribution of opportunity. For example, teachers may not be permitted to go to a reading conference each year in order to give others a chance.
4.2.3.	Private companies are doing professional development drawing from research base to capitalize on the market.
4.2.0.	The number of professional development opportunities is quite large.
4.2.3.	Museums have an advantage (as does TAMS), over alternative providers by providing more hands-on experiences and content-based resources.
4.1.4.	One potential concern of recertification is if the content of the museums does not match the teachers’ professional development plan.
2.1.3.	Museums have an opportunity to demonstrate alignment with ISBE content standards.
2.2.0.	“Museums have departments and professional development. I’ve found that the quality has been superb because of that, because there’s people, that’s their job to do that. Off the record, some of the worse professional development are the ones that we have done for ourselves. Our own Chicago Public Schools professional development is some of the worse that I’ve ever been to.”
1.2.8./2.4.0.	Museum courses offered as a series are an advisable way to bring teachers back for additional professional development.
2.2.4./2.4.0.	Create a pseudo-certification program in content areas. For example, become a classroom specialist in marine biology through the Shedd Aquarium. (i.e., Field Museum Naturalist Certificate).
2.1.0.	Museums provide broader base of teaching resources.
4.1.2.	Museums could become part of the district-wide CPS Professional Development Day for content development with groups of teachers for the full day.
1.1.4./4.1.2.	Online registration for CPS Professional Development Day
1.3.3./4.1.2.	Provide transportation to museums on CPS Professional Development Day.
1.3.3./3.2.0.	Recognize or reward schools and school administrators that utilize the museums with, for example, a field excursion where the museum provides the bus.
1.2.8./4.1.3./4.1.4.	Comprehensive partnerships of specific schools and museums on particular content interests.
4.1.8.	With test preparation needs, how can we take kids to the museum?

Code	Summary Statements
1.0.0./4.1.7.	Make the sign-up process easy.
3.2.1.	Free admission.
1.3.4.	Tap into technology and video conferencing to bring museum to the classroom.
2.1.1.	Catalogs need to indicate appropriate grade level of specific exhibits.

### **PRELIMINARY ASSERTIONS FROM THE FOCUS GROUP CONVERSATIONS**

Ideas and concerns predominantly center on a surprisingly small number of themes. First of all, the **quality of professional development** offered by museums was never called into question. Rather, it seemed to be broadly accepted that museum-led professional development is consistently of high quality, lends itself uniquely to integrative ways of learning, and is highly relevant to both teachers and their students.

Participants greatest concerns are about an apparent belief that **standards-led curriculum** and the ISAT and ITBS test are system drivers in direct opposition of the experiential and integrative kind of learning fostered by the museums. It may be that experienced teachers even believe that museum experiences would contribute to improved test scores *in the long run*, but the priorities of school administration is perceived to be on short-run gains. The prevailing beliefs seem to favor direct instruction explicitly targeted at teaching to improve test results. Museums are encouraged to respond by demonstrating that its professional development experiences and curricular resources are effective in this regard. Note that whereas museums have indeed been attentive to standards and testing pressures, school leadership and teachers may not commonly understand this to be the case.

The latter statement points to the common suggestion that too many CPS school personnel are not adequately **aware** of the resources and opportunities that the museums provide. The perception is that the museums may be serving, mainly, an enlightened elite rather than those who may benefit most from these important content-based experiences and curricular resources. Ideas for more effectively reaching teachers are suggested. The advancement of electronic technologies is seen as increasingly important as more educators have e-mail and Internet access.

System-level drivers must be addressed. Key among these drivers is the effect of the interaction of the State's **Teacher Recertification** requirements with (perceived) expectations imposed by **standards** and **testing**. A serious concern is that the current recertification requirements promote short-term professional development over experiences sustained over time. Teachers and Local Professional Development Committees must understand the availability and value of museum opportunities as professional development plans are being written. These opportunities might be leveraged as course options in university degree programs, providing an avenue for sustained experiences. In any case, the curricular resources provided by museums must reduce, not add to, the management burden faced by teachers in this standards-led climate. Museums have an opportunity here to displace textbook driven instruction with quality artifact- and experience-based opportunities.

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## STAGE 2: TELEPHONE INTERVIEWS

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This section provides a brief review of findings from the telephone interview aspect of the Museum Educators' Workshop Study. Recall that the initial design anticipated sufficient numbers of participants in the interviews to be reasonably representative of CPS teachers and principals. As Table 18 suggests, the interviews completed<sup>12</sup> were not adequately representative of CPS teachers and principals. Consequently, the Stage 3 questionnaire study was added. Data from the telephone interviews, then, was used primarily to further develop the themes from the Stage 1 conversations in order to inform the design of the questionnaires.

**Table 18: Participants by CPS Region, Subsample Group, and Professional Role**

Region	Count	Group	Count	Role	Count
Region 1	8	CPS	22	coordinator	1
Region 2	7	MAPS	13	counselor	2
Region 3	5	Volunteer	1	librarian	1
Region 4	5			principal	7
Region 5	4			principal (assistant)	1
Region 6	7			teacher	24
Total	36	Total	36	Total	36

The following two figures are provided as an illustration of how the analysis of teachers' (Figure 11) and principals' (Figure 12) views led to the advancement of the Stage 3 questionnaires. An item-by-item comparison with the final questionnaires (pages 93 and 98) reflects this. Also, it is possible to compare with findings reported in the next section (page 29). Interesting, many of the trends seen in the Stage 2 results are likewise evident in Stage 3. This suggests that the more general findings reported in Stage 3 (in effect a different sample) may indeed be rather robust.

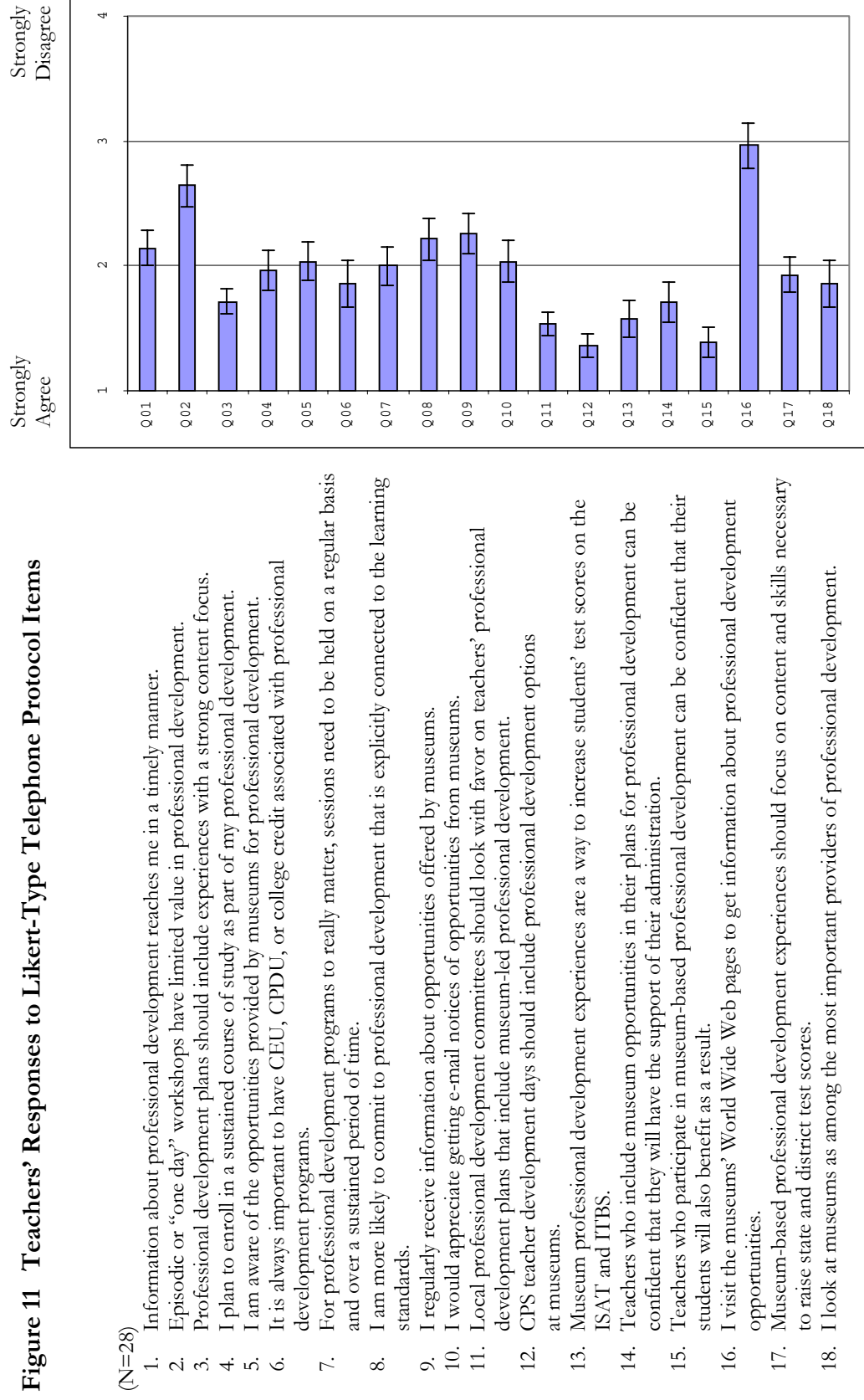
It was also during the interviews that the relative importance of the CPS Teachers Academy and the Lane Placement Catalog (see Figure 13, page 27) became evident. This led us to search the catalog for programs involving the MIP museums. Figure 14 (page 28) provides the descriptions from the Fall 2001 catalog which was current at that time<sup>13</sup>. Four workshops and one "action lab" were found. Considering the numbers and variety of offerings in the Lane Placement catalog, it could be argued that MIP institutions do not have a very significant presence with respect to the myriad of available options.

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<sup>12</sup> Two additional interviews were completed subsequent to the analysis of demographics for a total N=38 as reported elsewhere.

<sup>13</sup> The current 128-page catalog can be found at: <http://intranet.cps.k12.il.us/Training/>

**Figure 11 Teachers' Responses to Likert-Type Telephone Protocol Items**

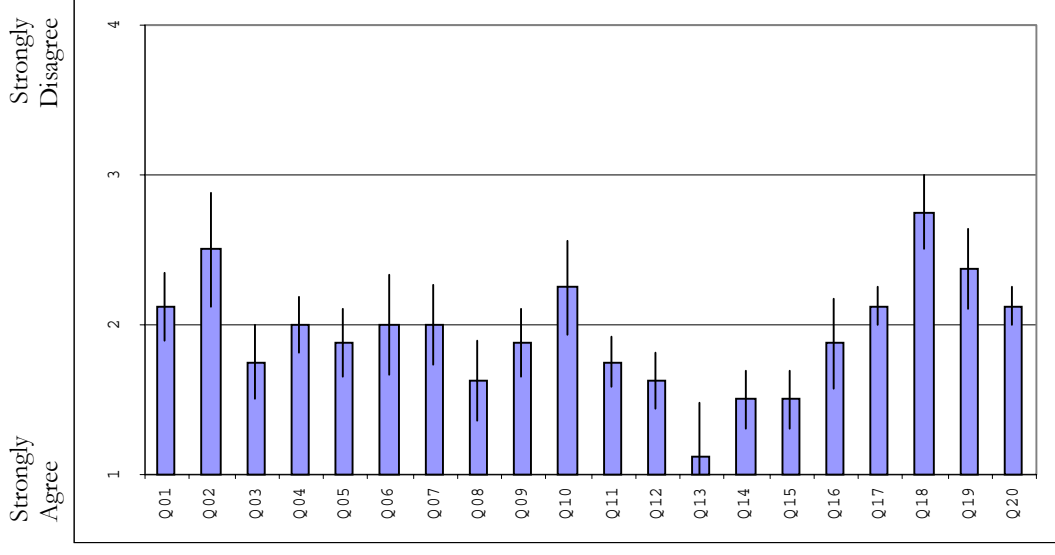


1. Information about professional development reaches me in a timely manner.
2. Episodic or "one day" workshops have limited value in professional development.
3. Professional development plans should include experiences with a strong content focus.
4. I plan to enroll in a sustained course of study as part of my professional development.
5. I am aware of the opportunities provided by museums for professional development.
6. It is always important to have CEU, CPDU, or college credit associated with professional development programs.
7. For professional development programs to really matter, sessions need to be held on a regular basis and over a sustained period of time.
8. I am more likely to commit to professional development that is explicitly connected to the learning standards.
9. I regularly receive information about opportunities offered by museums.
10. I would appreciate getting e-mail notices of opportunities from museums.
11. Local professional development committees should look with favor on teachers' professional development plans that include museum-led professional development.
12. CPS teacher development days should include professional development options at museums.
13. Museum professional development experiences are a way to increase students' test scores on the ISAT and ITBS.
14. Teachers who include museum opportunities in their plans for professional development can be confident that they will have the support of their administration.
15. Teachers who participate in museum-based professional development can be confident that their students will also benefit as a result.
16. I visit the museums' World Wide Web pages to get information about professional development opportunities.
17. Museum-based professional development experiences should focus on content and skills necessary to raise state and district test scores.
18. I look at museums as among the most important providers of professional development.

Bars indicate plus and minus one standard error of the mean.



**Figure 12: Principals' Responses to Likert-Type Telephone Protocol Items**



- (N=8)
- Information about professional development reaches my teachers in a timely manner.
  - Episodic or "one day" workshops have limited value in professional development.
  - Professional development plans should include experiences with a strong content focus.
  - I encourage teachers to enroll in a sustained course of study as part of their professional development.
  - I am aware of the opportunities provided by museums for professional development.
  - It is always important to have CEU, CPDU, or college credit associated with professional development programs.
  - For professional development programs to really matter, sessions need to be held on a regular basis and over a sustained period of time.
  - My teachers are more likely to commit to professional development that is explicitly connected to the learning standards.
  - I regularly receive information about opportunities offered by museums.
  - I would appreciate getting e-mail notices of opportunities from museums.
  - Local professional development committees should look with favor on teachers' professional development plans that include museum-led professional development.
  - CPS teacher development days should include professional development options at museums.
  - Museum professional development experiences are a way to increase students' test scores on the ISAT and ITBS.
  - Teachers who include museum opportunities in their plans for professional development can be confident that they will have the support of their administration.
  - Teachers who participate in museum-based professional development can be confident that their students will also benefit as a result.
  - Museum-based professional development experiences should focus on content and skills necessary to raise state and district test scores.
  - I routinely refer teachers to Chicago museums for professional development.
  - I determine priorities for professional development of teachers at my school
  - I look at museums as among the most important providers of professional development.
  - I play a key role in determining which opportunities my teachers participate in.

Bars indicate plus and minus one standard error of the mean.

Figure 13: The CPS Teachers Academy Introduction to Lane Placement

## INTRODUCTION

The CPS Teachers Academy for Professional Development provides this schedule to inform Chicago public school educators of professional development opportunities to enhance knowledge, promote pedagogy, and improve student achievement.

**PART I** of this schedule consists of lane placement credit courses offered by the CPS Teachers Academy or by cultural and educational institutions in the Chicago area. Lane placement credit courses provide teachers with opportunities to attain in-depth, subject-related knowledge and training. Promotion credit is granted for successful completion of these non-university courses. Teachers are encouraged to select courses that will directly enhance their effectiveness in the classroom. Improvement of student achievement must be the focus as teachers plan their professional development.

**PART II** consists of action labs (short-term training opportunities which meet immediate needs). Teachers may opt to take them in conjunction with lane placement credit courses to complement the instruction received in lane credit courses. Many action labs can also be taken independent of any course.

**PART III** consists of a listing of training and professional development opportunities offered by the Office of Specialized Services for educators of students with diverse learning needs. Workshops are listed according to area of expertise and an application form is provided.

**PART IV** provides information about professional development opportunities offered by local universities and other educational institutions.\* Courses offered by universities are independent of the CPS Teachers Academy. To receive graduate credit for such courses, it is the responsibility of the enrollee to have transcripts sent from the university to the Bureau of Salary Administration of the Chicago Public Schools. It is the decision of the Director of Salary Administration to determine if credits from a university can be applied toward a lane promotion.

An overview of courses and related action labs for each major content area has been made available for your convenience.

Teachers eligible to earn **recertification credit** for professional development activities are those who have an **approved** Certificate Renewal Plan on file in the Office of Teacher Recertification and Professional Standards. Specific information can be found in the *Teacher Recertification: A Guide to Successful Professional Planning*. Three specific forms found in this handbook are critical to helping teachers record and document their participation in eligible professional development activities. They are:

Form #	Appendix	Name of Form
Form 77-04	Appendix A	Claim for Credit for Activities in the Certificate Renewal Plan
Form 77-21	Appendix G	Evaluation and Evidence of Completion for Workshops, Conferences, Seminars, Etc. – <b>Evaluation</b>
Form 77-21	Appendix G	Evaluation and Evidence of Completion for Workshops, Conferences, Seminars, Etc. – <b>Evidence of Completion</b>

**Questions about this process or the procedural steps can be directed to Ms. Ernestine Dobbins, Training Coordinator, Office of Teacher Recertification and Professional Standards, at 553-2024.**

If materials are needed in alternate formats, such as Braille, or if other Americans with Disabilities Act (ADA) accommodations are necessary, please contact the ADA administrator by the registration deadline, at 773-553-2698 (voice) or 773-553-2699 (TTY).

**Note:** Eisenhower funds may be used to reimburse staff or schools for course fees, materials fees, and lane credit fees incurred from participating in staff development opportunities.

\*To provide a wide selection of staff development opportunities, the CPS Teachers Academy collaborates with various educational institutions outside the Chicago Public Schools. However, the Chicago Public Schools and its departments and personnel are not responsible for circumstances which might interfere with implementation of advertised opportunities conducted by such institutions.

**Figure 14: Lane Promotional Credit Courses and One Action Lab with MIP Museums**

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**SOCST280F01** 3 lane credit hours; 9 Continuing Education Units (CEUs)

**TEACHING ANCIENT EGYPT ACROSS THE CURRICULUM**; for teachers, grades 4-8; on Saturdays, October 6, 13, 20, 27; (Wednesday, October 24; 7:00 p.m.-9:00 p.m.); November 3, 10; December 1, 2001; Saturdays: 9:00 a.m.-3:30 p.m., except Saturday, October 27: 9:00 a.m.-1:00 p.m.; at the Oriental Institute at the University of Chicago, 1155 East 58<sup>th</sup> Street, Chicago, IL 60637 except Wednesday, October 24 at the Field Museum, 1400 South Lake Shore Drive, Chicago, IL 60605. Two separate checks should be written: \$20.00 payable to the CPS Teachers Academy with registration and \$120.00 payable to Oriental Institute at the first class session. For further information contact Anna Rochester, 773-834-7607.

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**WLA342F01** 1 lane credit hour

**MUSEUMS AS CULTURAL AND EDUCATIONAL RESOURCES**; for teachers, grades 3-12. Teachers **must select one** of these three introduction sessions: Tuesday, September 18; Tuesday, October 9; or Tuesday, November 6, 2001; 4:00 p.m.-6:00 p.m.; at the Field Museum, 1400 South Lake Shore Drive, Chicago, IL 60605. Teachers will then choose four events to attend throughout the year from September 2001 through June 2002 that will take place at museum partner's locations. Participants must attend a final presentation in June, date TBA. Two separate checks should be written: \$20.00 payable to the CPS Teachers Academy with registration, and \$60.00 payable to the Field Museum at the first class session. Participants must purchase a textbook for \$26.00. A limited number of scholarships are available. For further information contact Rosa Cabrera, 312-665-7470, or [rcabrera@fmnh.org](mailto:rcabrera@fmnh.org).

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**ART271F01** 1 lane credit hour

**VAN GOGH AND GAUGUIN: THE STUDIO OF THE SOUTH**; for teachers, grades K-12; on Saturdays, October 6, 13, 20, 2001; 9:30 a.m.-3:30 p.m.; at the Kraft Education Center, the Art Institute of Chicago, 111 South Michigan Avenue, Chicago, IL 60603. Two checks should be written: \$20.00 payable to the CPS Teachers Academy with registration and \$65.00 payable to Teacher Programs at the first class session. For further information contact Jocelyn G. Moralde, 312-443-3575.

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**SOCST221F01** 1 lane credit hour; 3 Continuing Education Units (CEUs)

**FORTS, FUR, FIRE, FAIRS, AND OTHER CHICAGO HISTORY FUNDAMENTALS**; for teachers, grades K-3; on Tuesdays, January 8, 15, 22, 29; February 5, 2002; 4:00 p.m.-7:00 p.m.; at Chicago Historical Society, 1601 North Clark Street, Chicago, IL 60614. Two separate checks should be written: \$20.00 payable to the CPS Teachers Academy with registration and \$50.00 payable to Chicago Historical Society. For further information contact Heidi Moisan, 312-799-2152.

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**(Action Lab)**

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**CMP400F01**

**INTRODUCTION TO DIGITAL IMAGE MANIPULATION**; for teachers, grades K-12, on Thursday, January 24, 2002; 4:00 p.m.-7:00 p.m.; at the Peggy Notebaert Nature Museum, 2430 North Cannon Drive, Chicago IL 60614. \$75.00 payable to the instructor at the first class session. Send registration to Steve Bunyak, Chicago Academy of Sciences, 2060 North Clark Street, Chicago, IL 60614. Registration deadline: Friday, January 18, 2002. For further information contact Steve Bunyak, 773-549-0606, Ext. 3044.

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## STAGE 3: THE QUESTIONNAIRE STUDY

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The findings from the questionnaires suggest three overarching themes. These are:

- ◆ How can museums better reach CPS teachers?
- ◆ What do teachers say that they need?
- ◆ How do teachers see the museums as providers of professional development?

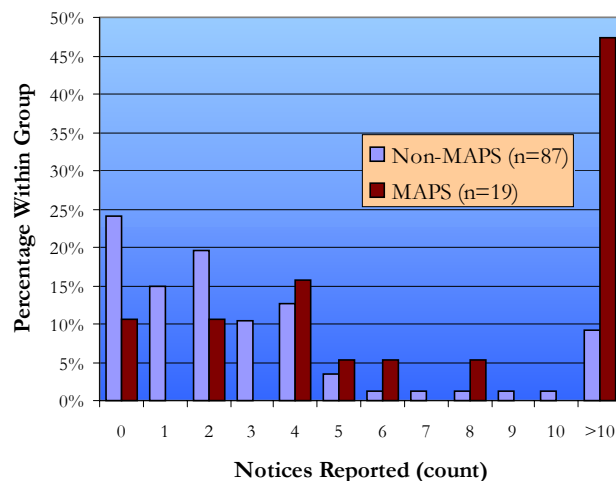
A warning to the reader is needed at this point. It will be seen that the presentation of findings is done with minimal narrative discussion. Recall that the purpose of the Phase-I Study was to inform the Museum Educator's Workshop. This has been accomplished via interim reports to the design team (see Figure 1, page 4) and via a *Highlights Report* and presentation given at the workshop event itself. The function of this *Phase-I Report*, in contrast, is to provide a final account of methods and additional data not provided in the *Highlights Report*. To infer that this report is an exhaustive study of the focus questions would not be correct. Thus, we prefer to provide data and information that lends itself to further discussion (and study). Findings should be taken as opportunity for discussion and further inquiry and not assertions of conclusions.

With this understanding, we proceed to the Stage 3 findings.

### REACHING CPS TEACHERS

As shown in Figure 15, it appears that most teachers are receiving professional development information from museums—more than 75% of the non-MAPS teachers report receiving one or more notices over the year. Compare these teachers to those who are currently engaged in museum-based professional development (MAPS) and are notified accordingly. Note that the extent that professional development information is simply broadcast or specifically targeted to the professional needs and interests of individual teachers remains undetermined.

**Figure 15: Over the year, how many times do you receive information about teacher professional development opportunities offered by Chicago museums?**

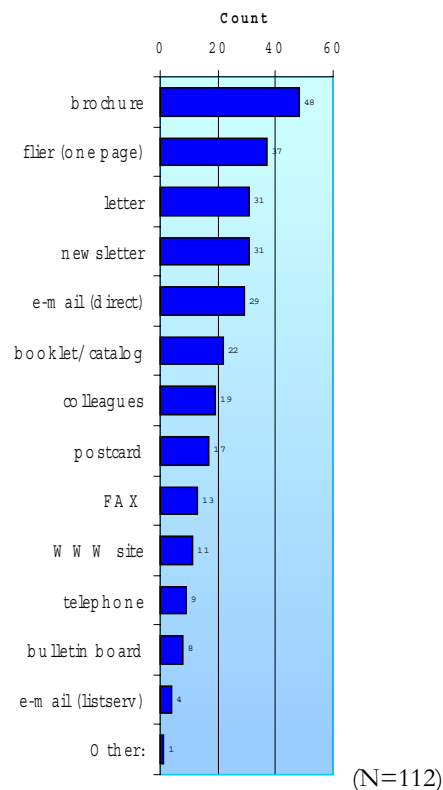


In Figure 16 we show the rank order of common formats used to disseminate professional development information. A clear message from the conversations, interviews and surveys is that since teachers are constantly receiving information from multiple sources, direct and parsimonious messages are the most effective.

Notice, for example, that brochures, fliers, and letters top the teachers' preference list, well above booklets/catalogs. Although they represent a common practice, notices on bulletin boards are apparently not very effective. Also, communications technologies (telephone, FAX, WWW) are not at all highly ranked.

Some combinations, however, might work. For example, a simple single-page flier (second on the list) sent via FAX (ninth on the list) to the school office could be photocopied and delivered directly to identified teachers within a school. Note that while a given technology might rank low overall, it may indeed be the preferred method for a significant number of individuals. The bottom line: The development and implementation of customized content and delivery options for notices may be warranted.

**Figure 16: What is the best format for delivering professional development information to you?**



Information comes to teachers by a variety of means, none of which are entirely dominant. Museums should consider how to effectively deliver notices via a combination of channels. Consider designing for the optimal combination of format (Figure 16), source (Table 19), point of delivery (Table 20) and relevance (refer to the following section “What Teachers Say They Need”).

**Table 19: Where do you get your information about professional development opportunities?**

professional development Information	Percent
colleagues (word of mouth)	60.71%
"Chicago Union Teacher" newspaper	59.82%
professional associations	44.64%
CPS Lane Promotion Schedule (Teachers Academy)	33.93%
cultural institutions (i.e., museums)	33.93%
school principal	29.46%
CPS "Chicago Educator" newspaper	25.89%
school department chair	7.14%
school librarian	1.79%
school secretary	1.79%
Other:	15.18%

Note: N=112. CTU and MAPS teachers are overrepresented in this sample with respect to CPS overall.

This strong response seen in Table 20 confirms what is also suggested in Figure 16 - professional development information is best sent directly to teachers. From survey data it is not clear, however, whether the school or the home address is preferred-or if the message needs only to be delivered directly. The interviews, however, did indicate that some teachers (and principals) do indeed prefer one to the other. This suggests that a marketing strategy might be matched to the "customer's" preference.

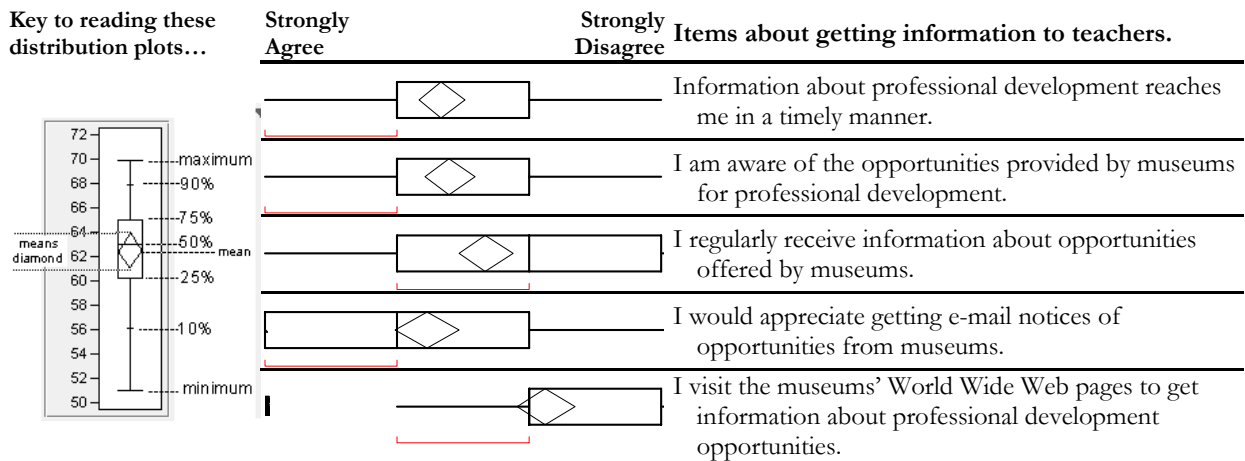
**Table 20: Where is the best place to send this professional development information so that it reaches you in a timely way?**

Timely Delivery	Count
addressed to me at school	71
my home address	61
my department chair	2
school main office	6
school library	2
school principal	4
Other(s):	4

These same concerns (format, source, point of delivery, and relevance) are also reflected in the Likert-Type questionnaire items. This is illustrated in Figure 17, below. Here, the distribution of responses is illustrated by means of box plots. Although not as common as bar graphs, the box plots are more informative for our purposes. For convenience, a pictorial key to reading box plots is provided with this first set of items.

These plots show, for example, how unlikely it is (currently) for teachers to seek museum-based professional development by means of the museums' World Wide Web sites. They also show more acceptance, with high variability, for the use of direct e-mail notices. Overall, the trends indicate that current approaches for reaching teachers may not be as effective as they might be.

**Figure 17: Boxplot Distributions for Items on Professional Development Information.**



\* The bracket along the edge of the box identifies the the most dense half of the observations.

## **WHAT TEACHERS SAY THEY NEED**

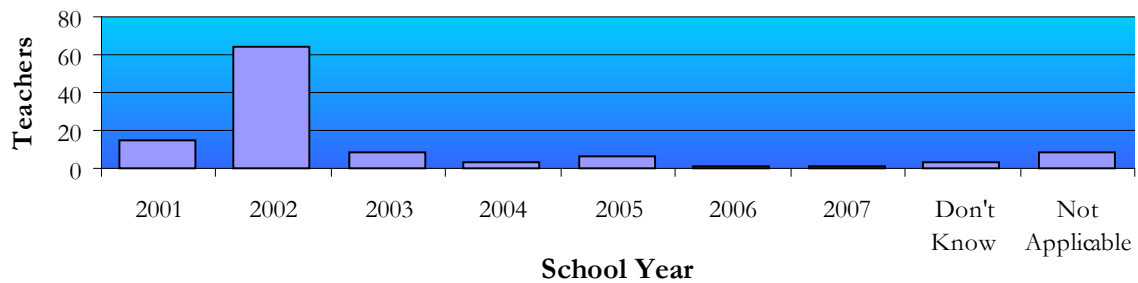
Clearly, recertification significantly influences teachers' professional development choices (Table 21). Note that factors associated with professionalism also remain popular. Indeed, the most common selection was the combination of "improve work performance", "recertification", and "stay current in field", even above "self satisfaction" and "salary enhancement". Although last on the list, the number of teachers indicating NBPTS certification in their top three picks should not be overlooked as a museum opportunity. Indeed, there are, at this time, strong incentives for earning NBPTS certification, including salary and certain exemptions from recertification requirements (c.f., dialog on page 70).

**Table 21: What are your top THREE strongest motivations for seeking professional development right now?**

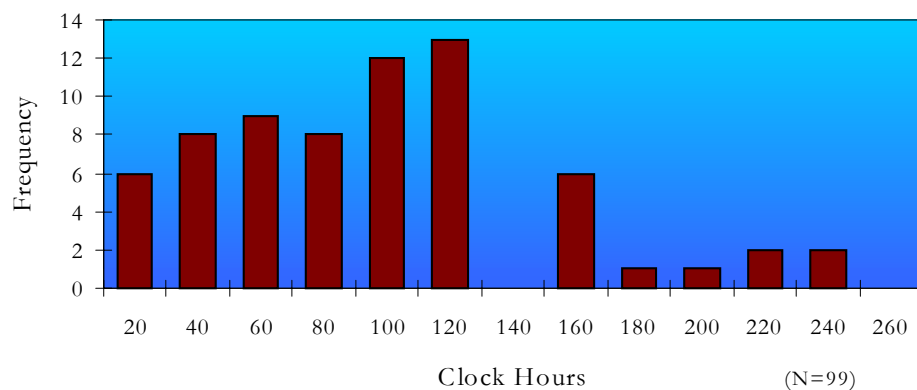
Motivation	Count
recertification	71
improve work performance	52
stay current in field	51
lean specific new skills	36
salary enhancement	29
self satisfaction	26
work toward graduate degree	23
NBPTS certification	15
Other:	6

Fueling this interest is undoubtedly our observation that a significant proportion of current teachers are just entering the recertification cycle. This is evident in Figure 18 and Figure 19. Museums might want to act promptly if they wish to be explicitly included in teachers' Certificate Renewal Plans.

**Figure 18: When are you required to prepare a Certificate Renewal Plan for Illinois Teacher Recertification?**



**Figure 19: How many hours of formal professional development will you be seeking over the next 24 months?**



Again, in Table 22 we see the importance of credit for professional development. From our interviews, we know that some responses are a bit inflated. When pressed for clarification, for example, teachers would tend to say that stipends are “nice” but not essential.

**Table 22: In order to commit to a professional development program, what compensation do you expect (required) to receive?**

Compensation	Percent
CEU or CPDU credits	70.54%
college or university credits	52.68%
lessons or curriculum resources	44.64%
equipment or supplies	38.39%
modest stipend (around \$50/day)	34.82%
substitute teachers (school can't provide)	25.89%
Other:	5.36%

**Figure 20: What are the times that you are most willing to commit to a professional development program?**

Time Options	Count
CPS PD Days	56
during the school day	51
weekday evenings	46
Saturday morning	47
Saturday afternoon	26
winter break	8
summer break	53
other:	8

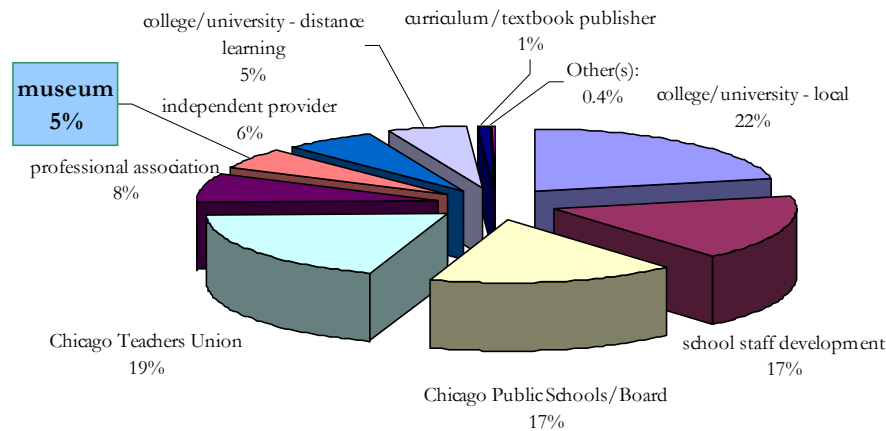


## PERSPECTIVES ON MUSEUMS

Teachers recognize museums as providers of professional development, but at least in terms of volume, museums are not currently among the most influential organizations (Figure 21). The “market share” enjoyed by institutions of higher education, the CTU, CPS, and individual schools, suggests a potential for beneficial partnerships with these agencies.

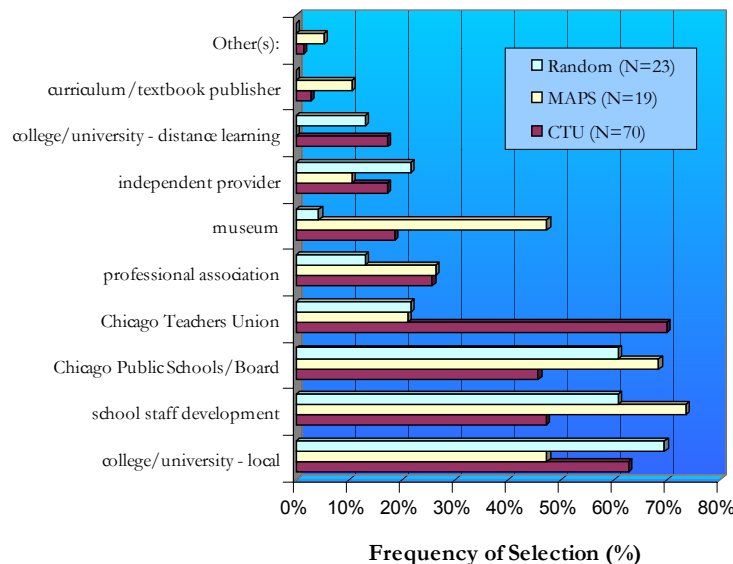
*The museums are excellent sources of information to every grade and area of learning. However, they should develop more situations where they can come to the school so that all the teachers can learn about what they offer. When a guide at the museum follows up with a previous staff development the whole experience becomes more meaningful. - Teacher*

**Figure 21: What organization(s) do you anticipate will provide this professional development for you?**



Note: N=93 teachers are represented. MAPS teachers were excluded to avoid overestimation of museum contribution.

**Figure 22: What organization(s) do you anticipate will provide this professional development for you? (shown by group)**



As might be expected, teachers who have participated in MAPS are much more likely than peers to look to the museums when planning recertification (Figure 22). Likewise, active CTU teachers are more likely to consider the CTU during recertification planning. This indicates a sense of “brand recognition” and allegiances forged of familiarity.

The following item (Table 23) confirms that museums are active professional development providers (Figure 22). Only 35% of the 93 teachers responding to this question reported no participation in museum-led professional development over the last five years.

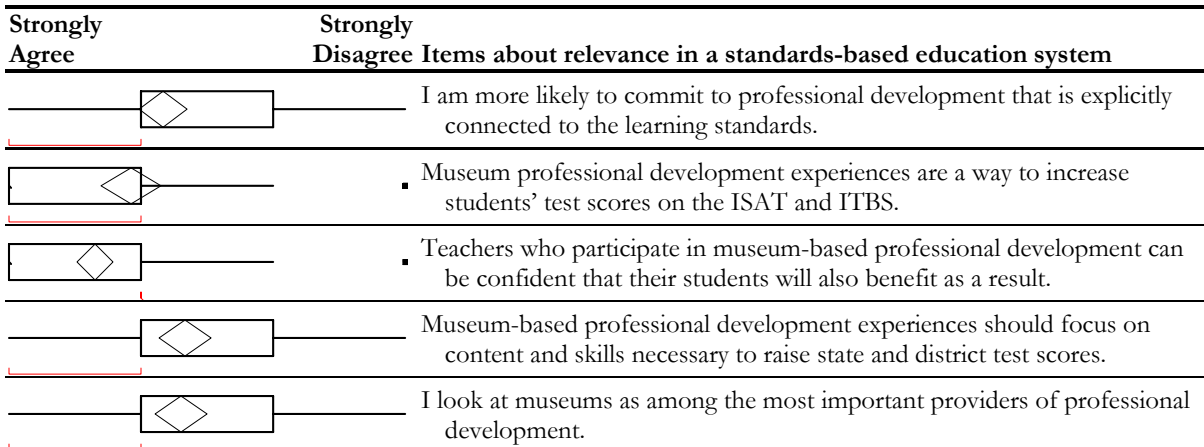
**Table 23: Over the last five years, which of the following museums have provided professional development program(s) for *you*?**

Museum Providers	Percent
Adler Planetarium	15.1%
Art Institute	21.5%
Chicago Historical Society	17.2%
DuSable Museum	14.0%
Field Museum	32.3%
Mexican Fine Arts Center Museum	4.3%
Museum of Science and Industry	25.8%
Peggy Notebaert Nature Museum	12.9%
Shedd Aquarium	18.3%
Other(s):	5.4%

N=93. MAPS teachers are excluded.

Teachers strongly believe that participation in museum-based professional development will benefit their students (Figure 23, second and third items). Yet, there is less agreement that museums are “...among the most important providers...” Interviews with teachers and principals indicate that this corresponds with the market share concern (Figure 21).

**Figure 23: Teachers views about the relevance of museums in a standards-based system.**

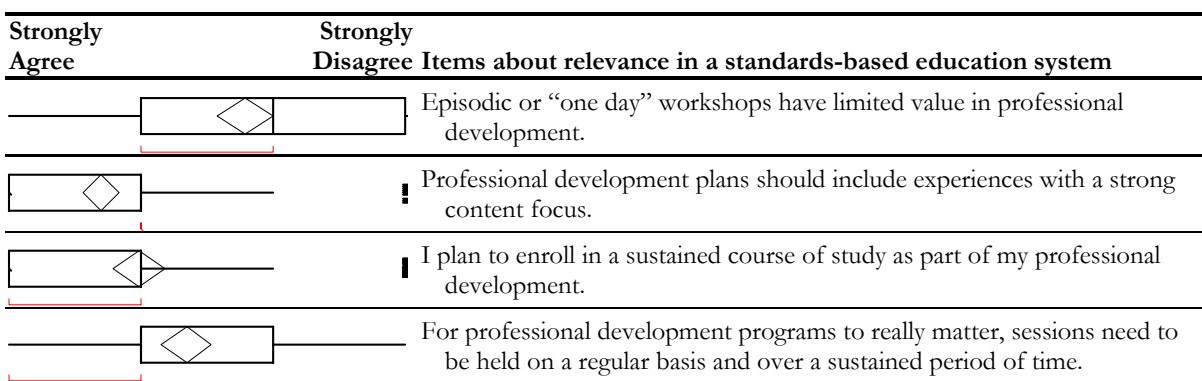


*Museums are a great venue for teacher professional development. Museums will enhance curriculum: social studies, science, math, and reading. Museums have the ability to bring concepts to life! Application of principles and first and secondary sources will increase teacher knowledge and students interests. Museums are mirrors to our past, present, and future. - Teacher*

There is a tendency to agree, and a range of perspective, about the need to have professional development explicitly linked to standards and tests. From our interviews we learned that teachers believe that museums are capable of providing standards-based professional development, but that they should not be restricted to only responding to standards.

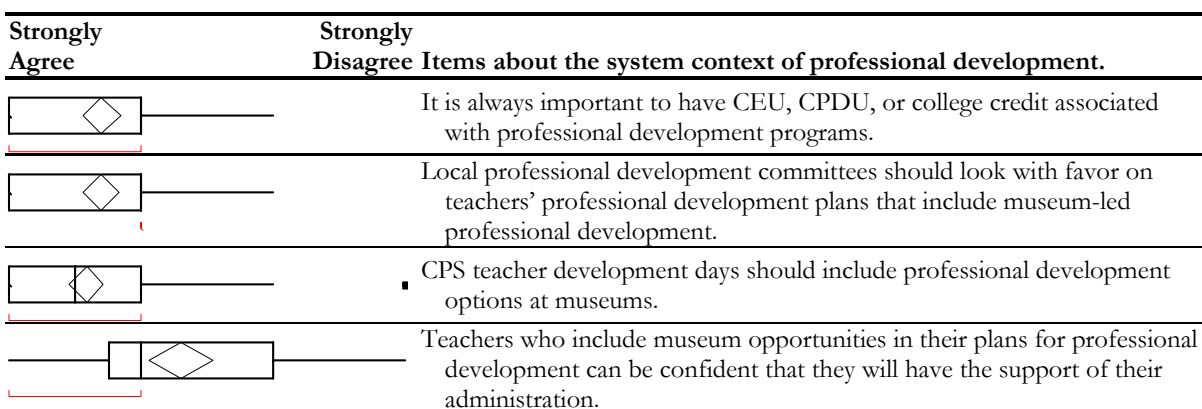
Teachers tend to agree that professional development programs are more effective if they include a focus on content and are sustained over time (Figure 24). There can also be value, the teachers tell us, in short term or episodic workshops if they are of high quality and target a specific need or interest. Museums might consider an integrated program of professional development that is grounded in design standards<sup>14</sup> and responds to teachers' needs for both short-term (topical) and sustained ("transformative") professional development.

**Figure 24: Teachers views related to professional development quality.**



The results shown in Figure 25 confirm that teachers would likely respond in very favorable ways to museum-led professional development opportunities that are linked with district and state programs for recertification and advancement. There is also a tendency for teachers to have confidence in administrative support, although this belief is not unanimously held.

**Figure 25: Teachers views related to the professional development "system".**



<sup>14</sup> See, for example: (1) National Research Council (U.S.) (1996). National Science Education Standards : observe, interact, change, learn. Washington, DC, National Academy Press. (2) National Staff Development Council (1995). Standards for staff development. Oxford, Ohio, National Staff Development Council (US).

## IMPRESSIONS AND RECOMMENDATIONS

Impressions presented here were originally posited in the draft form of the *Highlights Report* and the draft Museum Educators' Workshop introduction document. These were revised during the preparations for the workshop and again, to a lesser degree, afterwards. However, these statements have not been reviewed or corrected by the design team. They should be considered tentative, not conclusive, and interpreted in the context of all of the prior information presented.

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### REACHING CPS TEACHERS:

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- ◆ Museums, as a whole, are putting the word out, but necessarily as effectively as they might. Fully 75% of teachers responding to our questionnaire report receiving one or more notices from museums over the past year. However, it seems that many CPS school personnel are not adequately aware of the resources and opportunities that MIP museums can provide. The “marketing” challenge might be solved by optimizing a combination of four factors:
  - Format: Teachers are confronted with a vast amount of information on a daily basis. Our study confirms that the more parsimonious formats-such as brochures, fliers, and letters-would be, in general, more effective than information-dense formats such as newsletters and catalogs. Among electronic formats, direct e-mail is generally preferred over FAX, WWW, and e-mail lists. It is important to note, however, that there can be a considerable number of teachers who strongly prefer a format that is less popular overall (i.e., e-mail list). This suggests that a most effective solution would be to match format with individual teacher preference.
  - Point of Delivery: A clear pattern is that notices should be sent directly to teachers rather than through an intermediate agent such as the department chair, the school office, or the library. However, even when using direct mail there is a balanced split on teachers' preference for the use of home versus school address.
  - Source: Teachers report that they are currently receiving professional development information from a variety of sources. Museums might consider how to collaborate with the more dominant information providers, e.g., the Chicago Teachers Union, the CPS Teachers Academy, and universities.
  - Relevance: Serious consideration must be given to the substance of the message. Two important aspects of this that emerged from the Study are (1) what teachers say they need and (2) persistent perspectives on museums. Teachers need to see that the workshop is relevant for their professional learning, advancement and promotion, and classroom assignment.

It seems that the point at which teachers decide to engage is determined by a balance of two primary categories: convenience and need. Access to information, location, and "time" specify much of the convenience side of the equation. Recertification, promotion, interest, and relevance to teaching assignment add to the need side. The interest that we found in National Certification provides a compelling example.

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## WHAT TEACHERS SAY THEY NEED:

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- ◆ Key among system drivers is the effect of the interaction of the State's **Teacher Recertification** requirements with *perceived* expectations imposed by **standards** and **high-stakes testing**. There is a concern among teachers that these system drivers might be in direct opposition to the experiential and integrative kind of learning fostered by the museums. Still, both principals and teachers strongly believe that museum experiences can contribute to improved test scores *in the long run*, but they also fear that priority is currently biased toward showing short-run gains.
- ◆ Whereas museums have indeed been attentive to standards and testing pressures, school leadership and teachers may not commonly understand the extent of the museums' commitment.
- ◆ More than anything else, teachers report recertification (71%) and college/university credit (53%) as their highest expectation for compensation from professional development programs. This was followed by "lessons or curriculum resources" (45%) and "equipment or supplies" (39%). Only about one-third of teachers said that a "modest stipend (around \$50/day)" is required. Clearly, museums should be positioning as key providers while teachers' professional development plans are being written-the majority of teachers in our sample will be submitting those plans in the current year.
- ◆ Curricular resources provided by museums must reduce, not add to, the management burden faced by teachers in this standards-led climate.
- ◆ Modern marketing methods and technologies provide ways to customize notices and delivery to individual teachers' needs and preferences. The Museums might consider, for example, collaboration with CPS and allied professional development service providers on a comprehensive system that includes:
  - registration of individual teacher preferences for notification, location, schedule, content, etc.
  - live database of professional development opportunities
  - records management services for ISBE recertification and Lane Placement.

The concept is somewhat analogous to the member services offered by the familiar [travelocity.com](http://www.travelocity.com/) (<http://www.travelocity.com/>). A working example for professional development exists at [PDOne.org](http://www.pdone.org/) (<http://www.pdone.org/>).

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## PERSPECTIVES ON MUSEUMS:

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- ◆ It seems broadly accepted that museum-led professional development is consistently of high quality, lends itself uniquely to integrative ways of learning, and is highly relevant to both teachers and their students.
- ◆ Teachers value what museums can offer but they do not seem to fully appreciate museums' relevance to their own professional development. Teachers were asked which organizations they anticipate will provide recertification professional development for them. The results suggest that the leading providers of are colleges/universities (22%), the Chicago Teachers Union (19%), CPS/Board (17%), and school-based staff development (17%). Museums were cited by 5% of the teachers, a tie with "college/university – distance learning." The lingering perception is that museums are for kids' field trips. A challenge for the museums is to be seen by classroom teachers as especially relevant, beyond field trips, to the regular instruction of their students.

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## APPENDIX A: FOCUS GROUP INVITATIONS AND PROTOCOL

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September 7, 2001

«First\_Name» «Last\_Name»

«School\_Name»

«School\_Address1»

«City», «State» «Zip»

Dear «Salutation» «Last\_Name»:

Because you are an active education leader for the Chicago Public Schools, we invite your participation in a discussion about professional development. Specifically:

*How might Chicago's world class museums and museum educators better serve Chicago Public Schools' educators and education leaders?*

Event:       **Conversations about Professional Development**  
Date:         **Monday, October 1, 2001**  
Place:        **John G. Shedd Aquarium**  
Schedule:    3:30 p.m. - Registration and gather for a *Special Guided Tour*  
                4:30 p.m. - Dinner and "warm-up" conversations...  
                5:15 p.m. - Facilitated Conversations about Professional Development  
                6:45 p.m. - Program Concludes

Through the generous support of the Polk Bros. Foundation, Museums In the Park (MIP), Chicago Public Schools, and the John G. Shedd Aquarium, we are pleased to provide the following benefits:

- ◆ Relax with dinner and engaging conversation with colleagues.
- ◆ Enjoy a *Special Guided Tour* arranged exclusively for our group!
- ◆ A special gift as an expression of our appreciation.
- ◆ Free Parking.
- ◆ Certificate of Participation.

During this program you will participate in a facilitated conversation with a select group of ten to twelve principals about professional development. Research staff from the Illinois Mathematics and Science Academy (IMSA) will facilitate the session.

To accept our invitation, call the IMSA Research Office at this toll-free number **312-282-1578** during business hours (8:00<sub>am</sub> – 4:30<sub>pm</sub>). Please note that pre-registration is required and group size will be limited, so you might want to reply right away.

Sincerely,



Tabatha Russell-Koylass,  
Project Director

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Initial: \_\_\_\_\_

## MUSEUMS IN THE PARK: MUSEUMS EDUCATORS' WORKSHOP STUDY

For the event: *Conversations about Professional Development*

RSVP Telephone Protocol: September 12, 2001

***How might Chicago's world class museums and museum educators better serve Chicago Public Schools' educators and education leaders?***

**Purpose:** To learn from CPS teachers and principals their views about museums as providers of teacher professional development. We are interested in learning about a broad spectrum of concerns including matters of convenience (communication/marketing, access and scheduling), professional matters (relevance to teaching assignment, re-certification, and advancement), and how museum-based professional development is perceived relative to other options.

### Points to keep in mind:

- ☐ Please be very courteous. The call should be a pleasant experience.
- ☐ Keep a copy of the invitation letter handy. It has the details about the event.
- ☐ Use the back of the page for notes, special requests from the caller, etc.

### Confirm Registration:

- ◆ Say: "Good morning/afternoon. May I have your name please?" (Confirm spelling as needed)

**Name:**

- ◆ Say: "In order to complete your registration, I will only need to confirm your address and ask a few questions. This should take only a few minutes."

- ◆ Say: "In case we need to contact you again about this event, is there a phone number or e-mail address that you prefer to use over of your school's phone number?"

**Phone/e-mail:**

- ◆ Say: "Is your preferred mailing address the school address used for the invitation letter?"

- IF "No" ask for their Preferred Mailing Address:

**Preferred  
Mailing  
Address:**

☐ Home; ☐ Work; ☐ Other

- ◆ Say: "Will you be with the principals' or teachers' group?" ☐ Principal ☐ Teacher

- For teachers, ask for the grade(s) that they currently teach. **Grade(s):**

- ◆ Say: "A confirmation letter will be sent soon to the address you provided. It will contain specific information about the event including where to park and how to enter the *Shedd Aquarium*. **We look forward to seeing you at 3:30<sub>pm</sub> on Monday, October 1!**"

- If the caller has questions you cannot answer, invite them to leave a message or contact Dr. Steven Rogg by e-mail at [Rogg@IMSA.edu](mailto:Rogg@IMSA.edu) or call back at this number (312-282-1578).

September 21, 2001

<firstname> <lastname>  
<schoolname>  
<school address>  
Chicago, IL <zip>

Dear <salutation> <lastname>;

Last week you received a letter from Tabatha Russell-Koylass requesting your participation in a facilitated conversation about professional development. I am writing today to repeat the invitation and to ask you to please register immediately. Unfortunately, without sufficient participation, the event is at risk of being canceled. We believe that the conversation will be very worthwhile for all of us, and it is an important and timely one. We hope that you are able to join us!

Here are the details:

***How might Chicago's world class museums and museum educators better serve Chicago Public Schools' educators and education leaders?***

Date: Monday, October 1, 2001

Place: John G. Shedd Aquarium

Schedule: 3:30 p.m. - Registration and gather for a Special Guided Tour

4:30 p.m. - Dinner and "warm-up" conversations...

5:15 p.m. - Facilitated Conversations about Professional Development

6:45 p.m. - Program Concludes

**Preregistration is required.** Please call me no later than Thursday, September 27, at: **312-282-1578** (this is a local call to my personal cell phone).

I am looking forward to the conversation!

Dr. Steven R. Rogg  
Professional Development and Research Specialist  
Illinois Mathematics and Science Academy

# MUSEUMS EDUCATOR WORKSHOP STUDY (PHASE-I)

## Focus Group Protocol

September 18, 2001

**Focus:** *How can museums and museum educators design, conduct, and support a professional development programs on behalf of CPS Educators and Education Leaders in such a way that:*

- *Levels of interest, participation, and retention are consistently high.*
- *Participants consider the experiences as highly valuable and relevant to the needs and practices of educators and education leaders.*
- *The experiences embody the extant literature and standards for exemplary professional development.*
- *Over time, educators and education leaders will be able to provide compelling evidence of the benefits of these professional development experiences for the students of participating educators.*

**Purpose:** To learn, from Chicago Public Schools teachers and principals, their views about museums as providers of teacher professional development. We are interested in learning about a broad spectrum of ideas, issues, and opportunities including matters of access and opportunity (communication, marketing, convenience, and scheduling), professional matters (relevance to teaching assignment, re-certification, and advancement), and how museum-based professional development is perceived relative to other available options.

### Agenda:

- |                      |  |  |
|----------------------|--|--|
| 2:30 <sub>p.m.</sub> | Set-up   | <ul style="list-style-type: none"><li>• Prepare registration, rooms, audio/video recording.</li></ul>  |
| 3:30 <sub>p.m.</sub> | Registration and gather for a <i>Special Guided Tour</i> | <ul style="list-style-type: none"><li>• Participants sign-in, are oriented to the agenda, and are shown the location of the room for their assigned (grade level) conversation group.</li><li>• Participants complete participant professional development profile questionnaire and then meet for the tour.</li><li>• During the tour, facilitators review the questionnaires in order to get to know the profile of the group before it meets.</li></ul> |
| 4:30 <sub>p.m.</sub> | Dinner and “warm-up” conversations...                    | <ul style="list-style-type: none"><li>• Seating by group. Facilitator sets the stage for the conversation (introductions, establishing comfort level, etc.).</li></ul>   |
| 5:15 <sub>p.m.</sub> | <u>Conversations about Professional Development</u>      | <ul style="list-style-type: none"><li>• Begin promptly.</li><li>• Facilitators ensure equitable participation of all group members.</li><li>• Encourage honest discussion of issues and ideas.</li><li>• Ask clarifying questions. Uncover “what matters”.</li></ul>   |
| 6:45 <sub>p.m.</sub> | Program Concludes  | <ul style="list-style-type: none"><li>• This session answers the question: “What next?”</li></ul>  |

## **CONTEXT:**

*Conversations about Professional Development* is the critical event of the first stage of the *Museum Educators' Workshop Study*. Ideas, issues, and opportunities identified as a result of this event will be used to design the protocol for the more representative telephone interview stage. Therefore, the *Conversations* event is expected to identify ideas, issues and opportunities **and** their relative importance. The subsequent telephone interviews will test these, adding detail, and determining the extent to which these are broadly relevant among CPS teachers and principals. Findings from the *Study* will be reported in a document that will be used to inform the design of the *Museum Educators' Workshop* – intended to promote high quality professional development informed by the needs, issues, and opportunities identified by CPS teachers and principals.

## **ROLES OF FACILITATORS**

The primary roles of the facilitators are to:

1. promote comfortable and productive conversation,
2. ensure that all participants have equitable opportunity to contribute,
3. accurately capture the ideas, issues, and opportunities contributed by participants,
4. listen much, speak much less, and
5. begin and end on time.

## **CONDUCTING THE CONVERSATIONS**

Recall that the conversations are designed to: (1) bring ideas, issues, and opportunities into the open; and, (2) identify those that are perceived to be the most influential or important. For this reason, we recommend a two-part session. In the first part, participants will be introduced to the four themes and invited to enter conversation about them. Then, for each theme, participants will be asked to record (on Postit Notes™) “ideas”, “issues”, and “opportunities” that are important to them. During the second part, participants will converse about the importance of the posted items and identify those that are most influential or important.

An agenda for this session is provided on the following page:

## CONVERSATIONS SESSION AGENDA

Time	Activity
4:30 <sub>p.m.</sub> – Dinner and “warm-up conversations”	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Purpose of the event</li> <li>• Move the group to break-out rooms</li> </ul>
5:15 <sub>p.m.</sub> – Begin <u>Facilitated Conversations about Professional Development</u>	<ul style="list-style-type: none"> <li>• Set the Stage: <ul style="list-style-type: none"> <li>▪ Everyone gets to contribute!</li> <li>▪ Time is limited, so the facilitator will keep it moving.</li> <li>▪ Keep points succinct – avoid rambling.</li> </ul> </li> </ul>
5:20 <sub>p.m.</sub> – <b>Round One:</b> Identify “Ideas”, “Issues”, and “Opportunities”	<ul style="list-style-type: none"> <li>• Show cards with the four themes.</li> <li>• Engage initial conversation on each theme.</li> </ul>
6:00 <sub>p.m.</sub> – Record “Ideas”, “Issues”, and “Opportunities”	<ul style="list-style-type: none"> <li>• Invite participants to write ideas, issues, and opportunities on Postit Notes™. These are color-coded for each theme.</li> <li>• Add the notes to posters marked for the theme and subdivided by “ideas”, “issues” and “opportunities”.</li> </ul>
6:15 <sub>p.m.</sub> – <b>Round Two:</b> Review “Ideas”, “Issues”, and “Opportunities”	<ul style="list-style-type: none"> <li>• Invite participants to review and consider the postings.</li> <li>• Which are most important? Is anything important missing?</li> </ul>
6:30 <sub>p.m.</sub> – Rank “Ideas”, “Issues”, and “Opportunities”	<ul style="list-style-type: none"> <li>• Invite participants to use stickers to identify significant items.</li> <li>• Facilitator: With group approval, mark key items using marker.</li> </ul>
6:40 <sub>p.m.</sub> – Closure	<ul style="list-style-type: none"> <li>• Thanks and Depart for <u>Closing Remarks</u></li> </ul>

## THEMES

The Museum Educators’ Workshop Coordinating Team has, at each of its previous two meetings, examined super- and subordinate constructs seen related to the focus of the study. Notice that this was *not* done to either frame or constrain the conversation. Instead, the identification of constructs provides a way to prepare to facilitate the conversations, leading to broad *themes* useful for initiating the conversation. It is important that the participants are not lead to talk about “our” topics, however, but to reveal what is important to them. We fully expect that participants will identify ideas, issues and opportunities that the Coordinating Team did not anticipate. This is very much what we hope to achieve from the conversations.

The four broad themes are:

Opportunity and Access	Program Quality
Teacher Predisposition	School and System Influences

Following are the factors and constructs that the Team identified and which gave rise to the four broad themes. Again, these are provided in anticipation of conversations, not to direct them.

**The intent was to identify a reasonable number of broad themes that are also sufficiently broad and inclusive as to provide robust prompts to initiate conversation.** The classification of the constructs and factors into these themes illustrate that expected viability of the four themes. Moreover, review of the themes, factors, and constructs are useful for sensitizing session facilitators to some of the issues, ideas, and opportunities that are apt to be raised at the session.

### ***Opportunity and Access***

*What are the best ways to offer professional development opportunities so that levels of commitment, participation, and retention are consistently high and so that they are especially available to all teachers who are likely to benefit?*

Factors	Constructs
Visibility	<ul style="list-style-type: none"> <li>• Communication: Awareness of Opportunities</li> <li>• Marketing: Targeting Specific Interests and Needs</li> </ul>
Schedule	<ul style="list-style-type: none"> <li>• Length of Sessions</li> <li>• Frequency of Sessions</li> <li>• Time of Day</li> <li>• Days of the Week</li> <li>• Weeks of the Year</li> <li>• Frequency of Entry Points</li> <li>• Flexibility of Schedule</li> <li>• Duration of Commitment</li> </ul>
Location	<ul style="list-style-type: none"> <li>• Desirability of Location</li> <li>• Site-Based and/or Field-Based Options</li> <li>• Travel &amp; Parking</li> </ul>

### ***Program Quality***

*What qualities of professional development opportunities are considered or required in order to maintain a commitment to the program and to effect improved teaching and learning in the classroom?*

<b>Factors</b>	<b>Constructs</b>
Relevancy to Teaching Assignment	<ul style="list-style-type: none"><li>● Grade and Developmental Level(s)</li><li>● Accommodation of Student Diversity (academic, language, ethnic, etc.)</li><li>● Embodiment of Local and State Standards</li><li>● Learning Activities and Materials</li></ul>
Competency of PD Staff	<ul style="list-style-type: none"><li>● Understand Adult Learning</li><li>● Understand Teachers and School Contexts</li><li>● Reflect best practice and use of exemplary materials</li><li>● Content Expertise</li></ul>
Teacher and Student Learning	<ul style="list-style-type: none"><li>● Content, Pedagogical, and Pedagogical Content Knowledge, Assessment</li><li>● Promotes Professional Collaboration</li><li>● Provides a Variety of Sustained Support Options</li><li>● Expands Access to Professional Resources</li><li>● Complements School-Wide Improvement Efforts</li></ul>
Continuous Improvement	<ul style="list-style-type: none"><li>● Perceived Relevance and Value to Participants</li><li>● Level of Participant Engagement</li><li>● Impact (Attribution) Indicators</li></ul>



### ***Teacher Predisposition***

*What qualities of teachers and their circumstances influence their interest and ability to commit to high quality professional development experiences?*

<b>Factors</b>	<b>Constructs</b>
Extent and Nature of Prior Professional Experiences	<ul style="list-style-type: none"> <li>● Prior Experiences with Museums <ul style="list-style-type: none"> <li>▪ <i>Perspective of Museums as PD Providers</i></li> <li>▪ <i>Perspective of Museums as Curricular Resources</i></li> </ul> </li> <li>● Prior Experience of Professional Development <ul style="list-style-type: none"> <li>▪ <i>Expectations of PD Service Providers</i></li> </ul> </li> </ul>
Professional Financial and Material Incentives and Disincentives	<ul style="list-style-type: none"> <li>● Registration/Tuition Costs</li> <li>● Salary Enhancement</li> <li>● Stipend or Honorarium</li> <li>● Professional Advancement</li> <li>● Professional Identity (Efficacy)</li> <li>● Materials, Equipment, Supplies</li> </ul>
Individual/Personal Incentives and Disincentives	<ul style="list-style-type: none"> <li>● Family Participation <ul style="list-style-type: none"> <li>▪ <i>Museum Membership</i></li> <li>▪ <i>Concurrent Programming</i></li> <li>▪ <i>Child Care</i></li> </ul> </li> <li>● Personal Interests</li> </ul>

### ***School and System Influences***

*In what ways does the school and school system influence teachers' ability to engage in quality professional development?*

<b>Factors</b>	<b>Constructs</b>
Policies and Habits	<ul style="list-style-type: none"> <li>● Administrative Encouragement and Support</li> <li>● Allocation of Teacher Development Days</li> <li>● School Improvement Plan (etc.)</li> <li>● State Recertification Requirements</li> <li>● Assignment of Substitute Teachers</li> </ul>
Alternatives	<ul style="list-style-type: none"> <li>● Other Available PD Opportunities <ul style="list-style-type: none"> <li>▪ <i>School and District Sponsored</i></li> <li>▪ <i>University Courses and Degree Programs</i></li> <li>▪ <i>Other PD Providers</i></li> </ul> </li> <li>● Other School Functions (i.e., clubs, sports)</li> </ul>

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## APPENDIX B: FOCUS GROUP TRANSCRIPTS

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### FOCUS GROUP FOR ELEMENTARY (K-6)

(KEY: F = Facilitator; R = Respondent; A = All)

- 1 F: You all need to organize and structure and we all need to be on the same page when we all do that will have  
2 something we can take to the rest of the world you know we can take to everybody all over the cities and say  
3 look work this out you do this and you'll schools be just dynamite.
- 4 R: Well you've got the best museums
- 5 F: Exactly
- 6 R: We did, you can't them, we really did, their unbelievable.
- 7 F: It will cover Science, social studies, math, English, language arts, everything is covered. You know at one of  
8 these museums you can get everything you need. But we just need to all come together.
- 9 R: As long as the site benefits and encourages the teachers they need to be in a comfort zone. Don't just have our  
10 meetings at our school. But then again it should not be way downtown where you have to pay for parking  
11 because they won't reimburse them. Thank you again.
- 12 R: Yes, thank you again for the reimbursement.
- 13 F: But they definitely need to be in a comfort zone. If you going to have any kind type of workshop after school  
14 there going to want to be there, I'm gonna tell ya that now. It does not have to be as elaborate as this one but  
15 enough to keep them awake after dealing with a six hour day.
- 16 R: Maps always does a good job at keeping you awake (laughter from all). And the educator's openings all over do  
17 to. Right, right.
- 18 R: I was just curious before we start making some lists are their kinds of professional development that don't  
19 require people to attend people together after school, are their electronic forms, video forms. Are their ways  
20 for people to gain some of the knowledge and good the material the museums have expect for people with  
21 schedule conflicts or young children at home they could get it on their own times somehow.
- 22 R: I, I wrote down computer, (did you). I mean, I'm not that gun hoe for computers for everything but I think  
23 computers might be a good way for doing something. Kelly was talking about in terms of getting information  
24 out. (yep, that would make consistent information) yes, that's right, if people, also wrote down individual email,  
25 if I mean, I know we don't all have email access but you know I'm sure eventually I think for future, if there  
26 was individual email access, I don't know if it's a breech of privacy or whatever if the museums were able to  
27 send information.
- 28 F: I say educators openings okay, and beginning at the year, and I thinks that's a beautiful idea if the museums as a  
29 whole could this year, what 's this called, MIPS, if MIPS could get together maybe and have a year of educators,  
30 a year agenda of educators openings, put it on the computer, access is all Chicago Public schools and maybe  
31 yet, maybe have people sign up as they would not mind getting it email. I mean that's just one way. I've been  
32 doing this with organizations I belong to now, my book club is now all computerized frankly because people  
33 got tired of sending out postcards okay. So we said hey, we got computer access, put everybody then nobody  
34 has to mail and dadadada... and frankly I think it would save probably save MIPS money to. Put it out on the  
35 computer, have a year agenda. October there's such and so exhibit opening at such and so and November,  
36 there's such and so openings at such and so dates. Lay it out yea, that be great. I imagine the museums have  
37 that kind of planning they've have done and gee, would that be nice for us to then be able to have. And as I  
38 say, and schedule our doctor's appointments or even the little ones, arrange our babysitters, our daycare or  
39 whatever, so that way everybody maybe would be able to have access. Now once again, you can bring horses  
40 to water, but you're not gonna necessarily going to get them to drink, but maybe you can get some more people  
41 involved. And then also too, even with the video, maybe what you can do, you have a user number or  
42 something that you can access this video and then after that, you finish watching the video, it could be their  
43 little clip, then maybe their some questions or something you have to answer...you answer them right there  
44 and push the button and once you do, that says, okay you've done your staff development or your professional  
45 development for that day and it registers. You know, you've completed so many, you know staff development  
46 or and even, once again taking our computer technology a little further. Kelly was talking about having these  
47 little lesson plans and the activities and whatever for the kids. So once again, Kelly's taking her 5<sup>th</sup> grade class to

48 the Field museum and their going to be studying Egypt. So all Kelly would have to do is punch in Field  
 49 Museum, Egypt, 5<sup>th</sup> grade and they'll press go, it will be her, curriculum, the goals, the standards, um, study  
 50 questions, and an assessment. Boom, there you got your board happy then (others) yea, right exactly. Then you  
 51 don't have to pay for parking or any travel, but you would still be taking the kids. Making sure every classroom  
 52 has internet, right, and then you would have your consistency, you'd have your validity, you have your liability,  
 53 all of this garbage (laughter). No seriously, the schools in the systems ask us to have, and wouldn't that be nice,  
 54 right. Cause then all you have to do is, bring the kids, because hey, they've got their worksheets, you've got  
 55 your assessments, and it's all done ahead of time and then come back to school, you access your materials,  
 56 make and take sheet, access all that, next day boom, they come back, you lay it all on them, you've got their  
 57 assessment. Right, it's done. Then we can even maybe, take something after we do the assessment, once they  
 58 do the project, we can then scan it and send it back to the museums. So then the museums will have something  
 59 say, look at these schools. All these schools are working with us here on some projects, this is from Carter  
 60 school, this from this school, this is from that school, so you have all these access, and so then the museums  
 61 would know what wasn't successful. Exactly, Five 5<sup>th</sup> grade teachers said, hey that was not a good project, then  
 62 the museums could work on the change, work with the teachers in developing the program, invite teachers to  
 63 help. Then you could have a check line to check. Cause then the teachers can check and then say did you try  
 64 that, I tried that and it was awful. What would you change and then you know the teachers are interacting and  
 65 then they could come up with some ideas, once they come up with something, okay, let's tell the museums. Us  
 66 teachers need to stick together, and save time, exactly, sure. Use the technology.

67 F: I need your help, you are such good talkers, you know you're natural talkers, you are natural talkers.

68 R: And you're a good listener (laughter) and you ask the right questions. Give us the opportunity.

69 F: I don't think you needed it.

70 R: Now you want us to get up out of our seat.

71 F: I want you to get up out of your seats, but I want you to think of the notes you have and the dialog we have  
 72 and try to capture important ideas on each page until we have as many of the ideas that we have been kicking  
 73 around as you can remember, put them where you think they go. Now, its okay if we duplicate, but we really  
 74 don't have to duplicate, it doesn't make a point to have five times save us x money (laughter) we don't even  
 75 have five times. Can you help place, think of your own notes, think of the dialogue, we have many more note  
 76 pads here.

77 R: Well, should we work as a team on this or what?

78 F: Yes, if you wish. Sure, sure you can. So a thought to a page, an idea to a page.

79 R: Can we do one word, like would technology be the key word here.

80 F: That would be fine.

81 R: Okay.

82 F: Put it right where it goes.

83 R: (All respondents start working in groups on their sheets-talking among themselves).

84 R: Mr. {facilitator}, teacher guide or guide you got then?

85 F: They would probably say a docent, the Museum word, Docent (spelled out)

86 R: (Respondent spells out the word to herself) or Chicago Public Schools. Teachers and Museums working  
 87 together with CPS. Ask about technology? Program quality-they would be standard, tests, for program quality,  
 88 does that go there?

89 F: You want like curriculum packages?

90 R: Right

91 F: Is that kind of a thought

92 R: Yea. (You just want to make sure that the kids are getting something out coming other than just walking  
 93 around. I hate when they just walk around and don't remember certain things. You want them to remember as  
 94 much as possible. Program qualities would be like a make and take. For certain age groups, they have study  
 95 guide for the kids so, not so much for the primary so much, but like for the fourth grade and up, so the kids do  
 96 need to take notes. But even with taking the notes, maybe they can have a little package, (right) again so that  
 97 when they take the notes, they'll, you know, have that little starter, so that when their hear the doe center, or  
 98 somebody talking about this, they know (whisper) oh yea, that's what we gotta know, we gotta know, can you  
 99 repeat that again. (laughter) and they know that's what our school (Que.) so you want something along with

100 them while they're walking, right, so they have little question on when I need to start writing, you know, what  
 101 and they will even help them as to what question they need to get answered, right, right. And they know,  
 102 (whisper) he said this, that's what we got get, you know, so they'll have that and then you can use that once  
 103 they get back to the classroom, you have that information. Okay, so make and take project and note taking.

104 F: And the materials

105 R: Right, right, we wrote down materials. And they a way of sharing with other teachers. What would that be  
 106 called, peer, um peer checking for exhibits, projects and center. Right, or even have a meeting at the end of the  
 107 year where the teachers came together and discuss, okay, how they can come together conference, maybe at the  
 108 end of the year, beginning, or maybe the end or even the middle. Or report at the end of the semester maybe,  
 109 and then report back to one another, peers, kids, museums and teachers. Right, and then maybe a little staff  
 110 conference, staff development, for evaluation, of professional development for evaluating programs and  
 111 programs adjustment, fine tuning.

112 F: The results go back to the museums?

113 R: Yea, yea, peers, chairs, museums and teachers for evaluating programs and general brain storming. Right. (This  
 114 people would understand what they mean.

115 F: We know,

116 R: Peer polluting. But they do that so much, they'll pick and choose. It has to be everybody working together. So  
 117 we want to go over here to the teacher pre-disposition or do you feel that we've mentioned everything that  
 118 those two need, because these are just focusing on the school system and the teacher, his/her quality.  
 119 Disposition-the school and system thing would somehow be so the system, recognizes that, I mean, as I say, I  
 120 don't know the older kids, I only just know about the little ones, so the system realizes how developmentally,  
 121 how important it is for these kids just to have these experiences, that it doesn't have to have the testing  
 122 performance scores, it's like an investment into the future.

123 F: It's not extra.

124 R: Pardon me

125 F: It's not extra

126 R: Well, its not, it's not a reward, it's it's a part of whole, it's an investment later on, right. No you're not going to  
 127 test it now, but once again, when ISAT, when their reading that passage of about, you know, the Native  
 128 Americans, they can somehow...

129 R: Development state, or appreciate the developmental stages being recognized and support them, needs to realize  
 130 developmental, um pluses, the benefits. I think too, it's unfortunate, but because they did not have those  
 131 experience in their second and third grade, were having a difficult time with them in the upper grades because  
 132 they never had these experiences. And we, when you teach, when you teach from a fifth, sixth, seventh, eighth  
 133 grade curriculum, you're trusting they have prior knowledge to a lot of things because that's not part of your  
 134 curriculum to deal with, to go back. But if, they didn't have those,

135 R: How many times do you talk about (click)

## **FOCUS GROUP FOR SECONDARY (7-12)**

(KEY: F = Facilitator; R = Respondent; A = All)

1 F: The reason that you're here today and the reason we're having this discussion, is to find out from you what you  
2 think would be good professional development from the museums. What kinds of things do you see as  
3 opportunities? What kinds of things do you see as obstacles? There were four things that Tabatha and Steve  
4 and their committee, kind of big areas that they came up with and there listed on the four posters so I'll go  
5 through those real quickly. Opportunity and Access: So what were the best ways to offer this professional  
6 development that would have levels of commitment, participation, and retention from teachers and are  
7 available to teachers. With Opportunity and Access, they were looking at things like; do you even know. Is that  
8 a problem? Do you know what's being offered? What are the opportunities, that kind of thing? The Program  
9 Quality: Do you have ideas or concerns about program quality of the museums. Teacher Predisposition: Are  
10 they're things that are experiences that would cause you to either to come or not come to the museum  
11 experiences. School/System Influences: What are they; like your opportunities to engage in professional  
12 development. What kinds of things can the school or the system do to help you to engage in the professional  
13 development? So before we put anything up there, I would just like to have you start talking about what your  
14 ideas for either concerns about museums professional development or the opportunities that you think that are  
15 here. Any ideas you have?

16 R: I think that the museums that we have in Chicago, we are so very fortunate. Because we've got a wonderful  
17 system of museums of here which should be utilized every minute. And I have tried to do that up until this last  
18 time, (which we talked about at dinner). I've have classes, (I'm teaching a class now called Urban Studies. I  
19 taught it in the summer, last year on Saturday's, were I take the students to different museums and different  
20 places of interests through out the city on Saturday's) and I think that some teachers don't take advantage of it.  
21 Maybe they don't know as much about it because I get materials and letters and mail from every museum  
22 because I've utilized most every museum. I find out about the teacher programs. I think what they should do  
23 with CPS (Chicago Public Schools), I teach at a high school in Chicago, is to have those days that are the in-  
24 service, instead of having us, for every one of them, sit in the school and listen to speakers or watch a video of  
25 a CEO, or something like that, to get the teachers out into the museums and bring the teachers into the  
26 museums to show them what actually can be done. Like the little tour that we had, but expand upon that and  
27 take the teachers within their interests to the various museums in the city. Because these kids have such  
28 wonderful opportunities. This is were some much learning can take place that they will remember much more  
29 so rather than having someone lecture to them everyday or sitting and reading a book in their classroom  
30 everyday. The other thing I remember, some year's back, the Field Museum had sleeping under the mummies.  
31 And we as teachers, this goes back about 12 years ago, we spent the night at the Field Museum. It was an all-  
32 nighter, the museum was closed, and it was so ideal because you got there in time for dinner and then spent the  
33 whole evening looking the different exhibits. Interacting with the people from the museum. And then it was a  
34 sleep over, we had sleeping bags or some such thing and I won't forget that. It was such a positive experience.  
35 We need more of those, we (Chicago Public Schools) teachers need more of those and also, in terms of  
36 students, too. That would be my idea.

37 F: I know that you have to leave early so I just want to mention, the post it notes are here so that you can post  
38 ideas up. Or concerns or issues on any of the posters up there that were it makes sense.

39 R: Okay

40 F: So if you could make sure that one idea per post it. But make sure your ideas get up on the board as well. So  
41 that when were start looking...

42 R: Okay. I'll put the ideas on the post it.

43 F: Great. Thank you.

44 R: I think the CT had a real good point in regards of making sure that teachers do get an opportunity to get the  
45 information, especially for new teachers like me. I'm new to Chicago and the museums and information about  
46 that; I have been only able to get one package from the Field Museum on how to get interest and stuff like that.  
47 But I think for when new teachers do sign up or if there is a mailing where museums solicit to teachers, tell  
48 them what's offered to the teachers. When I came in and you (Museums) were in the Amazon part about the  
49 food and the spices, I thought that was great. Because I teach Culinary Arts and that does bring the kids out to  
50 the museums as far as culture and the information about the products that we use for cooking. This fish, the  
51 different types of fish, see if can identify the types of fish that we cook. I really did not think that the museums

had that important part about it. But now that I see it is and it's a great way to get the kids out and stuff like that. But again, the information about all the museums and the things they offer would be a real great asset to the new teachers or the teachers that don't know about it to have that information that would be something of great value to each of them. Even if you just send out a package to each school and say okay, send them out, and this is what we have to offer for professional development days. There are requirements for that and this could be one of those requirements that they could enjoy.

R: Well one thing as a science teacher, but the time we get the money for books and get the books in the school there basically outdated. Because science is ever changing, there are things like skeletal functions and scales of DNA that are the same. There are things that are constant all the time. But then there are things that are changing all the time. And with the museums being a constant influx of current information I think that is one positive way to stay current with spending money on books all the time. And books are not necessarily the way to actually teach either. The museums provide a very good hands-on for the teacher as well as for the student. But definitely to keep the teachers current as well as to give some interactions for the students also. Because science books change not the basics but the current. They change readily. It's almost like a current science magazine. To have a program that would provide you with some hands-on, we can go into more in-depth as pre cursor to a lesson or even as a commentary activity. I think that is really an interesting part that the museum can provide for the teacher. To provide information for the teacher as well as for students that is really is something that we need and it will save a lot of dollars. Books are such concrete expenses that one lost book could be a \$50-60 dollar investment. Kids don't necessarily pay in a public school system for that book and even if they are turned in at the end of the year, there not necessarily something you might want to hand out the next year. And with the information not necessarily being current when you get them, the next year of course is even less current. So that's the main concern of mine. Staying current with the information.

F: You said you are a science teacher?

R: Yes, with {name} Academic Center

F: Is it a school or something?

R: Well currently we are; 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup>. Next year we will be 7<sup>th</sup>-12<sup>th</sup>.

F: And what grade level do you teach and what subjects. I know you teach science.

R: Right. I've taught biology, life science, Earth science and general science. I teach some of the gifted children, some of the multi-level, basically there all from the science background. It really is challenging to teach things that are not necessarily something that all children learn. Children learn in all different ways, but unfortunately with the public school system we basically test one way. And that is with paper and pencil and test can mean so much of a difference. And so one of the things with the museums is that they provide a way of learning as well. Perhaps some other way of showing what you know could come out of that as well.

R: That is so true, that is part of the teacher where you have to be creative. In regards to taking the book, reading it, re-enforcing it with something that you can touch, feel, see and so forth will give them a better ideal of what it is what their reading about. A lot of times even with my classes, even though we can read the book for days, they could never grasp the idea of how to make a cake. Or what does a fish look like. And basically you have to take them out of the circle in order to really let them see what is really going on out there in the world and what you can see. The museum provides that in many different ways. Not just only in cooking but the museum of Science and Industry, I went through there this summer and visited the Aztecs and stuff like that. All that stuff about how they cook and the knives and the cultural of it and how you cook in the different backgrounds, these things play a very important part when we have to develop menus. Where it came from? Why is this particular type of food going with this particular type of menu? And then getting a clear understanding from it. I didn't take my class at the time for the summer but I took my own kids. My own kids could realize and really see the difference. But in both cases, yes. They both do help one another. The museums really do help with science and the Culinary Arts and mathematics and so forth. By my class has everything. It has culture, mathematics, and science, environmental, it has everything created into a ball to make Culinary Arts. You have to know how the ground is cultivated, as well as the seeds, how they grow it to and sanitation. But the chemistry of how to and why proteins and starch and carbohydrates and all these turn about to particular types of meat, fish and how their raised and all of these things. You can come here and get that but not directly saying, well, we're going to put a cake in a pan and bake it off. Even then learning how to cook. Learning the ways they cooked without regular gas. Still making bread, how they made matzo, corn etc... So these things are very helpful. We really have to also evaluate our lessons plans and our way were teaching our class so that we can take them from the class bring them to the museums and say, okay, this is how it works, from them to now. This is how it was developed so on and so forth. This is a great thing to have. I've pulled up a time line,

107 which is about 4½ feet tall from the time of salt all the way to 1998. The inventions and how things were  
 108 created. And salt itself is a book of it's own.

109 F: The Book of Salt.

110 A: Laughter

111 R: If you can image it used so many things as well as money. It's amazing, it's amazing. A lot of kids don't know  
 112 what salt is from and how it started, it's like a diamond. How does it come about? This is where the kids really  
 113 do need to be here. How many times can we bring them here, now that's a good question. Me, I would love to  
 114 bring them at least twice a year at the most. Maybe, even more if I could really get a good detail. Because it  
 115 really does help to realize what the class is all about and hopefully they would learn more to.

116 R: More specifically, were talking about getting us here not the students. Right.

117 F: Right. Partly to get the kids here but part of it is, and you have all spoken very openly about why it's really  
 118 important to get the students here and to get the teachers here as well. And specifically to get you here (the  
 119 teachers) for professional development. I would kind of like to bring this back to, what would that professional  
 120 development look like. What kinds of things can the museums offer that would really help you in your  
 121 classroom.

122 R: That was what I trying to come back to. If I teach English, literature is like a big umbrella. Takes in just about  
 123 anything. I would think each museum would have a certain type of literature that perhaps if there was a facility  
 124 big enough where teachers could actually get college credit to come here. Maybe get a facility member from a  
 125 college or university to teach it just to get teachers into the building and maybe have Saturday morning class 9-  
 126 12 that might be offered through DePaul or Loyola but actually have it in one of these museums. This will help  
 127 market the facility (museum) and what it has to offer.

128 R: I think that professional development, it's good that were are talking about this because with all of this  
 129 reassessment for rectification, I think were are all in our profession looking for the right way to maintain our  
 130 certificates as well as enhance our own personal knowledge. There is a lot of information that is available, but  
 131 the main thing that I as a teacher am interested in, I want to make sure that my personal knowledge is  
 132 enhanced so that when I talk about whatever I feel that is important, I have as much background information  
 133 that I can so that if there are questions that I can't answer, I know where to have my students seek further  
 134 information. I think that is one of the main things the museums can help with. I want to enhance my own  
 135 knowledge and provide ways of making sure that I am geared toward hands-on information that will not only  
 136 enhance me literally but in way that I can take it back to my classroom that will be much more positive. And  
 137 give some background for the information that is received as well.

138 R: For the sciences and social studies, it's real obvious. It's not even, this could help or whatever. It's just obvious  
 139 that if you were science teacher to see the Aquarium, the Planetarium, the Museum of Science and Industry,  
 140 their are exhibits there that so far surpass anything one can do in the classroom. To think that this all can be  
 141 done in the classroom is observed. I'm a history teacher and you know for cooking of course, there's a lot of  
 142 things you want the students to be able to see. But for history, it's just there. It's so black and white, it's so  
 143 obvious. I teach Latin-American history, what could be better than the Mexican Fine Arts Museum. Where I  
 144 try to take my kids at least once or twice a year. I teach US History, Chicago Historical Society, it's right there.  
 145 It's history, it's right there. Right before your very eyes. I take my kids also to the Museum of Science and  
 146 Industry. There are many different exhibits there. I could probably use more training but it has not been  
 147 offered. So I do it the way I see it really helps the students and it really does. But with more training it would be  
 148 more beneficial.

149 R: For instance, the Museum of Holography, I have not seen anything on teacher training about that particular  
 150 museum and because it deals with light, laser, etc, which is a major topic in science. I was told when I took my  
 151 students there last, it was the only museum of holography in the United States. There are no teaching training  
 152 classes that I'm aware of. It's a major topic, light. Without light we would not have photosynthesis.

153 F: Where do you get your information? I heard {name} say that he as a teacher coming into the Chicago Public  
 154 Schools nothing was given to you from the museums.

155 R: You have to call them, you have to have a contact with them, and then they come back and send you literature  
 156 every minute.

157 R: See I think Museums In the Park (MIPS) should do a better job of getting a list of new teachers (CPS) and send  
 158 a direct mail piece to them. And then maybe plant the seed and every time there is a new wave of teachers just  
 159 do that.

160 R: Yes, I think that would be a great way to do that. I think before that happens maybe

161 R: The worse thing that could happen is send it directly to the school and then it fall into a black hole. That's why  
 162 you need to get it directly to the teachers.

163 R: When information comes to you directly that's a whole lot better than coming to the principal or going to  
 164 anyone else because you may not get it.

165 R: MIPS would benefit from it by sending it to the school librarians because they're are on top of things. If they  
 166 could get it to the librarians they could post it up. Always better than sending it to a principal or secretary.

167 R: But even with that considering that some schools like us that just got a school librarian and you might not even  
 168 have a school librarian to send it to you might be out on your own.

169 R: What they do in our schools (high schools) sometimes is they just send them to the chairman of the  
 170 department. Anything that's historical or social studies, send it to the chairman of the history department. Then  
 171 I would get that and put it in the teacher's mailbox or ask who would be interested in it. Or they send it to the  
 172 chair of the science department if it's a scientific one.

173 R: So the dissemination and the range of this are truly important. What is available when you (MIPS) send out the  
 174 information and it has to be received in a timely manner? Because there are so many more teachers that are a  
 175 lot more, as our profession dictates, we are not just sitting back content with getting our checks. We seriously  
 176 want to make sure that we are well equipped.

177 R: I wanted to ask, can the museum take the some of the classes and just streamline; science, history, mathematics  
 178 even if its some of the classes that are not normal like; auto mechanics, Culinary Arts or something like that.  
 179 And then put together a training program that would fit with the museums and then offer that to the teachers.

180 R: I don't think they have the staff for that. What they could do is some kind of consortium with the Universities  
 181 or Colleges.

182 F: My understanding is that they do have quite a staff there.

183 R: You have a lot of people standing downtown collecting money for doing nothing. There could be probably  
 184 some venue for using their expertise.

185 R: As a new teacher gets the information they will know what particular subject they're working in and then you  
 186 just relate those two areas. How do you get around the museums to show the key focal points? And they would  
 187 just be a good idea just going through. That would be a good idea to help, it would be two parts, one for  
 188 development day and then one for bringing their classes. First would be how to train them to get them through  
 189 the museums. And then also to show how the kids could get through there in a timely place without getting  
 190 lost.

191 R: They do have that and I remember two years ago they sent me this whole booklet on this whole program and  
 192 giving you free buses. They gave us free buses and they brought the students in but they only sent it to a select  
 193 group such as myself who utilized the museums others don't know anything about it. We get a free bus and  
 194 they had a lecture and they gave me materials ahead of time, all kinds of neat things.

195 R: Well that's wonderful and I think that the more people know about it the more it would be utilized. And also  
 196 one other thing is, I feel that it's important knowing as far as know about dissemination about information is,  
 197 because there is so much available, how to get it into the hands of the most needy. One of those ways you  
 198 brought up earlier with the teacher institute day.

199 R: Absolutely!

200 R: When those days are very much spent, it's like a waste.

201 R: Exactly! That's what I put on one of those sheets.

202 R: Those are the days when you are not facing children but you would really rather not go to work. I rather not go  
 203 to work on those days because it's such a bore.

204 R: Unless they send you out. I went to Navy Pier for some meetings that first week when we first came back and  
 205 it was good.

206 R: I would rather go out and learn something opposed to sitting in these drooling meetings. It's like were being  
 207 punished. Were not learning anything new but it's called, teacher development. So why not have an opportunity  
 208 to go out and explore what the city has to offer.

209 R: And not would you like to. There are some teachers who are resistant, there are some teachers that would  
 210 rather hang out at school, sit, do nothing. Something has to give them a little bit of a push. It's like, okay which  
 211 museum would you like...everybody needs to sigh up to go to one of these museums and find out what they  
 212 will offer. Teachers Institute days, we have four days before these kids come. We have three full days, at least



213 one could be spent where every teacher could pick a museum and then the museum should partner with the  
 214 Chicago Public Schools and every single teacher should have to pick one museum to go to. Not sit around and  
 215 clean your desk, you've got the other two days to do that. Pick one day to have to go to a museum. Some of  
 216 these teachers who have never, (and some of these teachers live in the city) such as history teachers, have never  
 217 visited the Historical Society, this must be mandatory!

218 R: Yes, I agree.

219 R: It must be mandatory for them to attend. Then if they hate it, okay, they won't follow through. But you're  
 220 going to get some converts of at least 10 or 20 %.

221 R: I think this should be a definite mandatory situation.

222 F: Okay, if it's a mandatory situation, (you've been to museums) you're going to want something different then  
 223 people who have never been.

224 R: Right.

225 F: So what kinds of things can the museums offer that would be good for teachers who are new to the museums,  
 226 haven't been here, haven't brought kids and also offer something that's for you.

227 R: But you've got so many museums. How many of you have been to the Alfred Smart Museum of Art in Hyde  
 228 Park.

229 R: I have never been there. Never heard of it.

230 R: Exactly. Ever teacher that I ask in my school, no one has ever been there. Get a list of every museum and pass  
 231 it out to the teachers and schools.

232 R: If these people have not done it already they need to get CPS (Chicago Public School) calendar that has all the  
 233 dates on it. They just need to get a copy of it and mark it.

234 R: If I get a box of this information, my next departmental meeting, I would probably got to my principal and say,  
 235 okay can I do this. And I would make sure that at least my school is countable of all this information to give  
 236 them. Then say, okay, I went to this developmental day and this is what I did and this is what I want to share  
 237 with you. Then I would ask they, now how many of you have been to the museums? And if they say that they  
 238 have, that's fine, then they have some added information. But if they don't, for the new ones, they now have it.  
 239 They can't say that they can't do it and then I would have to go on and tell then what I had learned and what  
 240 the museums offer.

241 R: If principals insist on having professional development in the building, in the school, why not have one of  
 242 these folks come do the professional development in the school.

243 R: Yes. That's as well. Invite them

244 R: But I say mandatory. Because if you say its optional, you'll only get 10%.

245 R: No, this would be mandatory in the building. Plant the seed so then next time you go outside.

246 R: Well no, I think outside should mandatory.

247 R: But then you'll get people that will take personal business days.

248 R: Yes. That's right.

249 R: But then, you will get those people that have never been, that will go out and come back and say wow. That  
 250 was great. Just like the students do.

251 R: Out of 100 teachers, I don't know how many would resist. Ten maybe?.

252 R: Ten would resist.

253 R: And then five of the ten might think that wasn't so bad.

254 R: No, I think eight out of ten would think it's not so bad?

255 R: Right.

256 R: I'm so much more optimistic based on the fact that, I know that people are truly in my opinion looking for  
 257 ways to make their jobs easier. And if they know that the museum has so much that can make their job easier, I  
 258 really think that they would seek it.

259 R: And not only more easier, but also more interesting too. But also more stimulating for these kids.

260 R: And to me easy means, interesting, simulating etc...

261 R: When I hear a teacher say they have never been to the museums then I say to them; come with me, and I bring  
 262 them along and that's how I get them involved. But we need to make this a school wide and a city wide  
 263 program rather than just come on along.

264 R: And because of this, we must re-certify, we must have this training.

265 R: This should be part of the MINT program also.

266 R: What's MINT

267 R: That's been were new teachers go to alt-cert. You go to different schools, you go to a school and they have a  
 268 programs were you learn to cope with the classes and stuff like that. Sometimes you need to come out of that  
 269 norm because you're already coming from it, and then you have to go back to it. You they're for two and half-  
 270 hours or more and you're tired and so then you go to the museums late at night and then it kicks in, they would  
 271 be really great for the MIP program.

272 R: The MINT program sounds like a good way to get the new teachers. That's something for the new teachers to  
 273 get involved in.

274 R: CPS needs to get the (CPS) MINT list and send it to the new people (teachers)

275 R: You never know what something is like until you experience it, once again, just like these museums. I did this  
 276 ethnic studies course on Saturdays, and I would always take them here, do this, do that. And one day I had  
 277 them make food, because {school} has a wonderful culinary arts program, (and that's where I teach on  
 278 Saturday's). So they have this fabulous kitchen with all these fabulous, wonderful appliances and so I had them  
 279 do a Passover Seder at the first day of Passover. I have to tell you that nothing in all of my years of teaching  
 280 nothing has been more stressful than teaching kids to cook something. You just never know what something is  
 281 going to be like. I made them crazy and me crazy. What you do mean, turn that down, I told you that it's not  
 282 suppose to boil, that oven is too hot, what are you doing, it's going to fall.

283 A: Laughter

284 R: We all went nuts. I promised them that I will never ever, ever, try to cook. But it turn out fabulous and even  
 285 the principal and the assistant principal said; my god they made this sponge cake and they did all this. They  
 286 made chicken soup and motza balls and brisket and all the foods that I know and that I brought to them. And  
 287 it was the most stressful teaching that I have ever done in my entire life. All I can say is Alleluia to you!

288 R: You have to love it.

289 R: Oh yea, I used to love cooking. That day I learned to hate it real fast. But you don't know what's something is  
 290 like until you attempt to do it and teach it.

291 A: (Laughter) And we complain about 2-3 kids.

292 R: Well try it with 30 kids all at one time.

293 R: Try this, 30 x 3 times a day.

294 R: Oh my goodness. You really have to have the patience of a saint.

295 R: You have to be very motivated to deal with that every day. It's really a wonderful thing. If you love what you  
 296 do, the time, the aggravation and all the stress is nothing compared to being able to see the kids produce when  
 297 you're not there and they say, don't worry about it, were going to do this. You have to kill the fear and get that  
 298 confidence up and when you have kids at junior level competing against seniors in the middle of Daley Plaza  
 299 and their giving them a run for their money, you know you've done your job well. So it's just like any other  
 300 class. At first it looks a little shaky, but as you keep going they get better at it. I think the museums help the  
 301 children to have culture. What about the states that don't have all this access?

302 R: That's right. We have such wonderful access.

303 R: You can go to any city and Chicago is almost better than New York. When you go to New York and tell  
 304 someone that you're from Chicago they go, Chicago, wow.

305 R: People from outside think Chicago is a clean city. I've heard people say it's cleaner that the people are nicer. It's  
 306 smaller, less expensive.

307 R: We've got everything. We got the museums, the cultural, the parks, the lake what more could you ask for.

308 R: See that's what I do with the kids, and I love that in the summer. Urban studies took them to every museum,  
 309 every different ethnic restaurant that you could imagine and it's just fabulous and so much fun. The kids thrive  
 310 they just love it. They put forth-such an effort because we have all the resources right here. And the museums  
 311 go right along with it. We go to the museum and then we go right across the street to taste of Chicago. We  
 312 went to the Art museum; fabulous art, and then to the DuSable Museum, (but not to the museum of Science

313 and Industry because they have already been there but to take them someplace different) and then onto Gladys  
 314 Soul Food Kitchen at 45<sup>th</sup> and Indiana. These kids can get it all right here.

315 F: What kinds of things, (your pre-disposition seems to be, how much your students can learn if you learn) but  
 316 what other kinds of influences would get teachers to either come here or would be hindrances to them coming  
 317 here. What is it that teachers either do in professional development, or what is it that they have done already or  
 318 not done that may pre-dispose them to either coming to professional development of the museums or not?

319 R: Well I see one of the things that need's teacher atrophy or this negative attitude or say this attitude negativity is  
 320 some times, we're put in this situation with professional development, where you hear this with every new  
 321 person that comes in, bring in their bag of tricks and okay now we're going to throw out this and now do this.  
 322 As we all know their are so many tried and true methods, but which one will work for the particular child  
 323 sitting in front of you is not necessarily being the one presented. And I think the more methods that we have  
 324 made available to us the better teacher we are. So having a wealth of methods or ways of disseminating that  
 325 information going back and some of the professional development activities are things that make you pull your  
 326 eyelashes out. I really think that has led to a lot of teacher apathy, saying I'm just not going to do this anymore.  
 327 Because so much has come and then been thrown out, for instance, just with our transition and now we're  
 328 doing things like, oh my god here we go again. Just to be made abreast of what's available and how to utilize it  
 329 will give everyone a better perspective and shoot some new air in the air. Just like, open the window.

330 F: So when you talk about professional development that you have not found very useful, you're not necessarily  
 331 talking about the museums are you?

332 R: Some of the best professional development that came into my school came out of the University of Illinois.  
 333 They had an offshoot program about topics and science. They had various programs with all the offshoots sites  
 334 around the city. And they taught various things like the metric system-another way to present in the classroom.  
 335 Just different ways that they found that worked. It was so in lightning and you where like, oh yes, okay. The  
 336 more opportunities that you have to hear different ideas and not just the same old humdrum and then to come  
 337 back and share would be very important.

338 R: And good speakers. That is a real good key issue as well. It's not everyone is a real good speaker or can catch  
 339 the attention of the audience. There's also the person coming out to see us. To be able to handle themselves in  
 340 front of people, being able to get that point across and keep everyone's attention. Right off the top, if you  
 341 know that person not a good speaker, you're really wasting your time and a whole lot of money at that place to.  
 342 A good speaker, someone, who really knows how to come out there and grab the attention, has confidence in  
 343 himself and really knows what to do. Because we're hungry for more knowledge than the kids.

344 R: We are but look around at some of the others, they need it. I understand their whole thing about the negativity  
 345 about it because I just refuse to listen to it. It's called a rut.

346 R: But I just think those teachers are just put in their rut because of the same old cycle. I think yet they have the  
 347 opportunity to be pulled in on mandatory days. When you look at what we do as a professional development  
 348 issue well pointed out, you can very easily get into a rut. You're like, oh my gosh, I really need a good magazine  
 349 today.

350 R: You come to a museum and you find somebody expert in his or her particular field, whether it's jungle, or the  
 351 fish.

352 R: Because every little piece of information even when it comes down to the rugs and stuff like that, (materials)  
 353 we all look for those things. We're always trying to look for things to use in our class. It makes a difference in  
 354 the room.

355 R: The one time when we did stay at the museum overnight and we went from place to place to place. There were  
 356 different exhibits here and we were painting and we were doing all kinds of hands-on things. It was so  
 357 fabulous. The Field Museum is not one of my favorites, it doesn't really go with the things that I really teach so  
 358 I try to shy away from it, and yet, that particular experience, and the way we were experiencing it and the way  
 359 the teachers can experience the museums by such an in service like that, it's just fabulous. It can be so  
 360 wonderful for all of us and it's got the trickle down effect of course.

361 R: I think also maybe, does the museum also offer like packages, how to use for your class in regards to your  
 362 students, looking for something or is that part of the teachers program where the subject is and you look for  
 363 certain items and write about it and the kids can really use it as an educational point.

364 R: The museums can provide like the zoo. Brookfield zoo will give you a package that you can give the kids  
 365 before you take them there. So that when they go they know what their suppose to be looking for.

366 R: One of the things I've noticed is trying to make reservations with museums.

367 R: It's tough.

368 R: That can be mind boggling.

369 R: But see that's where these people need to get with them.

370 R: Just to make a reservation for a group of kids during the school year, if I wanted to make a reservation right  
371 now for a program that perhaps is not so loud or at capacity then I can even do it after a certain day or before a  
372 certain day.

373 R: Oh yes that's absolutely true.

374 R: And that's really, in my opinion, not productive. It's not productive based on the fact that if I look at my  
375 curriculum and I know that during this particular time, I'm going to be teaching this particular subject based on  
376 the fact that we have our syllabus for the year. So now I want to make a reservation based on program that I  
377 received from the museum and I know it will fit in. So now I have to wait until the times they are taking  
378 reservations. Well I may not get a chance to call at the time that it is available or you have to wait until the time  
379 that they offer the reservation.

380 R: Can I address that. Okay, well one thing from the museum stand point, sometimes that is the only way to go  
381 because it makes it equitable for all and because you can't over book, you can't have 25,000 kids coming at the  
382 same time. So they should it make it very clear to you exactly how this is. I'm going to give you an example: I  
383 teach Latin American history and every year I try to take the students to Mexican Fine Arts Center museums  
384 because they have a lot of exhibits, (it's refurbished and it's fabulous, it's a large new museum. It's not the small  
385 little museum that it used to be they just redid the whole thing this year) and they had the Day of the Dead  
386 exhibit. Which is the most popular exhibit that they have there. It's very cultural. So you have to call on August  
387 1<sup>st</sup> but you have to call in the morning. You can't call before August 1<sup>st</sup> in the morning because they will not  
388 take the reservation. And if you call after August 1<sup>st</sup>, there booked for the following two months by the end of  
389 the day on August 1<sup>st</sup>. Last year I didn't call because I had forgotten I guess that I was going to be out of town,  
390 so I missed out. So this year, I made sure that I was, I was out of the country; but I made sure that one of my  
391 colleagues called on the morning of August 1<sup>st</sup> because I told her; if you call in the afternoon they might have  
392 much left. And if you call after August 1<sup>st</sup> forget it. And I was not about to call from England or wherever I  
393 was. So she called, she got the place, she got the date, she got the perfect date, October 5<sup>th</sup> in the morning,  
394 everything was set to go, well then they stopped all the field trips. The day that this happened so when I  
395 submitted it to the region, they said we couldn't submit anything because they've stopped all field trips. But  
396 then when they open it up again my principal decided no field trips and she didn't OK it. I had the study  
397 guides; I had gone to the museum and gotten the questionnaire that I give to the students and written it all out.  
398 The date, the time, totally going along with the curriculum and I did make sure that I called within the  
399 parameters of those few hours that I would.

400 R: Not the day but the hour.

401 R: Oh yea in the morning I said to her, (colleague) call between 9:00-10:00 in the morning on August 1<sup>st</sup>.

402 R: And see that's another thing in August we're on holiday. Unless were studying in the Amazon or wherever.

403 R: Yea but I had a friend and I knew that I wanted this because it was real important and my principal said "No."  
404 and I'm not speaking to her right now.

405 R: Just try to align your curriculum with what you want.

406 R: And my curriculum aligns with that totally and her thing is that we really need to focus on reading and writing  
407 right now. So were not going to have many field trips. Like this is not going to happen. All of this history come  
408 alive my entire curriculum on Mexico is within the walls of this museum coming alive.

409 R: And I think that if it's more user-friendly. Once you get in, but it's a matter of getting that friend to make that  
410 call within those certain hours.

411 R: But if you care enough about it you do it.

412 R: Yes you do and you do the best that you can. Any little slip up can throw it all of.

413 R: Totally, totally

414 R: I think it should be a little easier.

415 R: But, it's too popular and they have their lectures and they're very systematized there and it's the only way it  
416 works.

417 R: But I really think that if its possible to just make it a little bit easier. First of all, a lot of people don't even know  
418 and the more people that do know it going to make it even harder.

419 R: Exactly.

420 R: You may have to call within the first five minutes the more that people know about it.

421 R: This is true.

422 R: So I think that it needs to be more accessible. I also think that ten children per chaperone is a good idea for the

423 upper grades and 1 for 5 for the lower grades.

424 R: I thought it was 1 for 10 for lower grades.

425 R: No. For lower grades it's 1 for 5. But I think that's fine. But then it's kind of hard to get those reservations and

426 I think it just needs to be a little more accessible. I do agree that if the teachers are available then even with

427 teacher programs, once you know about them and if you really get the information out, then it will fill up even

428 more than to.

429 F: What I want to do right now, (and this has been really great) I noticed that Chris started putting up some our

430 ideas. So of what he put here was: (1) Museums as a teachers college classroom. (2) Logistics: Negative-parking,

431 driving and city traffic. (3) Using the museum as a facility for college credit courses dedicated to IL

432 rectification. (4) Suggestion: Pulling instructor resources from local colleges. (5) Museums should market to the

433 CPS MINT list. (6) Positive-to provide teachers opportunities at museums by having individual schools bus

434 faculty to museums during professional development or teacher institute days

435 F: I want to give each of you some time to write down any other ideas, probably one to a post-it to put up on any

436 of these, either under ideas or opportunities so we can get all your ideas down.

437 R: Tracking schools that have been frequently at the museums maybe through a party for them. That would be a

438 great incentive for them for the teachers.

439 F: Center of influence event. Sort of, like this.

440 R: Yea. I would list that under school and system influence, an opportunity or idea.

441 F: Let's still go with the tour for the teachers of the areas that they're teaching.

442 R: That's often very helpful because if you don't know where you're going in the museum you'll probably get lost

443 with your entire class.

444 R: What about the other classes that don't that they may think that there's nothing related to the museum.

445 F: You're new, but a lot of in the teaching industry, education in general, going to these kinds of places is a fun

446 kind of a field trip.

447 R: Yea.

448 F: So there's not value in leaning. I think a lot of times it's seen as a fun thing vs. learning.

449 F: Does any body want to comment on anything you thought was really critical that maybe we did not say before.

450 I have to admit that I knew a lot gold stars that were going to be over there by Opportunity and Access just

451 from hearing you talk.

452 R: I never heard this from anyone. We're under the new recertification but nobody's addressed this.

453 R: Obviously, as it stands now, were going to have to pay for our own. I think that maybe there should be a state

454 grant. The state says with have to do this and I think there should be some compensation.

455 R: Or free recertification classes. Add places for this. But then that's not fair to someone in Springfield or Peoria

456 or Centralia. You know some of these little towns.

457 R: Just have recertification classes throughout the state.

458 R: And forget about the CPDUs and CEUs.

459 F: What's the difference between the two?

460 R: Everything is 124. You can start out with eight hours of college. You can do 124 other little things like this.

461 R: But see the thing about it is that, like this today, if we got credit for it, it wouldn't not count unless you were in

462 the midst of recertification.

463 R: Right. When the window of opportunity starts.

464 R: Right, whereas, there are a lot of teachers that because you can't take anything unless you in the midst of

465 recertification, they're like saying, well forget it. I may as well enjoy my summer and do nothing because if I

466 take something, it's not going to count anyway. There were teachers that redid all kinds of things all the time.

467 And then they came up with this, you cannot get credit, it's counter-productive. If it's not going to benefit you

468 if you take something unless you're in the window of recertification time. So when {R} said you need these  
469 classes or whatever, a person like me, it's not going to benefit me.

470 F: For no reason none whatsoever. So you're the same way right?

471 R: I want to do it just because. Just in case for any reason, if it does pop up and they all allow to use it as credit  
472 sometime that I got it. I don't have to worry about it.

473 R: Right. That's why I say I'm very positive about what's going on. But there are people that don't move because  
474 it's counter productive.

475 F: Yea, it's really sad to hear that people would have done something without us. And because of us, somebody  
476 didn't.

### **FOCUS GROUP FOR PRINCIPALS**

(KEY: F = Facilitator; R = Respondent; A = All)

- 1 F: Now I am aware that the museums, like the Shedd here, offers teachers development workshops. Have you  
2 ever had any experience with them? Or at any of the museums?
- 3 R: Was it the Field museum? I know it wasn't the Shedd, I think it was at the Field Museum
- 4 F: I'm going to need programs at the Field, not here.
- 5 R: I've had teachers, you know, to take workshops, I'm trying to think, and they did it on the weekend. They were  
6 topical, they would have a particular topic, and they would advertise it and then the teachers would sign up to  
7 go. And they actually walked them through a lesson. They gave them the materials and the resources so that  
8 the teacher could come back and really have a good time and then bring it back to the classroom that was the  
9 Field Museum.
- 10 F: Do you remember any particular topics?
- 11 R: Solar System, I know the Solar system was one of them, I know they did something on the Solar System. Um,
- 12 F: Would this have been awhile ago?
- 13 R: I didn't do these. I did different ones at the Field. (Which one did I do?) I did one on Anthropology- more  
14 lecture series but it was offered to teachers. And another, I was doing a series of Naturalists courses-native  
15 plant identification and that sort of thing. So there was some classroom activity and then going on into the  
16 forest preserves and actually looking at plants and that sort of thing.
- 17 F: At that time, where you teaching science?
- 18 R: I was already working as a counselor, but I had been a science teacher so I continued my interest in science,  
19 even though I was not in the classroom teaching it.
- 20 F: And what drew you to that, to that particular event, or that class.
- 21 R: Because I enjoy nature and that sort of thing and even when I was a science teacher, every year I would do a  
22 unit in taking my students out hiking or something like that to look at things in their natural environment. But I  
23 have always been interested in that sort of thing since I've been a child. And the Anthropology part of it also,  
24 I've always had a real keen interest in Anthropology and studying of cultures. They had some Anthropologists  
25 their basically giving the basics of Anthropology. I just went because I was interested.
- 26 F: Do you think teachers in general know that those opportunities are there.
- 27 R: How long ago was that.
- 28 R: The Anthropology class I did, maybe three years ago.
- 29 R: And the answer to your question, going back to, do you think the teachers know, because I'm just looking at  
30 some notes, and that's one of the questions, one of the things that one of the teachers asked, was publicized,  
31 what's available. And how did you find out about yours.
- 32 R: I think, well now that I'm a member, I get stuff. But I know that the Anthropology class, I heard about it at  
33 school, that their was a flying going around or something and I saw it and I signed up for it. And then that's  
34 when I became a member of the Field Museum and now I get all of the stuff.
- 35 F: You get that at home.
- 36 R: Yes. Right
- 37 F: Do you see things coming to the school office for the Museums.
- 38 R: I do, and I think what happens, is someone in the office routes it to the teacher they think would be interested  
39 in a particular thing.
- 40 A: Right, right.
- 41 F: So they get only one copy.
- 42 R: Yea. So if I waited for that, being a counselor, when I was a counselor, I would have never gotten anything like  
43 this, because I only get stuff on drug awareness and stuff like that. Because there's someone in the office that  
44 controls what information you're going to get.
- 45 R: Who gets what (laughter).

46 F: So I guess that's one of the real concerns, is that it's spotty and the school secretary decides or somebody in the  
 47 office decides where it's going to go.

48 R: You get locked into a box as to what your interest should be.

49 R: And another, you mention the Museums, but the Teachers Academy of Math and Science, cause I know they  
 50 send materials for teachers, some parents and some students to go on overnight, and some cases, all day field  
 51 excursions at their cost. They must have some grant and something. And um, I mean, they were studying, they  
 52 did one a couple of months on the prairies, they do a lot of things around Geology, timepieces. They have  
 53 something, I saw it, I saw the piece of paper, so that's what it's in my mind, but theirs something happening  
 54 October 6<sup>th</sup> enough to know they send something every few months. But again, it's one piece of paper,  
 55 principals receive tons of paper, so we have our secretary's trained to if it's something that a number of people  
 56 can participate in it, they post it. They have a bulletin board where they can post it, but it depends on what's  
 57 happening during that time. That is a major way of how everyone would get that information.

58 F: Do you have any ideas as to how that may work better.

59 R: Let me see.

60 R: In the ideal world, when all teachers have their own email address and able to access the internet in their own  
 61 classroom, then that information can be disseminated and then the teacher can pull it right up on their  
 62 computer and their it will be for everybody. That's in the perfect world, but we're not there yet.

63 R: This is what they said. Sending out information regarding special exhibits. I think the museums (this is another  
 64 teacher, they did sign their name or anything), I think the museums do a great job in terms of writing units that  
 65 are interesting and challenging. So this is someone that obviously used the service.

66 R: What would add to this program, if they loaned their educators to teach part of the units. What does that say?  
 67 And that, you know, loan the educators to teach part of the units and then let the teachers finish it off.

68 F: So, it's taking the education staff here and sending them out to the school rather than bringing the school here.  
 69 That's kind of what I'm hearing you saying. Is that right.

70 R: Interesting, yes.

71 F: I think some of them, is it the field that has kits that you can pick up.

72 R: Yes that's right.

73 F: They don't come with the person.

74 R: Right, right, right. (Laughter)

75 R: The zoos will go to the classrooms with animals. Lincoln Park zoo & Brookfield Zoo will take animals to the  
 76 classroom. I think part of the experience is to bring the kids out. It makes it exciting for the kids and little bit  
 77 more receptive when its novel like that.

78 R: Yea, three of them (schools). Sending out brochures and new exhibits to the schools and do you get something.  
 79 I know I see something. But, I guess we would have to, an idea would be, the main office, administration  
 80 would have to take a more proactive stands. To, instead of sending it just to one teacher, maybe having a  
 81 museums bulletin board since they are so many, so that the clerical staff in the main office, whenever they see  
 82 something from one of the museums, they post it. This way it's available for everyone. Because three pieces of  
 83 paper saying, getting the information out. Sending out brochures to schools, getting information on reach out  
 84 programs and on traveling exhibits.

85 F: Do you think if we created binders, would teachers take to the time to go through it. Like having a science  
 86 professional development binder, social studies binder, putting holes in it, put it in the binder. So teachers can  
 87 look through it and somebody would have to be responsible for thinning them out as the date passes.

88 R: It can be housed in the library.

89 R: Or wherever, yea, or wherever you put teacher's professional development.

90 R: Yea. Wherever teacher's professional development goes, Wherever the teachers would have it. That's an  
 91 excellent idea.

92 F: What would get teachers to open those binders.

93 R: That's what I was going to say. Would they even open them? (Laughter) Would they do that?

94 R: (Laughter) you know us to well.

95 F: I've been around a little. (Laughter)

96 R: What would get teachers to open those binders, hum. Let's chew on that one. I don't know if they would.



97 F: So visibility seems to be one of the key things that your teachers that you'd survey, um and it seems like there is  
 98 some visibility, but its spotty at best. Maybe the office could help make it more visible. What about things like  
 99 schedules. Times these things meet, or the days, the frequency any of that you see as being an opportunity.

100 R: I think there are to types of teachers, there is one teacher that will only go to the professional development if  
 101 it's during the workday. There's the other teacher that will go to professional development in the evening, on  
 102 weekends, whatever because they want to get the professional development. So, I mean, you want to reach  
 103 both teachers.

104 A: Right, right

105 R: Both teachers need the professional development. But you just have to understand that there are just some that  
 106 won't go to evening workshops or weekends.

107 F: Is there more of one kind than the other.

108 R: (Laughter) What would you say to that.

109 R: I have a new staff, primarily the last two years. These individuals will go beyond the school day without  
 110 compensation, and on Saturdays. About half-and-half.

111 R: Yea that is what I would have said to. Pretty much evenly divided.

112 F: That surprises me a little bit.

113 R: What would of you expect.

114 F: I would have expected that more teachers would say, well I'd do it during the day.

115 R: During the school year.

116 F: Yeah

117 R: Oh

118 F: And I would take my own time to do that.

119 R: What I'm saying is we got to push teaching as a profession. A professional is always grasping at other  
 120 opportunities for enhancing their knowledge. And they don't normally take it away. A doctor doesn't stop in  
 121 the middle of an operation to go to a conference. Do you see what I'm saying? I mean, so you have children in  
 122 front of you and they know they know some things are different when they're not there. Those sometimes, you  
 123 know, its necessary, but you really encourage them, treat them like professionals, you encourage them to act  
 124 like professionals. And that's why, I don't know, but I read in one of these pieces, but there's some places,  
 125 they have some little perks. You know, even the other workshops. The Saturday workshops. The teachers  
 126 walked away with something. You know, it was based around whatever it was they were setting. Teachers like  
 127 stuff. Okay. And it doesn't have to be expensive stuff. It could be a poster, ya know, if they're doing a unit on  
 128 the Amazon, okay, a poster. That's something else they can hang in their room. So, and it would enhance  
 129 whatever it is they were doing in that unit. So I think, when you tell those teachers, when you come, you'll get  
 130 something to take back to your classroom, that's inciting. And they will do it on an evening. Saturday is best,  
 131 because they're fresh on Saturday. Saturday mornings are good.

132 R: Something that's going to change the nature professional development is the recertification process that the  
 133 state has passed. Because, supposedly teachers are suppose to now have a plan written as to what they are going  
 134 to focus their professional development on. Now what would be really neat is, you know, if the museums  
 135 somehow knew who was focusing their professional development in giving areas and they could be on their  
 136 mailing lists.

137 F: Do you have a local board at each school that helps.

138 R: A local professional development, yea right, I'm the principal in our region on that.

139 F: So do teachers develop a plan outside of that and then bring it to the LPD.

140 R: Well, what they do at this point and time, is they send it, they develop a plan, a one-page deal. They send it  
 141 downtown, they route it to me, I mean, the principal in that region that is in charge that particular piece. We  
 142 convene our committees, which has three teachers on it, view the plans to make sure they have three goals, and  
 143 couple specific guidelines and they have at least 120 CPDUs.

144 F: They can use CEUs to can't they.

145 R: They can use them, but it has to come out to which one has the most.

146 R: I think it's more there's CPDUs

147 R: Right, right. They have to have 120. So I mean it can be a combination of CEUs, CPDUs and college credits.  
 148 Semester hour credits. But whatever they're plan is, which is really workshops, there's some many of them, so  
 149 many people are taking advantage of different kinds of workshops. And when they send the documentation  
 150 back that's the next thing that we do, we have their plan, we approve the plan and then documentation begins  
 151 to come in and it's ongoing. Because as soon as they finish a workshop or two they send it in so they can get  
 152 credit for it. As long as the workshops are connected to their goals. Then it's fine.

153 So I'm going back to what {R} mentioned, no you would not have knowledge of the people that submitted the  
 154 plans unless there was some organized system from central office to like post that. And I don't know if that is  
 155 agreed to the union people or confidentially or whatever that piece. Because were not even allowed to refer to  
 156 the plans by name. We have to use the social security number.

157 F: Okay

158 R: The last five digits. So in our minutes, there's no teachers names anywhere. It's their social security number. So  
 159 I mean, there is, and that's part of that teachers union, it confidentially. But what could happen, people are,  
 160 someone mentioned a brochure or something, you do have something that comes out. Some of the museums  
 161 have something that comes out talking about some kind of special events, exhibits and workshops that they're  
 162 offering. They could enhance that particular piece and they could make it known that you get so many CEUs or  
 163 CPDUs for taking a course. Now if every quarter, I don't if it's well organized enough to be able to do it  
 164 annually, but if semi annually, or quarterly, you post a list of offerings.

165  
 166 Now, because of this new process I have strong feelings that this would be high up on the list, because of the  
 167 types of professional development opportunities that are offered. Generally, they're hands on, and do they walk  
 168 away with something sometimes. So, that, just the fact that on national voice certification for that particular  
 169 plan for collection of that, those CEUs CPDUs that's an excellent way for the Museums to have a captive  
 170 audience.

171 F: Yeah sounds like it. So at this point, you see some of these plans that are coming through.

172 R: Yes.

173 F: The things that teachers are taking or signing up for. Are they like only one-time workshops?

174 R: Yes, yes.

175 F: Is that the majority.

176 R: Yes.

177 F: So that's important to them.

178 R: Yes. Because see, they have a wide range. You know, as long as it meets their goals.

179 F: Right

180 R: And they may have said, I'm going to enhance, (I want to be a better science teacher) enhance my abilities to  
 181 provided inner active instruction for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders in science. So they will look for workshops that  
 182 will do that. Using the state goals, it cuts across the spectrums as far as content is concerned. So I see  
 183 tremendous potential for the Aquarium, the Planetarium, for the 6<sup>th</sup> grade science fair the solar system, for the  
 184 Field Museum, the Science of Industry. Utilizing use your historical museums, whatever. But at any rate, I see a  
 185 lot of potential for that. But not that I mention the history, I also see potential for the blending. You know we  
 186 talked about integrated units. Teachers are getting very much into the integration of units. The science and the  
 187 math, or the science and the social studies. The science and the Arts. The social studies and the Arts. I was just  
 188 thinking about some of that as we were in the Amazon. So, there's, yes, the museums, the whole system can  
 189 become forerunners in this particular area because you can provide it. Somebody mentioned that to. But you  
 190 can ask him the next question while I find it.

191 F: So a CPDU, that's tied to a unit of so many hours, right.

192 R: Yes.

193 F: I can't remember what it is.

194 R: But you can get (let me try to answer this. One, we just finished doing these a week ago) One, of them, one  
 195 hour is equal to five of another. So I think, it's one actual hour is equal to five CPDUs or is it one hour is equal  
 196 to five CEUs.

197 R: I can't remember.

198 R: It's CPDUs, right. One hour is equal to, because it's more of a workshop. It's not one where we're just sitting  
 199 here listening to someone presenting. It's one where you're involved. You're actually engaged. Then you get the  
 200 larger.

201 F: So those workshops are fairly attractive way to do this.

202 R: Oh yes.

203 F: Those start to add up

204 R: Oh yes, oh yes. We anticipating, we have 6,000 teachers that are in the current cycle. These are ones that should  
 205 have a plan or have gone through the entire process. They should have re-certified, August 28 of this year,  
 206 2001. So those that are there, about 6,000 and some odd in this particular cycle. Yes, because I have six (6)  
 207 teachers that go through the National Board certification process. The one where they take these classes, they  
 208 video tape their classrooms, they have to take an exam, several exams in fact. That's a very expensive time  
 209 consuming process. I have six of my teachers that have to go through that process. Looking at what they had  
 210 to do, of course. When they become master teachers, ten years or something, or whatever. But what they have  
 211 to do in comparison, to the one page form, you can set down if you have a clue as to what it is you're doing in  
 212 your life. You can sit down and write out your three goals and think about how you're going to do that. You  
 213 even get credit for participating or planning teams in the school. Working on the school improvement.

214 F: So there's really a variety of ways to do that.

215 R: Right. But the workshop component, that particularly, see you only get some many credit hours for that. It's  
 216 not the easiest way. You can get a larger number by taking college courses. So if someone is going to (like you  
 217 mentioned working on your doctorate) work on his plan, that would be all he would have to say. I'm going to  
 218 take, (he only gets 120) he gets 15, whatever it is, for each credit hour. Eight (8) credit hours you have your  
 219 whole piece. So, you just say, I'm taking X number of courses. Whatever that number of courses is, that will  
 220 get you over for the five (5) year period of the time. And then you don't have to write out all that other stuff.  
 221 If you're taking colleges courses, as long as you get three (3) goals that those college courses will impact. He  
 222 opened the door for that. That is the best way.

223 F: Not everybody want's to get a Ph.D.

224 R: No, I'm not talking about the Ph.D. I'm talking about everybody has to become nationally board certified.  
 225 That's not an option, right.

226 R: Nope

227 R.: That's not an option. If you intend to continue teaching and if your certificate expires in 2001, that's about  
 228 6,000 people and were being swamped with those forms now. If it's 2002, that's an additional X number of  
 229 thousands of people. You don't have a choice. This is not an option. You have to show them in five (5) years  
 230 how you're going to enhance your professional development. If the museums are talking about impacting this,  
 231 the opportunity is um....

232 F: So where do teachers turn as far as, to find where the opportunities are, how do they learn about workshops.  
 233 Do they just have to gather pieces, pretty much here and there, or is their some place that lists a web site or  
 234 something like that?

235 R: It's pretty much what's put in their boxes or some schools have bulletin board where some things are put or a  
 236 colleague at school says, hey, I got this about this work shop. Why don't we go to this workshop together,  
 237 there's different ways of finding out. If schools are involved in difference initiatives, the administrator might  
 238 ask certain teachers to go and get training in certain areas.

239 F: Well, that sounds like something we've been talking about schools, system influence.

240 A: (Laughter)

241 F: What ways school system influences teacher's ability to engage.

242 R: NBCC. It's school and system that, that's a system influence (National Board Certification Committee). That's  
 243 a system influence. They must have professional development. But this professional development is of their  
 244 choice. That's the opportunity. That's the idea. The Museum system can really impact that.

245 F: While we're on that. That's a policy that's in place. It will become habitual for teacher's to start looking for  
 246 these things. Is this the first full year of this now or is it...

247 R: We're going into our second year.

248 F: Going into your second year. Okay.

249 R: Last year was the first full year.

250 R: Next year the remainder of the teachers will be on.

251 R: Everybody.

252 R: Everybody.

253 F: And how long is this recertification. Is it a period, every so often.

254 R: Well, you re-certify what, every four (4) years.

255 R: Right. Every four (4) years.

256 F: So there's always a population there. Do the schools now have, well let's put it this way, how do you see the

257 administration encouraging teacher's to do professional development.

258 R: Are you talking about the principals?

259 F: Yes.

260 R: Well, first I try to model the behavior. Because what you do speaks so loud, people can't hear what you're

261 saying. I try to do it; for example, we work with DePaul University. And once a month we have connectors

262 meeting, it's on a Saturday, and I go with them. I have about ten (10) teachers that are a part of that. We can

263 support that effort by making sure any information we have that it's accessible to them. And it's accessible to

264 the whole group not just the select few. That's one. Part of my end of the year summary, where I build it in as

265 part of the evaluation component, because it's built into our evaluation component. If you're a professional,

266 there are certain things you are expected to do. It's a non-threatening kind of piece because it's a little survey

267 they fill out and they have been doing it for many years, and they try to out do one another at this point in

268 time. They have to list the kinds of professional development that they have taken within the past year. I just

269 think positive encouragement. Teachers, they're special. And allowing them to share their new knowledge and

270 skills with the rest of the staff or colleagues. Providing a forum so that on your professional development

271 day... Well one our pieces, when we send someone out during school time the commitment is, that when they

272 go away to a conference, (and we allow our teachers to do that because they put that in our school

273 improvement plan) they're commitment is, if you are going during school time, you must bring it back to the

274 rest of the staff. They must share. That's one of the conditions for going on our time (CPS). That kind of piece,

275 providing them with opportunities to share with their colleagues. To model in someone else's classroom, a new

276 learning concept.

277 R: (Administrators) to encourage and support. Make sure that, offer them the time to go during the school day if

278 necessary, the coverage for their room and everything. Personal invitation, maybe an administrator knows of a

279 professional development opportunity and might want to hand pick somebody and personally encourage them

280 or ask them to go. And sometimes that empowers the person. Makes them take it even a little more seriously.

281 F: How many teacher development days does a teacher get?

282 R: I think that's pretty much up to the school isn't it.

283 R: Right. Are you talking about during the course of the school day?

284 F: Yea. How many do you allow?

285 R: I don't know. I don't think we have ever planned it down to that particular expense. We have a re-structured

286 days where we provide some professional development during once or twice a month. They get to self-select to

287 go to some things on the school wide/city wide professional development days. They get to select based on

288 whatever was in the professional development plan in the school improvement plan. Based on their content

289 area. If they decided they want to go the national math conference. Then that might be something. But it's sort

290 of evenly divided. We have a number of teachers that go the reading conference every year. We try to make

291 sure it's someone different each year so it's not one person going continuously. But they self-select, at the

292 beginning of the year, or at the end of the previous year. They have put into the school improvement plan the

293 kinds of things, the kinds of support they would like to have in the line of professional development. We (CPS)

294 allocate funds for that. As a result of that, they self-select. If {R} goes to the Science conference, and then the

295 next month is the Math conference, well {R} can't just turn around and go over to the math conference to

296 because someone else may want to take that opportunity. And sometimes, based on those people. We had a

297 situation were an opportunity that I make available to the entire staff, this school, as a result of that, we set

298 some perimeters that individuals that were interested, were going to take this intense professional development.

299 This was a week long, all expenses paid, they were certain standards that they were to have met and then they

300 would apply for that. And based on some things that they were already doing, they were selected. I had two last

301 year that went. They to it at Yale University, they spent a week there, the whole point was to help them

302 institutionalize the (?) process that were using in our schools and to come back and to be leaders. To work with  
 303 groups of teachers to help them understand what the process is that were using.

304 F: Yea, you said that well. I guess another question I have. Outside of Museums, were else are teachers finding  
 305 these workshops. What are the other opportunities that are out there that might be competition for the  
 306 museums?

307 R: Private industry. There's a number of, I mean, if you've got a gimmick or whatever you give a cute name to it  
 308 and then send out a flyer and there's private companies out there doing lots of professional development and  
 309 making big money doing it. If {R} wanted to retire next year and make a flyer, she could be a consultant and  
 310 make big bucks with her experience.

311 F: What are they teaching?

312 R: Whatever. See you know theirs great research out there. So take it, you mix a piece of this a piece of that, put it  
 313 together and it becomes yours.

314 A: {Laughter}

315 R: But all this research based, but there are tremendous number individuals and groups....

316 F: Must be trying to make a niche now the recertification is come by. So when you review these plans do you see a  
 317 lot of these kind of, stand alone little workshops that you don't know where they came from.

318 R: Not a lot. They have a master list. Everyone hasn't been pre-certified. And they're still working on that because  
 319 the number of professional development opportunities is quite large and continuously growing. They have  
 320 been trying to screen to make sure that they actually have quality experiences for the teachers. But for  
 321 classroom teachers, that's why I'm saying, TAMS (Teachers Academy of Math and Science) something that  
 322 they can actually put their hands-on, work with and take back. I see the museums in the same way. Because I  
 323 look at the comments that the teachers put out, published materials that can be used in the classroom before  
 324 and after trips, you build experiences. (Experiences) bringing the classrooms as an outreach program. Bringing  
 325 the museums exhibits to the classroom. There are some museums that already do that, enhancing that  
 326 particular piece. I just see this as an excellent opportunity for the museums. I don't see the little small pieces. I  
 327 don't see them providing that type of competition to the museums. Teachers like content-based material. They  
 328 want things that when they walk out of something they want to be able to do it in their classroom the next day.  
 329 The best workshop is something that when you walk out of you feel confident enough to work with your  
 330 children on the next day. And they don't like people talking at them. They like hands-on. Something like, make  
 331 and take type pieces.

332 F: That makes a lot of sense. Do you see any concerns related to the way the school...? What way might this  
 333 prevent this, is it false?

334 R: Again, dissemination of the information. That's the same issue of opportunity and access.

335 R: Certification...

336 F: And you said it was the national...

337 R: NBCC, National Board.

338 R: That's different though from the state. The recertification is the state level.

339 R: That's what we call it.

340 R: It's state level. National Certification is another level of certification. So there's two levels. National is national,  
 341 federal government. What all Chicago teachers have to do is through the ISBE (IL State Board of Ed).

342 R: National is NBCC. Chicago Board Teachers is through the ISBE.

343 R: Yea, so probably the only concern or issue would be that what the museum offers doesn't match the plan of  
 344 the teacher.

345 R: But it's an opportunity if the museum provides content-based opportunities, based on the state goals.

346 F: That might be over here.

347 R: Okay.

348 F: We have not really looked at these things too much. What qualities of professional development are soon to  
 349 require in order to make a commitment to the program.

350 R: That is, but that would be a system influence. What {R} is mentioning is the state goals and benchmarks. You  
 351 see that even with the private sector that is coming up with professional development activities. They always  
 352 mention, what are the standards being addressed by this workshop.

353 F: Content based matches the state standards.

354 A: Right.

355 F: And they can use it in the schools.

356 R: Exactly.

357 R: And that's one of those that you can place in both areas, program qualities and system entails.

358 R: Right.

359 F: In terms of program quality, what do you see the museums have been working with. You've been to some

360 things. Is there anything you want to put on there?

361 R: Museums have departments that focus on education and professional development. So I have found that the

362 quality have been superb because of that. Because there's, people that's their job to do that. Off the record

363 {anonymity protected}, some of the worst professional development are the one's that we have done for

364 ourselves. Chicago Public schools professional development is some of the worst that I have ever been to.

365 R: CPS (Chicago Public Schools) does have a reputation of offering quality professional development.

366 F: I think of world class museums and I think of Chicago museums. That's why I ask you, have you ever taken

367 these courses. The ones that you took are they one day or multiple days or what.

368 R: Well the Naturalist courses were a series of like six days. Then the anthropology one was one day. They

369 brought in an anthropologist from California and he spoke one evening. I've done both one day and series.

370 F: I think a piece of this was to maintain a commitment to the program. And that may not be a big issue if it's a

371 one-time workshop. Unless you have teachers come back with a bunch one-time workshops. Do you see any

372 way that the museums could structure what they do in order to increase the chances that people will return to

373 the programs.

374 R: It could be a program in series. {R}, the courses you took, they were in series.

375 R: Yes.

376 R: And as you're evaluating them, they maybe offered again at a later time. Maybe it's something that, this went so

377 well, at this particular time of year that, that's an offering that would become a standard every fall of the year.

378 R: Maybe create some sort of pseudo certification program. Maybe, Marine Biologist certificate teaching. If you

379 take so many classes you can get a certificate from the Shedd Aquarium for being a specialist in marine biology

380 to teach in the classroom or whatever. And each of the museums could come up with some sort of certificate

381 that they could give a teacher saying they've completed the series of classes.

382 F: Have you ever encountered someone or yourself that had a problem with one of the museums offering. That's

383 not a concern?

384 R: No.

385 F: Or any of them that were content based but just so unusable, like how would I ever put this in the classroom.

386 Have you ever seen anything like that?

387 R: Yes. Some of the lectures, but then you go to some to increase your own understanding and awareness not

388 necessarily to have specific lessons. Teachers should do that to, not just go to get lessons but also to expand

389 their own understanding of their subject area. Those kinds of professional development are good to. So yes, I

390 have gone to some that have just been a lecture. As far as particular lessons that I could use in the classrooms,

391 no, but ideas that are going to stick with me, pearls of wisdom that might resurface.

392 F: You're not really saying that's a concern?

393 R: No. That's not a concern. That's what I'm saying, you asked, have I ever gone to a program or have we ever

394 gone to a program where they didn't give you something that you could take to the classroom.

395 R: You know I think most of the museums already do this. A year or two ago, they were redoing some things at

396 the Planetarium. They had teacher's night and they came in and actually walked them through all the resources

397 that would be available to them to utilize in their classrooms. They had these little mini sessions and it was

398 designed for the teachers. In fact, the teacher's the came from our schools (CPS) they actually signed up for

399 particular dates for when they were going to bring their classes. They walked out with some information and

400 some materials so they could prepare their students in advance. And it's based on whatever unit that they're

401 studying. Everything is based on something that they're supposed to teaching at any rate. But this provided

402 another medium within in which to involve the students. Another opportunity for them through hands-on

403 kinds of pieces. For those individuals that may have not been ever visited the Planetarium, but whatever  
 404 museum, then this will be an opportunity. Let me go back to something that you asked a question earlier.

405 F: Okay.

406 R: What could administrators do? Somewhere encouraging that at least every teacher visits or do something with a  
 407 museum. Someway of encouraging, don't mandate, you can't mandate what matters. But someway for  
 408 encouraging teachers to visit. Because when I said, visiting the Planetarium, they were teachers (about 150  
 409 individuals from across the city) but they're were people that had never visited the Planetarium. So how can  
 410 you teach what you don't know? And that's a resource. So some way or another, school and system  
 411 influences...

412 F: Really, you also said the administrators are models.

413 R: Yes, right, right, right.

414 F: There are a few others things we'll catch up to that we've already talked about. This one, what do you picture  
 415 your teachers, and you already asked this, what about the teachers and their circumstances, do you think  
 416 influences their interests to commit to teacher development, perhaps beside this.

417 R: Well, I think the good teacher. I have high expectations. I have teachers that look for things to enhance what  
 418 they're doing. In fact someone told me, one of the teachers, when I was asking about the note, he was teaching,  
 419 and this was not a teacher from my school. He's a science teacher and he's doing some thing on archeology,  
 420 because he said, awful courses to support certain areas i.e.... archeology, but I don't know what was happening  
 421 in his life or what he was doing. He was a high school teacher, but that's what he said, awful courses to support  
 422 certain areas. You look at everything that is supposed to be taught one of those state goal books. And provided  
 423 those areas, especially those areas that lend themselves to support museums better than others.

424 F: Well okay. I heard you saying earlier that you've taken a lot of these things because you had a personal interest  
 425 in these. And then also because they have something going on in the classroom.

426 R: Right. And they need more support. The textbook only covers so much. And then were getting away from the  
 427 textbook driven instruction. You have to do the song and dance to help keep the children interested. So as a  
 428 result of that, they need a broader base of resources. They need the opportunity to broaden their own base. So  
 429 the museum provides an excellent opportunity for them to take a look at additional ways to bring that  
 430 information or instructions back to the children.

431 F: When you take these things, did it cost you to go. Do you think the cost is effective?

432 R: Maybe to some.

433 R: How much did it cost, I'm curious to know.

434 R: For a 6 evening course it was \$135.00. But going back to creating a certificate. The museum has a naturalist  
 435 certificate. So if you take so many courses you get, they had a little graduation. You become a naturalist at the  
 436 Field Museum.

437 F: So you have a certificate.

438 R: Right.

439 R: Teachers love certificates. They love it, recognition.

440 F: Would you say the cost is effective for a significant number of people?

441 R: So I don't think it would be. (asking others) How many were in your class.

442 R: Well, not many teachers. That's the thing, it was people from all walks of life that were taking these classes that  
 443 I was in. The Anthropology classes were more teachers. That was only \$10.00.

444 R: Because I have my own personal philosophy. People pay for what they want to pay. They send their money, if  
 445 there's something you can spend \$100.00 or \$150.00 to see a play, they spend their money on something they  
 446 really want to do.

447 R: Yea.

448 R: Teacher Institute day-we were talking about this. November 9<sup>th</sup> is school wide professional  
 449 development/system wide professional development day. And that's the time the city offers all kinds of things.  
 450 We send five people here, and six people here, they just go all over the place. The suggestion was; that maybe  
 451 the museums might want to get in that, on one of those days. Based around particular content.

452 F: And that day is called what?

453 R: Professional Development day, PD day. We have them a couple of them during the course of the year. And  
 454 that's exactly what its called, professional development day. And that's the first one for the fall. Now that's a  
 455 full day and teachers normally self select. And normally you self-select based on your professional development  
 456 plan and its going to be something that enhances what they're going to do. So the museums, all of them, may  
 457 come together and decide that they make have some kind of workshop for groups of teachers. Like my schools  
 458 would send five teachers. Something that they could work on in one of the content areas. So you would utilize  
 459 the system wide professional development day to support your offerings. So now here's the time the teachers  
 460 can do it on their time, the board of education time, they have a full day. This happens a couple of times during  
 461 the course of the school year.

462 F: So this is an opportunity to coordinate the museum's plans with the districts, like a CIPE office.

463 R: Right. And then you take a look at maybe in the fall you want to target something in historical piece. Then  
 464 maybe in the spring you want to target more scientific. So it can be a different museum at a different times. Or  
 465 it can be a model from which something they can select. And what they were going to do with this technology  
 466 day. And they have had it before. This year you could register on line. And they were saying this year, because it  
 467 was at Navy Pier, parking was an issue. They have had made arrangement with buses because buses are not  
 468 transporting children on that day so their available. They had a plan where the school could obtain a bus and  
 469 transport x number of students. There were some schools that were sending their entire staff to their  
 470 professional development day. And I know we intended to send fifteen of our members to the staff to that  
 471 because that was the committee and that was what they decided they wanted to do. That's an excellent  
 472 opportunity and a good way to having a hook.

473 F: What do the kids do on a day like that?

474 R: They're home.

475 F: So I can see why you don't do that too often.

476 R: (Laughter) that's why they go to June 25<sup>th</sup>.

477 R: There's more. There's one in March. They make Good Friday a professional development day, March 29<sup>th</sup>.  
 478 Then April 12<sup>th</sup> is professional development day also. And I think there's one at the end of the school year.  
 479 They just make it a teacher's institute day. But, that's a major opportunity.  
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## APPENDIX C: FOCUS GROUP RESULTS MODEL (REVISED)

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### MUSEUMS EDUCATOR WORKSHOP STUDY (PHASE-I)

#### Focus Group Results - REVISED MODEL

from the October 1, 2001 event:

#### Conversations about Professional Development

November 15, 2001

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##### 1.0.0.0. SCHOOL AND SYSTEM INFLUENCES

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*In what ways does the school and school system influence teachers' ability to engage in quality professional development?*

##### 1.1.0.0. State Recertification Requirements

- ◆ Advertise CEU/CPDU value in museum brochures.
- ◆ Can the museums connect to National Board Certification?
- ◆ For teachers working toward an advanced degree, college credit provides relatively more recertification credit over single workshops. Can museum courses be part of degree programs?
- ◆ In the current recertification cycle there are about 6,000 teachers. ISBE recertification is every four years.
- ◆ Museums can enter formal partnerships with schools for providing professional development, not unlike relationships between schools and universities.
- ◆ One potential concern of recertification is if the content of the museums does not match the teachers' professional development plan.
- ◆ Recertification requires teachers to write a plan for professional development. Museums might access the local professional development committee (LPD) to suggest the museums as a provider. The LPD reviews the plans to assure that it has 120 CPDUs required.
- ◆ Typical teacher recertification plans use single episode "one time only" workshops.

##### 1.2.0.0. Allocation of Teacher Development Days

- ◆ Make museums available during CPS professional development days.
- ◆ Museums could become part of the district-wide CPS Professional Development Day for content development with groups of teachers for the full day.
- ◆ Provide online registration for CPS Professional Development Day
- ◆ Provide transportation to museums on CPS Professional Development Day.
- ◆ Use the CPS teacher institute days to provide valuable experiences. Every teacher expected by CPS to go to one museum. Some teachers have never been to a museum relevant to their teaching assignment. Make it mandatory.

##### 1.3.0.0. Administrative Encouragement and Support

- ◆ Principals must be consistently supportive and avoid sending mixed messages about priorities.
- ◆ Recognize and reward schools and school administrators that utilize the museums with, for example, a field excursion where the museum provides the bus.
- ◆ The system needs to support its teachers.
- ◆ Teachers self-select the kinds of professional development they want to attend but this is limited by funds allocated and distribution of opportunity. For example, teachers may not be permitted to go to a reading conference each year in order to give others a chance.

#### 1.4.0.0. Streamlined procedures/ease of planning and authorization

- ◆ Make the sign-up process easy.
- ◆ Planning a field trip requires completing a form three weeks in advance of the visit for REO approval. Provide automatic approval for museum visits.
- ◆ See museum as an extended classroom with automatic access per known schedule – CTA (trolley), no cost and no prior arrangement needed.
- ◆ The management burden for teachers includes: (1) approval, (2) funding, (3) collecting student moneys and permission forms, (4) transportation, (5) chaperones, (6) organizing lunch, (7) pre-/event/post-lessons.

#### 1.5.0.0. Coherence of System and Museum Epistemologies

- ◆ Children learn different ways but the school system tests one way. Museums accommodate different ways of learning.
- ◆ Schools are waiting until after testing season to go to museums.
- ◆ System should support students' need for experiences that provide a foundation for content tested on ISAT and ITBS.
- ◆ With test preparation needs, how can we take kids to the museum?

#### 1.6.0.0. School Improvement Plan

- ◆ Develop comprehensive partnerships of specific schools and museums on particular content interests.
- ◆ If a teacher is sent to a professional development event on behalf of the school improvement plan, some schools require teachers to report back on what they learned to the school staff.

### 2.0.0.0. OPPORTUNITY AND ACCESS

*What are the best ways to offer professional development opportunities so that levels of commitment, participation, and retention are consistently high and so that they are especially available to all teachers who are likely to benefit?*

#### 2.1.0.0. Awareness of Opportunities

##### 2.1.1.0. Access to Information

- ◆ Consider keeping a current "Professional Development Binder" in each library. What would cause teachers to open the binders? No solution was given.
- ◆ Establish in each school a "Museums Bulletin Board" for this information from all museums.
- ◆ Information that goes to the school office is typically routed by a secretary to the teacher that she thinks should have the information. As a result, other teachers who might have acted on the information are never aware of it.
- ◆ Make information available to all teachers in a timely fashion.
- ◆ Museums need to publicize what's available.
- ◆ School mail does not reach teachers in a timely way.
- ◆ Send brochures on new exhibits to schools.
- ◆ Teachers Academy of Mathematics and Science (TAMS) sends mailings to schools about each month. If opportunities are for multiple people then it gets posted on a bulletin board.
- ◆ Teachers are not generally aware of resources available at museums.

##### 2.1.2.0. Target Specific Interests and Needs

- ◆ Advertise CEU/CPDU value in museum brochures.
- ◆ Direct mailing is effective.
- ◆ In high schools, send information to the chair of the department, not the principal's office.

- ◆ Include the museums as a site for the MINT (new teacher induction) program.
- ◆ Currently, museum members get information, but others do not.
- ◆ MIP should do direct mail to each cohort of new teachers. Send this direct to teachers, not to school.
- ◆ Provide monthly magazine, jointly published by the museums and CPS, to all teachers.
- ◆ School librarians are a better contact than the principal's office.

#### **2.1.3.0. Disseminate via e-mail Distribution Lists and Web**

- ◆ Establish subscription lists (e-mail) for communicating event/opportunity announcements.
- ◆ If all teachers had e-mail and Internet access from the classroom this will be the best way to get information out. However, this is not yet the case.
- ◆ Online registration for CPS Professional Development Day

### **2.2.0.0. Access to Opportunities**

#### **2.2.1.0. Desirability of Location: Site-Based and/or Field-Based Options**

- ◆ Bring teachers to museums to learn how to use the museums-even a sleepover!
- ◆ Send Museum Educators to the schools to teach part of the units.
- ◆ Consider conducting professional development meetings at school sites.
- ◆ The museums' interesting classroom space and materials stimulate teachers' ideas.

#### **2.2.2.0. Travel & Parking**

- ◆ City traffic and parking inhibit access.
- ◆ Museums could provide busses for student transportation.
- ◆ Busses for student transportation could be available on a regular scheduled basis.
- ◆ Provide transportation to museums on CPS Professional Development Days.
- ◆ Develop the museums as extensions of the classroom. For example, establish "automatic" access per a known *a-priori* schedule.
- ◆ Provide CTA (trolley) at no cost and with no prior arrangement needed.

#### **2.2.3.0. Online asynchronous professional development**

- ◆ Develop online asynchronous professional development: providing materials and listings of goals, standards, assessments, etc. [Teachers' virtual wizard?]
- ◆ Tap into technology and video conferencing to bring museum to the classroom.

### **2.3.0.0. Scheduling Opportunities**

- ◆ Use the CPS teacher institute days to provide valuable experiences. Every teacher expected by CPS to go to one museum. Some teachers have never been to a museum relevant to their teaching assignment. Make it mandatory.

#### **2.3.1.0. Flexibility of Schedule**

- ◆ Making reservations with museums can be difficult to schedule to fit the curriculum. For example, teachers must call August 1 in the morning to stand any chance of reservations for Day of the Dead exhibit at Mexican Fine Arts Museum.

#### **2.3.2.0. Duration of Commitment**

- ◆ Consider forming comprehensive partnerships of specific schools and museums on particular content interests.
- ◆ Museum courses that are offered as a series provide a way to bring teachers back for additional professional development.

#### **2.3.3.0. Configuration of Sessions**

- ◆ Conduct meetings each semester of teachers and museum educators for peer coaching, evaluation of the program, making adjustments and brainstorming.
- ◆ Some teachers can/will only go to professional development that is during the work day. This is about a 50:50 split.
- ◆ Saturday mornings are good.

### 2.4.0.0. Other Opportunities / Competition

- ◆ Museums have an advantage (as does TAMS), over alternative providers by providing more hands-on experiences and content-based resources.
- ◆ The number of professional development opportunities is quite large.
- ◆ Private companies are doing professional development drawing from research base to capitalize on the market.

## 3.0.0.0. PROGRAM QUALITY

*What qualities of professional development opportunities are considered or required in order to maintain a commitment to the program and to effect improved teaching and learning in the classroom?*

- ◆ “Museums have departments and professional development. I’ve found that the quality has been superb because of that, because there’s people that’s their job to do that. Off the record, some of the worse professional development are the ones that we have done for ourselves. Our own Chicago Public Schools professional development is some of the worse that I’ve ever been to.”
- ◆ Museum quality is unimpeachable
- ◆ Have good speakers to keep everybody’s attention. Confidence. Not: “Oh my gosh. I really need a good magazine today!”

### 3.1.0.0. Relevancy to Student Learning

- ◆ All of the important content cannot be taught entirely in the classroom. Museums are a fundamental resource that teachers need to know how to utilize.

#### 3.1.1.0. Activities and Resources

- ◆ Curriculum materials should be “teacher friendly” (see also 4.1.6.).
- ◆ Develop workshops that are explicitly designed about the content and how to teach specific content courses (history, mathematics, etc.).
- ◆ Make travelling exhibits and Harris Loan known and available to all.
- ◆ Museums could provide docent guides for small groups during field trips.
- ◆ Museums provide broader base of teaching resources.
- ◆ Online asynchronous professional development providing materials (worksheets) and listings of goals, standards, assessments, etc. [Virtual teachers’ wizard?]
- ◆ Provide daily “structured lesson plans” and materials for extended periods of time.
- ◆ Provide materials for students in advance of field trips.
- ◆ Provide teachers with materials to prepare students for field trips (not all teachers know this is already available).

#### 3.1.2.0. Coordination of Professional Development, Curriculum Materials, and Assessment.

- ◆ If museums would provide coordinated lesson plans that all classrooms are using at the same time then this would be something “to take to the world”.
- ◆ Museums can provide materials that align with standards and provide actual assessments in the same format as ISAT and ITBS.
- ◆ Professional development, curriculum materials, assessments, and administrators’ expectations must be coordinated too avoid adding a managerial burden to teachers.
- ◆ See museum as an extended classroom with automatic access per known schedule – CTA (trolley), no cost and no prior arrangement needed.
- ◆ Teachers are looking for ways to make their job easier and more interesting.

#### 3.1.3.0. Embodiment of Local and State Standards

- ◆ Museums can provide materials that align with standards and provide actual assessments in the same format as ISAT and ITBS.
- ◆ Museums have an opportunity to demonstrate alignment with ISBE content standards.

- ◆ Online asynchronous professional development providing materials and listings of goals, standards, assessments, etc. (Virtual teachers' wizard?)
- ◆ Provide daily "Structured Lesson Plans" and materials for extended periods of time.
- ◆ Schools are waiting until after testing season to go to museums.

**3.1.4.0. Accommodation of Student Diversity (academic, language, ethnic, etc.)**

- ◆ Children learn different ways but the school system tests one way.
- ◆ Museums accommodate different ways of learning.
- ◆ Provide for a variety of teaching methods to accommodate students' diverse needs.

**3.1.5.0. Grade and Developmental Level(s)**

- ◆ Catalogs need to indicate appropriate grade level of specific exhibits.

**3.2.0.0. Teacher Professional Development**

- ◆ Provide professional development that is enlightening.

**3.2.1.0. Substance of Professional Development Experiences**

(See also: 3.1.3.0, 3.1.2.0, and 1.5.0.0)

- ◆ Textbooks are expensive and quickly out-of-date. Museum content is current.
- ◆ Museum context provides for learning in context, important experiences.
- ◆ Send Museum Educators to schools to teach part of the units.
- ◆ When teachers become more familiar with the museums they learn how to refer students to specific expertise in content areas.
- ◆ Museums are uniquely capable of providing professional development that integrates the content areas.

**3.2.2.0. Continuous Improvement / Life-Long Learning**

- ◆ Create a pseudo-certification program in content areas. For example, become a classroom specialist in marine biology through the Shedd Aquarium (i.e., Field Museum Naturalist Certificate).
- ◆ Meetings each semester of teachers and museum educators for peer coaching, evaluation of the program, making adjustments and brainstorming.
- ◆ Museum courses offered as a series are an advisable way to bring teachers back for additional professional development.
- ◆ Quality control of online professional development and materials provided by teacher feedback from those who have tried the lessons.

**3.2.3.0. Professional Collaboration**

- ◆ If a teacher is sent to a professional development event on behalf of the school improvement plan, some schools require teachers to report back on what they learned to the school staff.

**3.2.4.0. Provide a Variety of Sustained Support Options**

**3.2.5.0. Complements School-Wide Improvement Efforts**

(See also: 1.6.0.0)

**3.2.6.0. Evidence of Benefits (Attribution) for Teacher/Student Learning**

**4.0.0.0. TEACHER PREDISPOSITION**

*What qualities of teachers and their circumstances influence their interest and ability to commit to high quality professional development experiences?*

**4.1.0.0. Professional Financial and Material Incentives and Disincentives**

**4.1.1.0. Professional Identity and Recognition**

- ◆ Create a certification program in content areas. For example, become a classroom specialist in marine biology through the Shedd Aquarium (i.e., Field Museum Naturalist Certificate).

- ◆ Bring teachers to museums to learn how to use the museums-even a sleepover!
- ◆ Recognize or reward schools and school administrators that utilize the museums with, for example, a field excursion where the museum provides the bus.

#### **4.1.2.0. Materials, Equipment, Supplies**

(See also: 3.1.1.0)

- ◆ “Teachers like stuff. It doesn’t even have to be expensive stuff.”
- ◆ Make travelling exhibits and Harris Loan known and available to all.
- ◆ Provide daily “structured lesson plans” and materials for extended periods of time.
- ◆ Teachers have only \$100 budget per year for classroom supplies.

#### **4.1.3.0. College Credit**

- ◆ For teachers working toward an advanced degree, college credit provides relatively more recertification credit over single workshops. Can museum courses be part of degree programs?
- ◆ Provide college credit courses at the museum sites to help market the museums.

#### **4.1.4.0. Stipend or Honorarium, Registration/Tuition Costs**

- ◆ Provide compensation for recertification credit.
- ◆ Stipends would encourage participation.
- ◆ Free admission.

#### **4.1.5.0. Salary Enhancement**

(See: 1.1.0.0)

### **4.2.0.0. Individual/Personal Incentives and Disincentives**

#### **4.2.1.0. Time Outside of the Workday**

- ◆ Some teachers can/will only go to professional development that is during the work day. This is about a 50:50 split.
- ◆ Some teachers do not have extra time outside of the workday because of family commitments.
- ◆ Workshops after school need to provide food. (“MAPS always has done a good job of feeding us!”)

#### **4.2.2.0. Professional Interests**

- ◆ Teachers are looking for ways to make their job easier and more interesting.
- ◆ Too many teachers just aren’t interested.

#### **4.2.3.0. Family Participation**

- ◆ Some teachers do not have extra time outside of the workday because of family commitments.

##### **4.2.1.3 Museum Membership**

##### **4.2.2.3 Concurrent Programming for Family Members**

##### **4.2.3.3 Child Care**

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## APPENDIX D: INTERVIEW INVITATIONS AND PROTOCOL

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### TEACHER INTERVIEW INVITATION LETTER

November 26, 2001

«First\_Name» «Last\_Name»  
«School\_Name»  
«School\_Address»  
«City» «State» «Zip»

Dear «Salutation» «Last\_Name»:

Back in September, I had written to invite your participation at an event "Conversations about Professional Development" which was to be held October 1 at the John G. Shedd Aquarium. Although you were not able to attend, I am happy to now extend an invitation to participate in a much more convenient way. First, however, I should remind you what this is all about.

Our charge is to respond to the question: "How might Chicago's world-class museums and museum educators better serve Chicago Public Schools' educators and education leaders?" Toward this end, the conversations of October 1 were excellent. They really were. It was clear that participants found this opportunity to be compelling and, in their words, "most valuable." Why? I believe it was because the focus was earnestly centered on teachers' professional development needs and perspectives. It was the kind of conversation that educators yearn for, but too seldom experience.

The planning team and I have been thinking hard about the "lessons learned" from October 1. What we learn will be used to design new professional development options - perhaps even new relationships between the Chicago Public Schools and the city's museums. This is all possible as a result of the collaboration of the Chicago's Museums In the Park (MIP), Chicago Public Schools, the Illinois Mathematics and Science Academy and the generous support of the Polk Bros. Foundation.

You can still lend *your* perspective - simply by making a telephone call. It should take us only about 15 minutes since, as a result of October 1, we have narrowed things down to what seem to be the most relevant issues and concerns.

Please call me at your earliest convenience at my personal cell phone number: **312-282-1578**. Please call during business hours (8:30<sub>am</sub> – 4:30<sub>pm</sub>). This is a toll-free call from Chicago.

I will look forward to talking with you!

Sincerely,

Dr. Steven R. Rogg, Ph.D.  
Research and Professional Development Specialist

PS: We've enclosed the U.S. dollar bill as a gesture to say: We value your perspective! You will also be provided a special gift as an expression of our appreciation for completing the telephone call.

**TEACHER INTERVIEW INVITATION FOLLOW-UP POSTCARD**

Illinois Mathematics and Science Academy  
Office of Research and Evaluation  
1500 Sullivan Road  
Aurora, Illinois 60506-1000

.

,

**RSVP: 312.282.1578** (toll free from Chicago)

(Face)

(Message)



*Draft*

**MUSEUMS IN THE PARK: MUSEUMS EDUCATORS' WORKSHOP STUDY**  
**Telephone Interview Protocol: November 28, 2001 (revised)**  
**TEACHER VERSION**

*How might Chicago's world class museums and museum educators better serve Chicago Public Schools' educators and education leaders?*

**Purpose:** *To learn from CPS teachers and principals their views about museums as providers of teacher professional development. We are interested in learning about a broad spectrum of concerns including matters of convenience (communication/ marketing, access and scheduling), professional matters (relevance to teaching assignment, re-certification, and advancement), and how museum-based professional development is perceived relative to other options.*

**Points to keep in mind:**

- Be courteous. The call should be a very pleasant experience.
- Keep a copy of the invitation letter handy. The caller might refer to this.
- Be certain to record in the "Notes" field any questions or special requests that the caller has.
- If the caller has questions you cannot answer, invite them to leave a message by e-mail at Rogg@IMSA.edu or call back at this number (312-282-1578).

**Initiate the interview:**

- ♦ **Say:** "Good [morning/afternoon]. Thank you for calling! Would you spell your name please?"
- ♦ **Do:** As the caller is responding, look up the record in the database. If the caller is a teacher, the database will display the TEACHER protocol shown below. Otherwise, it will display the PRINCIPAL protocol.
- ♦ **Say:** "Thank you. Are you at [school]?"
- ♦ **Do:** Confirm school. Select correct record as necessary.
- ♦ **Say:** Good. Here's how this works, [name]. First I'll ask a series of structured questions about your views on professional development and your needs or hopes. Then I have just a few open-ended questions that we can have a short conversation about. You are asked to be as candid as possible because your views are very important! Are you ready? [respond]"

**Teacher's Interview:**

- ♦ **Do:** Conduct the interview and record results.
- 1. [Name], what **grade(s)** are you currently teaching?
- 2. What **subject(s)** do you teach?
- 3. Are you required to prepare a Certificate Renewal Plan for Illinois Teacher Recertification?
  - [Yes] When is (was) that due for you? {ask for month and year}
  - [No] Is that because you are exempt? {find out why}

4. Will you be looking for professional development opportunities within the next 24 months?
    - [Yes]
      - What is your motivation? {e.g., “lane placement”, “recertification”, etc.}
      - Approximately how many **clock hours** do you plan to commit to this?
      - Where will you go for information about available opportunities?
      - What organization(s) do you expect to provide this? {CPS, university, etc.}
    - [No] Can you tell me why that is? {find out why not}
  5. Do you ever receive information about teacher professional development opportunities offered by Chicago museums?
    - [Yes] How does this information come to you? {e.g., “membership”, “secretary”, etc.}
    - [No] Is this information that you would want to receive if it were available?
  6. Have you experienced professional development conducted by a Chicago museum?
    - [Yes]
      - What was the program?
      - Did you complete the entire program?
      - What were your impressions?
    - [No] {continue}
  7. What is your opinion of museums as providers of professional development?
  8. What role does your principal play in your professional development?
- ♦ **Say:** “The next question has a list of alternatives. Just tell me “Yes” or “No” for each.”
9. Where do you get information about professional development opportunities?
    - ☐ *Chicago Educator newspaper (Chicago Public Schools)*
    - ☐ *Chicago Union Teacher newspaper (Chicago Teachers Union)*
    - ☐ *CPS Teachers Academy notices*
    - ☐ *direct mailing to you at your home*
    - ☐ *direct mailing to you at your school*
    - ☐ *notices from professional associations*
    - ☐ *notices from administration*
    - ☐ *e-mail*
    - ☐ *word of mouth*
    - ☐ *other: {specify}*
    - **Say:** “Let’s return to the same list. I’m going to ask you to tell me which is the single **best** and which is the single **worse** way for this information to reach you.”
    - **Do:** Return to the previous list and identify the best and worse options.

- ◆ **Say:** “Again the next question has a list of alternatives. Tell me “*Yes*” or “*No*” for each.”
- 10. In order for you to make a firm commitment to a professional development program, what compensation do you expect to receive?
  - ☐ *CEU/ CPDU (Continuing Education Units for recertification)*
  - ☐ *college or university credit*
  - ☐ *equipment or supplies*
  - ☐ *lessons or curriculum resources*
  - ☐ *modest stipend (around \$50/ day)*
  - ☐ *substitute teacher*
  - ☐ *other: {specify}*
  - **Say:** “Let’s return to the same list. I’m going to ask you to tell me which are the three most important to you.”
  - **Do:** Return to the previous list and identify the three most important: 1=most important, 2=second most important, and 3=third most important.
- ◆ **Say:** “Here is the last question with a list of alternatives. Again, tell me “*Yes*” or “*No*” for each.”
- 11. What are the times that you are willing to commit to a professional development program?
  - ☐ *CPS Professional Development Days*
  - ☐ *weekday evenings*
  - ☐ *during the school day*
  - ☐ *Saturday morning*
  - ☐ *Saturday afternoon*
  - ☐ *Winter break*
  - ☐ *Summer break*
  - ☐ *other: {specify}*
  - **Say:** “Let’s return to the same list. Please tell me which is the single **best** and which is the single **worse** time for professional development.”
  - **Do:** Return to the previous list and identify the single best and single worse options.
- ◆ **Say:** “For this next set of questions we’ll use a one-to-four scale. One means **strongly agree**, two means **agree**, three means **disagree**, and four means **strongly disagree**. If you don’t have an opinion on the items you can just tell me that, too. Are you ready? [*respond*] OK.”
- ◆ **Do:** Ask and record responses to the following statements.
  1. Information about professional development reaches me in a timely manner.
  2. Episodic or “one day” workshops have limited value in professional development.
  3. Professional development plans should include experiences with a strong content focus.
  4. I plan to enroll in a sustained course of study as part of my professional development.
  5. I am aware of the opportunities provided by museums for teachers’ professional development.
  6. It is always important to have CEU (Continuing Education Units) CPDU (Continuing Professional Development Units) or college credit associated with professional development programs.
  7. For professional development programs to really matter, sessions need to be held on a regular basis and over a sustained period of time.

8. I am more likely to commit to professional development that is explicitly connected to the learning standards.
9. I regularly receive information about professional development opportunities offered by museum education programs.
10. I would appreciate getting e-mail notices of professional development opportunities from museums.
11. Local professional development committees should look with favor on teachers' professional development plans that include museum-led professional development.
12. CPS teacher development days should include professional development options at museums.
13. Museum professional development experiences are a way to increase students' test scores on the ISAT and ITBS.
14. Teachers who include museum opportunities in their plans for professional development can be confident that they will have the support of their administration.
15. Teachers who participate in museum-based professional development can be confident that their students will also benefit as a result.
16. I visit the museums' World Wide Web pages to get information about professional development opportunities.
17. Museum-based professional development experiences should focus on content and skills necessary to raise state and district test scores.
18. I look at museums as among the most important providers of professional development.

◆ **Say:** "Thank you! That was very helpful. Now I have three open-ended questions."

1. Who provides professional development for you now? {Why is this?}
2. What can museums do to better meet your professional development needs?
3. Some museum-based professional development programs for teachers meet regularly over an extended period of time - like a university course. Under what conditions would you sign up stay involved in a program like that?

#### **Closure:**

- ◆ **Say:** "Good! Thank you. In January we expect to complete a report of our findings. When it is ready, would you like me to send you information about how to obtain a copy?"
- ◆ **Do:** If the caller responds "Yes", mark the checkbox "**Send report information**".
- ◆ **Say:** "That is all the I need to ask. The Museums In the Park office will be sending you a gift package as an expression of gratitude for completing this interview. Thank you very much for your help!"
- ◆ **Do:** Click on the **Register Interview** button to complete this record.

## PRINCIPAL INTERVIEW INVITATION LETTER

November 27, 2001

«Salutation». «First\_Name» «Last\_Name»  
«School\_Name»  
«School\_Address»  
«City» «State» «Zip»

Dear «Salutation». «Last\_Name»:

Because you are a valued professional, your views about professional development are important to our Chicago education community. A single phone call at your earliest convenience won't take much of your time, and I truly believe that you will find it worthwhile. What you have to say will inform the design of a leadership workshop focussed on meeting the professional development needs of teachers in Chicago Public Schools. Specifically, our charge is to respond to the question: "How might Chicago's world-class museums and museum educators better serve Chicago Public Schools' educators and education leaders?"

Teachers and principals that I have spoken with so far have told me that they appreciate that we are doing this. They also tell me that this opportunity to share their views about professional development is, in their words, "most valuable." Why? I believe it was because the focus was earnestly centered on teachers' professional development needs and perspectives.

The planning team and I will think hard about the "lessons learned" from these conversations. What we learn will be used to design new professional development options - perhaps even new relationships between the Chicago Public Schools and the city's museums. This is all possible as a result of the collaboration of the Chicago's Museums In the Park (MIP), Chicago Public Schools, the Illinois Mathematics and Science Academy and the generous support of the Polk Bros. Foundation.

You can lend *your* perspective - simply by making a telephone call. It should take us only about 15 minutes since, as a result of prior conversations, we have narrowed things down to what seem to be the most relevant issues and concerns.

Please call me at my personal cell phone number: **312-282-1578**. I will be prepared to take your call during weekday business hours: 8:30<sub>am</sub> – 4:30<sub>pm</sub>. This is a toll-free call from Chicago.

I will look forward to talking with you!

Sincerely,



Dr. Steven R. Rogg, Ph.D.  
Research and Professional Development Specialist

PS: We've enclosed the U.S. dollar bill as a gesture to say: We value your perspective! You will also be provided a special gift as an expression of our appreciation for completing the telephone call.

*Draft*

**MUSEUMS IN THE PARK: MUSEUMS EDUCATORS' WORKSHOP STUDY**  
**Telephone Interview Protocol: November 28, 2001 (revised)**  
**PRINCIPAL VERSION**

*How might Chicago's world class museums and museum educators better serve Chicago Public Schools' educators and education leaders?*

**Purpose:** *To learn from CPS teachers and principals their views about museums as providers of teacher professional development. We are interested in learning about a broad spectrum of concerns including matters of convenience (communication/ marketing, access and scheduling), professional matters (relevance to teaching assignment, re-certification, and advancement), and how museum-based professional development is perceived relative to other options.*

**Points to keep in mind:**

- Be courteous. The call should be a very pleasant experience.
- Keep a copy of the invitation letter handy. The caller might refer to this.
- Be certain to record in the "Notes" field any questions or special requests that the caller has.
- If the caller has questions you cannot answer, invite them to leave a message by e-mail at Rogg@IMSA.edu or call back at this number (312-282-1578).

**Initiate the interview:**

- ♦ **Say:** "Good [morning/afternoon]. Thank you for calling! Would you spell your name please?"
- ♦ **Do:** As the caller is responding, look up the record in the database. If the caller is a teacher, the database will display the TEACHER protocol shown below. Otherwise, it will display the PRINCIPAL protocol.
- ♦ **Say:** "Thank you. Are you at [school]?"
- ♦ **Do:** Confirm school. Select correct record as necessary.
- ♦ **Say:** Good. Here's how this works, [name]. First I'll ask a series of structured questions about your views on professional development and your needs or hopes. Then I have just a few open-ended questions that we can have a short conversation about. You are asked to be as candid as possible because your views are very important! Are you ready? [respond]"

**Principal's Interview:**

- ♦ **Do:** Conduct the interview and record results.
1. Does your school ever receive information about teacher professional development opportunities offered by Chicago museums?
    - [Yes] How does this information get to your teachers? {e.g., "membership", "secretary", etc.}
    - [No] Is this information that you would want your teachers to receive if it were available?
  2. Have your teachers experienced professional development conducted by a Chicago museum?
    - [Yes] What were the programs?
    - [Yes] What were your impressions of these experiences for them?

3. What is your opinion of museums as providers of professional development?
4. What role do you play in the professional development of your teachers?
5. Is it important for professional development information to come directly to you?
  - [Yes]: **Say:** "The next question has a list of alternatives. Just tell me "Yes" or "No" for each."
    - What are the best ways for professional development information to get to you?
      - ☐ Chicago Educator newspaper (Chicago Public Schools)
      - ☐ Chicago Union Teacher newspaper (Chicago Teachers Union)
      - ☐ CPS Teachers Academy notices
      - ☐ direct mailing to you at your home
      - ☐ direct mailing to you at your school
      - ☐ notices from professional associations
      - ☐ notices from administration
      - ☐ e-mail
      - ☐ word of mouth
      - ☐ other: {specify}
    - **Say:** "Let's return to the same list. I'm going to ask you to tell me which is the single **best** and which is the single **worse** way for this information to reach you."
    - **Do:** Return to the previous list and identify the best and worse options.
  - [No] {continue}
- ♦ **Say:** "The next question has a list of alternatives. Just tell me "Yes" or "No" for each."
6. What times do you prefer that your teachers have professional development? During...
  - ☐ CPS Professional Development Days
  - ☐ weekday evenings
  - ☐ during the school day
  - ☐ Saturday during the school year
  - ☐ Winter break
  - ☐ Summer break
  - ☐ other: {specify}
  - **Say:** "Let's return to the same list. Please tell me which is the single best and which is the single worse time for professional development."
  - **Do:** Return to the previous list and identify the single **best** and single **worse** options.

- ◆ **Say:** “Thank you! That was very helpful. Now I have just three open-ended questions.”
  1. Who provides professional development for your teachers now? {Why is this?}
  2. What can museums do to better meet your teachers’ professional development needs?
- ◆ **Say:** “And the last question...”
  3. Under what conditions are you willing to promote and support museum-based professional development for your teachers?



**Closure:**

- ◆ **Say:** “Good! Thank you. In January we expect to complete a report of our findings. When it is ready, would you like me to send you information about how to obtain a copy?”
- ◆ **Do:** If the caller responds “Yes”, mark the checkbox “**Send report information**”.
- ◆ **Say:** “That is all the I need to ask. The Museums In the Park office will be sending you a gift package as an expression of gratitude for completing this interview. Thank you very much for your help!”
- ◆ **Do:** Click on the **Register Interview** button to complete this record.



## APPENDIX E: SURVEY INVITATIONS AND INSTRUMENTS

### FOCUS GROUP PROFESSIONAL DEVELOPMENT PROFILE

	<b>Professional Development Profile</b> <i>Please print with care. Thanks!</i>								
	<table border="1"><tr><td>1</td><td>0</td><td>/</td><td>0</td><td>1</td><td>/</td><td>0</td><td>1</td></tr></table> Date (MM/DD/YY)	1	0	/	0	1	/	0	1
1	0	/	0	1	/	0	1		
C O N V E R S A T I O N S   A B O U T   P D									
Program Name									
First Name	Initial      Last Name								
School Name									
School City	School Zip Code								
<p>Demographic information is used to determine patterns of participation in our programs and events. The purpose is to evaluate how well we are serving citizens throughout Illinois and also to comply with requirements of funding agencies. Thank you for your cooperation!</p>									
<b>What is your primary role?</b> <input type="radio"/> Student <input type="radio"/> Teacher <input type="radio"/> Administrator <input type="radio"/> Tech Coordinator <input type="radio"/> Library Resource <input type="radio"/> Business/Industry <input type="radio"/> Other									
<b>Grade level(s) served in this role:</b> K   1   2   3   4   5   6   7   8   9   10   11   12   N/A <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>									
<input type="radio"/> Postsecondary (13-16) <input type="radio"/> Postgraduate (17+) <input type="radio"/> Professional Development									
Including this one, how many years have you been in your current role at this school? <table border="1"><tr><td></td><td></td></tr></table>									
Including this one, how many years have you been in this profession? <table border="1"><tr><td></td><td></td></tr></table>									
Please indicate how you describe yourself:									
<input type="radio"/> Male <input type="radio"/> Female	<table border="1"><tr><td><input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Native Hawaiian or Other Pacific Islander</td><td><input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> White (not Hispanic or Latino) <input type="checkbox"/> Asian</td></tr></table>	<input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Native Hawaiian or Other Pacific Islander	<input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> White (not Hispanic or Latino) <input type="checkbox"/> Asian						
<input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Native Hawaiian or Other Pacific Islander	<input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> White (not Hispanic or Latino) <input type="checkbox"/> Asian								
<b>Subject Area(s)</b> Check the content areas that describe courses you currently teach (if applicable):									
<input type="checkbox"/> Algebra I <input type="checkbox"/> Algebra II <input type="checkbox"/> Applied Mathematics <input type="checkbox"/> Art <input type="checkbox"/> Biology or Life Science <input type="checkbox"/> Calculus <input type="checkbox"/> Chemistry <input type="checkbox"/> Computer Science <input type="checkbox"/> Elementary <input type="checkbox"/> Earth/Space Science <input type="checkbox"/> English/Language Arts	<table border="1"><tr><td><input type="checkbox"/> Environmental Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> General Mathematics <input type="checkbox"/> General Science <input type="checkbox"/> Geometry <input type="checkbox"/> Gifted Education <input type="checkbox"/> Health <input type="checkbox"/> Home Economics <input type="checkbox"/> Integrated Science <input type="checkbox"/> Interdisciplinary</td><td><input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Physical Science <input type="checkbox"/> Physics <input type="checkbox"/> Pre-Algebra <input type="checkbox"/> Pre-Calculus <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> Trigonometry <input type="checkbox"/> Vocational/Technical <input type="checkbox"/> Other... <input type="text"/></td></tr></table>	<input type="checkbox"/> Environmental Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> General Mathematics <input type="checkbox"/> General Science <input type="checkbox"/> Geometry <input type="checkbox"/> Gifted Education <input type="checkbox"/> Health <input type="checkbox"/> Home Economics <input type="checkbox"/> Integrated Science <input type="checkbox"/> Interdisciplinary	<input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Physical Science <input type="checkbox"/> Physics <input type="checkbox"/> Pre-Algebra <input type="checkbox"/> Pre-Calculus <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> Trigonometry <input type="checkbox"/> Vocational/Technical <input type="checkbox"/> Other... <input type="text"/>						
<input type="checkbox"/> Environmental Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> General Mathematics <input type="checkbox"/> General Science <input type="checkbox"/> Geometry <input type="checkbox"/> Gifted Education <input type="checkbox"/> Health <input type="checkbox"/> Home Economics <input type="checkbox"/> Integrated Science <input type="checkbox"/> Interdisciplinary	<input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Physical Science <input type="checkbox"/> Physics <input type="checkbox"/> Pre-Algebra <input type="checkbox"/> Pre-Calculus <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> Trigonometry <input type="checkbox"/> Vocational/Technical <input type="checkbox"/> Other... <input type="text"/>								
5979293701	 Continue to the other side.								

[ ]

- Consider your own (teacher) or your school's (administrator) professional development plan. Of all of the options available (a sample list is provided below), what is the relative role of the museums? How can museums meet your needs?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

college or university	CPS Teachers Academy for Professional Development
county office	Chicago museums and cultural institutions
curriculum or text publisher	professional association
Chicago Systemic Initiative	Regional Office of Education (ROE)
CPS MINT Program	Teachers Academy for Math and Science (TAMS)

## INVITATION LETTER FOR THE PROFESSIONAL DEVELOPMENT PERSPECTIVES SURVEY

### **The Center@IMSA**

Phone: (630) 907-5956  
Fax: (630) 907-5946  
E-mail: center@imsa.edu  
Internet: www.imsa.edu/team/center

January 24, 2002

#### **PROGRAMS SERVING ILLINOIS STUDENTS AND EDUCATORS**

IMSA Great Minds  
Program

IMSA Excellence 2000+

IMSA Kids Institute

STEP-UP to the Future

Illinois International  
Career Academy

Problem-Based Learning  
(PBL) Program

21 st Century  
Information Literacy

Alternative Teacher  
Certification

Standards-Based  
Education: IMSA 2061

Dear . :

Your contribution is still greatly needed to inform the design of professional development that is responsive to the ideas, needs, and concerns of Chicago Public School teachers! May I invite you one final time to voice your perspective?

Recall that this project is a collaborative effort of CPS teachers and principals with representatives of Museums In the Park (MIP), Chicago Public Schools, the Chicago Teachers Union, and the Illinois Mathematics and Science Academy (IMSA). We remain grateful to the Polk Bros. Foundation for kindly providing the funding required to support this work on behalf of CPS teachers.

We have enclosed a questionnaire hoping to make responding as easy as possible. The items on it are the result of recent meetings and telephone conversations with CPS teachers and principals. Please take a few minutes to complete the questionnaire and return it in the postage-paid return envelope. If it is more convenient, you are welcome to FAX your reply to me at: 630.907.5946.

This survey represents the final opportunity to have your ideas, needs, and concerns considered. Unfortunately, we will not be able to use responses received after Friday, February 8, 2002. So, please send your questionnaire soon.

My best wishes for a successful semester!



Dr. Steven R. Rogg  
Professional Development and Research Specialist  
Illinois Mathematics and Science Academy



Illinois Mathematics and  
Science Academy  
1500 West Sullivan Road  
Aurora, Illinois 60506-1000

PS: You will be sent a special gift from MIP as an expression of our appreciation for completing the questionnaire.

## CPS TEACHERS' PROFESSIONAL DEVELOPMENT PERSPECTIVES SURVEY

### Chicago Public School Teachers' Professional Development Perspectives

Your contribution is invited to inform the design of new professional development that is responsive to the ideas, needs, and concerns of Chicago Public School teachers!

The attached questionnaire is designed to make responding as easy as possible. The items on it are the result of recent meetings and telephone conversations with CPS teachers and principals. Please note that:

1. The required perspective is that of current **Chicago Public Schools teachers**.
2. Your participation is entirely voluntary and should take an estimated 15 to 20 minutes.
3. Anonymity will be strictly respected. Your name does **not** appear on the questionnaire.
4. You are welcome to detach and retain this cover sheet for your records.
5. Comments or questions are welcome. Contact:

Dr. Steven R. Rogg,  
Research and Professional Development Specialist  
Illinois Mathematics and Science Academy  
1500 Sullivan Road  
Aurora, IL 60506.1000



Phone: 630.907.5069

This project is a collaborative effort of CPS teachers and principals with representatives of Museums In the Park (MIP), Chicago Public Schools, the Chicago Teachers Union, and the Illinois Mathematics and Science Academy (IMSA). We remain grateful to the Polk Bros. Foundation for kindly providing the funding required to support this work on behalf of CPS teachers.

#### A few notes and examples about using the form:

1. Boxes like this are for printing letters and numbers as shown:

0	0	5
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2. Check boxes mean that you should check all that apply:
- |                                     |                          |                                     |
|-------------------------------------|--------------------------|-------------------------------------|
| Choice 1                            | Choice 2                 | Choice 3                            |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

3. Radio Buttons like this mean "Select Only One":
- |                       |                                  |                       |
|-----------------------|----------------------------------|-----------------------|
| Option1               | Option2                          | Option3               |
| <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

4942293766

## Chicago Public School Teachers' Professional Development Perspectives

1. Today's Date (MM/DD/YY)   /   / 0 2
2. What grade(s) do you currently teach?
- |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| P                        | K                        | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        | 10                       | 11                       | 12                       | N/A                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- ☐ Postsecondary (13-16)    ☐ Postgraduate (17+)    ☐ Professional Development
3. What subject(s) do you teach?
- |   |  |
|---|--|
| <input type="checkbox"/> Elementary (self-contained class)<br><input type="checkbox"/> Art<br><input type="checkbox"/> Computer Science<br><input type="checkbox"/> English/Language Arts<br><input type="checkbox"/> Foreign Language<br><input type="checkbox"/> Gifted Education<br><input type="checkbox"/> Health<br><input type="checkbox"/> Home/Life Skills | <input type="checkbox"/> Mathematics<br><input type="checkbox"/> Music<br><input type="checkbox"/> Physical Education<br><input type="checkbox"/> Science<br><input type="checkbox"/> Social Studies<br><input type="checkbox"/> Special Education<br><input type="checkbox"/> Vocational/Technical<br><input type="checkbox"/> Other: _____ |
|---|--|
4. Including this one, how many years have you been in your current role at this school?
5. Including this one, how many years have you been in this profession?
6. Please indicate how you describe yourself:
- |  |   |  |
|--|---|--|
| <input type="radio"/> Male<br><input type="radio"/> Female | <input type="checkbox"/> Black or African American<br><input type="checkbox"/> American Indian or Alaska Native<br><input type="checkbox"/> Native Hawaiian or Other Pacific Islander | <input type="checkbox"/> Hispanic or Latino<br><input type="checkbox"/> White (not Hispanic or Latino)<br><input type="checkbox"/> Asian |
|--|---|--|
7. When are you required to prepare a Certificate Renewal Plan for Illinois Teacher Recertification?
- |                       |                       |                       |                       |                       |                       |                       |                       |                                      |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
| 2001                  | 2002                  | 2003                  | 2004                  | 2005                  | 2006                  | 2007                  | Don't Know            | Not Applicable (skip to question 11) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                |
8. How many hours of formal professional development will you be seeking over the next 24 months?
- Write in  
number &  
choose  
type...

☐ Clock Hours  
☐ Semester Hours  
☐ Quarter Hours
9. What are your top **THREE** strongest motivations for seeking professional development right now?
- Choose  
only 3...

☐ improve work performance

☐ recertification

☐ stay current in field

☐ learn specific new skills

☐ salary enhancement

☐ work toward graduate degree

☐ NBPTS certification

☐ self satisfaction

☐ Other: \_\_\_\_\_
10. What organization(s) do you anticipate will provide this professional development for you?
- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Chicago Public Schools/Board<br><input type="checkbox"/> Chicago Teachers Union<br><input type="checkbox"/> college/university - local<br><input type="checkbox"/> Other(s): _____ | <input type="checkbox"/> college/university - distance learning<br><input type="checkbox"/> curriculum/textbook publisher<br><input type="checkbox"/> independent provider | <input type="checkbox"/> museum<br><input type="checkbox"/> professional association<br><input type="checkbox"/> school staff development |
|---|--|---|

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11. Over the year, about how many times do you receive information about teacher professional development opportunities offered by Chicago museums?

Never One Two Three Four Five Six Seven Eight Nine Ten More than Ten  
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

12. What is the best format for delivering professional development information to you?

☐ booklet/catalog ☐ colleagues ☐ FAX ☐ newsletter ☐ WWW site  
☐ brochure ☐ e-mail (direct) ☐ flier (one-page) ☐ postcard ☐ Other: \_\_\_\_\_  
☐ bulletin board ☐ e-mail (listserv) ☐ letter ☐ telephone \_\_\_\_\_

13. Where is the best place to send this professional development information so that it reaches you in a timely way?

☐ addressed to me at school ☐ school main office ☐ Other(s): \_\_\_\_\_  
☐ my home address ☐ school library \_\_\_\_\_  
☐ my department chair ☐ school principal \_\_\_\_\_

14. Over the last **five** years, which of the following museums have provided professional development program(s) for **you**?

☐ Adler Planetarium ☐ DuSable Museum ☐ Museum of Science and Industry  
☐ Art Institute ☐ Field Museum ☐ Peggy Notebaert Nature Museum  
☐ Chicago Historical Society ☐ Mexican Fine Arts Center Museum ☐ Shedd Aquarium  
☐ Other(s): \_\_\_\_\_

15. What is your opinion of museums as providers of teacher professional development?

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16. What role does your principal play in **your** professional development?

<input type="checkbox"/> actively advises and suggests options	<input type="checkbox"/> follows each teacher's professional growth
<input type="checkbox"/> approves or authorizes participation	<input type="checkbox"/> fosters peer collaboration/study groups
<input type="checkbox"/> creates opportunities (time, travel)	<input type="checkbox"/> gives teachers autonomy to choose
<input type="checkbox"/> decides program eligibility	<input type="checkbox"/> organizes sessions and vendors
<input type="checkbox"/> determines school priorities	<input type="checkbox"/> provides funding
<input type="checkbox"/> disseminates information that comes to the school	<input type="checkbox"/> provides substitute teachers
<input type="checkbox"/> disseminates only information specific to assignments	<input type="checkbox"/> None
<input type="checkbox"/> encourages participation/motivates	<input type="checkbox"/> Other: _____
<input type="checkbox"/> engages highest quality service providers	_____

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17. Where do you get your information about professional development opportunities?

- |   |  |
|---|--|
| <input type="checkbox"/> CPS "Chicago Educator" newspaper               | <input type="checkbox"/> school department chair |
| <input type="checkbox"/> "Chicago Union Teacher" newspaper              | <input type="checkbox"/> school librarian        |
| <input type="checkbox"/> CPS Lane Promotion Schedule (Teachers Academy) | <input type="checkbox"/> school principal        |
| <input type="checkbox"/> colleagues (word of mouth)                     | <input type="checkbox"/> school secretary        |
| <input type="checkbox"/> cultural institutions (i.e., museums)          | <input type="checkbox"/> Other: _____            |
| <input type="checkbox"/> professional associations                      | _____  |

18. In order to commit to a professional development program, what compensation do you **expect** (required) to receive?

- |   |  |                                       |
|---|--|---------------------------------------|
| <input type="checkbox"/> CEU or CPDU credits          | <input type="checkbox"/> lessons or curriculum resources           | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> college or university credit | <input type="checkbox"/> modest stipend (around \$50/day)          | _____                                 |
| <input type="checkbox"/> equipment or supplies        | <input type="checkbox"/> substitute teacher (school can't provide) | _____                                 |

19. What are the times that you are most willing to commit to a professional development program?

- |  |   |                                       |
|--|---|---------------------------------------|
| <input type="checkbox"/> CPS PD Days           | <input type="checkbox"/> Saturday morning   | <input type="checkbox"/> summer break |
| <input type="checkbox"/> during the school day | <input type="checkbox"/> Saturday afternoon | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> weekday evenings      | <input type="checkbox"/> winter break       | _____                                 |

20. What can museums do to better meet **your** professional development needs?

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21. Under what conditions would you register for and stay involved in a museum-based professional development program that meets regularly and over a period of time - like a university course?

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Please indicate your level of agreement with each of the following statements:

Strongly Agree
Agree
Disagree
Strongly Disagree
no opinion

- |                       |                       |                       |                       |                       |     |   |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1.  | Information about professional development reaches me in a timely manner.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2.  | Episodic or "one day" workshops have limited value in professional development.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3.  | Professional development plans should include experiences with a strong content focus.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4.  | I plan to enroll in a sustained course of study as part of my professional development.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5.  | I am aware of the opportunities provided by museums for teachers' professional development.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6.  | It is always important to have CEU, CPDU, or college credit associated with professional development programs.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7.  | For professional development programs to really matter, sessions need to be held on a regular basis and over a sustained period of time.                        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8.  | I am more likely to commit to professional development that is explicitly connected to the learning standards.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9.  | I regularly receive information about opportunities offered by museums.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. | I would appreciate getting e-mail notices of opportunities from museums.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. | Local professional development committees should look with favor on teachers' plans that include museum-led professional development.                           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. | CPS teacher development days should include options at museums.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. | Museum professional development experiences are a way to increase students' test scores on the ISAT and ITBS.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. | Teachers who include museum opportunities in their plans for professional development can be confident that they will have the support of their administration. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. | Teachers who participate in museum-based professional development can be confident that their students will also benefit as a result.                           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. | I visit the museums' World Wide Web pages to get information about professional development opportunities.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. | Museum-based professional development experiences should focus on content and skills necessary to raise state and district test scores.                         |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. | I look at museums as among the most important providers of professional development.  |

Thank you!

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## CPS PRINCIPALS' PROFESSIONAL DEVELOPMENT PERSPECTIVES SURVEY

### Chicago Public School Principals' Professional Development Perspectives

Your contribution is invited to inform the design of new professional development that is responsive to the ideas, needs, and concerns of Chicago Public School teachers!

The attached questionnaire is designed to make responding as easy as possible. The items on it are the result of recent meetings and telephone conversations with CPS teachers and principals. Please note that:

1. The required perspective is that of current **Chicago Public Schools principals**.
2. Your participation is entirely voluntary and should take an estimated 15 to 20 minutes.
3. Anonymity will be strictly respected. Your name does **not** appear on the questionnaire.
4. You are welcome to detach and retain this cover sheet for your records.
5. Comments or questions are welcome. Contact:

Dr. Steven R. Rogg,  
Research and Professional Development Specialist  
Illinois Mathematics and Science Academy  
1500 Sullivan Road  
Aurora, IL 60506.1000

Phone: 630.907.5069



This project is a collaborative effort of CPS teachers and principals with representatives of Museums In the Park (MIP), Chicago Public Schools, the Chicago Teachers Union, and the Illinois Mathematics and Science Academy (IMSA). We remain grateful to the Polk Bros. Foundation for kindly providing the funding required to support this work on behalf of CPS teachers.

#### A few notes and examples about using the form:

1. Boxes like this are for printing letters and numbers as shown: 

0	0	5
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2. Check boxes mean that you should check all that apply: 

Choice 1	Choice 2	Choice 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Radio Buttons like this mean "Select Only One": 

Option1	Option2	Option3
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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## Chicago Public School Principals' Professional Development Perspectives

1. Today's Date (MM/DD/YY)   /   /   0 2
2. What grade(s) are taught at your school?  

P	K	1	2	3	4	5	6	7	8	9	10	11	12	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Including this one, how many years have you been in your current role at this school?
4. Including this one, how many years have you been in the education profession?
5. Please indicate how you describe yourself:  

<input type="radio"/> Male <input type="radio"/> Female	<input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Native Hawaiian or Other Pacific Islander	<input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> White (not Hispanic or Latino) <input type="checkbox"/> Asian
--	---	--
6. What organization(s) do you anticipate will provide professional development for your school over the next 24 months?  

<input type="checkbox"/> Chicago Public Schools/Board	<input type="checkbox"/> college/university - distance learning	<input type="checkbox"/> museum
<input type="checkbox"/> Chicago Teachers Union	<input type="checkbox"/> curriculum/textbook publisher	<input type="checkbox"/> professional association
<input type="checkbox"/> college/university - local	<input type="checkbox"/> independent provider	<input type="checkbox"/> school staff development
<input type="checkbox"/> Other(s): _____		
7. Over the year, about how many times do you receive information about teacher professional development opportunities offered by Chicago museums?  

Never	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	More than Ten
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. What is the best format for delivering professional development information to your teachers?  

<input type="checkbox"/> booklet/catalog	<input type="checkbox"/> colleagues	<input type="checkbox"/> FAX	<input type="checkbox"/> newsletter	<input type="checkbox"/> WWW site
<input type="checkbox"/> brochure	<input type="checkbox"/> e-mail (direct)	<input type="checkbox"/> flier (one-page)	<input type="checkbox"/> postcard	<input type="checkbox"/> Other: _____
<input type="checkbox"/> bulletin board	<input type="checkbox"/> e-mail (listserv)	<input type="checkbox"/> letter	<input type="checkbox"/> telephone	_____
9. Where is the best place to send this professional development information so that it reaches your teachers in a timely way?  

<input type="checkbox"/> addressed to teachers at school	<input type="checkbox"/> school main office	<input type="checkbox"/> Other(s): _____
<input type="checkbox"/> teachers' home address	<input type="checkbox"/> school library	
<input type="checkbox"/> teachers' department chair	<input type="checkbox"/> address to me (principal) at school	_____
10. What times are you most willing to commit teachers to a professional development program?  

<input type="checkbox"/> CPS PD Days	<input type="checkbox"/> Saturday morning	<input type="checkbox"/> summer break
<input type="checkbox"/> during the school day	<input type="checkbox"/> Saturday afternoon	<input type="checkbox"/> Other: _____
<input type="checkbox"/> weekday evenings	<input type="checkbox"/> winter break	_____

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11. What are the best ways for professional development information to get to you?

- |   |  |
|---|--|
| <input type="checkbox"/> CPS "Chicago Educator" newspaper               | <input type="checkbox"/> school department chair |
| <input type="checkbox"/> "Chicago Union Teacher" newspaper              | <input type="checkbox"/> school librarian        |
| <input type="checkbox"/> CPS Lane Promotion Schedule (Teachers Academy) | <input type="checkbox"/> school principal        |
| <input type="checkbox"/> colleagues (word of mouth)                     | <input type="checkbox"/> school secretary        |
| <input type="checkbox"/> cultural institutions (i.e., museums)          | <input type="checkbox"/> Other: _____            |
| <input type="checkbox"/> professional associations                      |  |

12. Over the last **five** years, which of the following museums have provided professional development program(s) for ***your school***?

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Adler Planetarium          | <input type="checkbox"/> DuSable Museum                  | <input type="checkbox"/> Museum of Science and Industry |
| <input type="checkbox"/> Art Institute              | <input type="checkbox"/> Field Museum                    | <input type="checkbox"/> Peggy Notebaert Nature Museum  |
| <input type="checkbox"/> Chicago Historical Society | <input type="checkbox"/> Mexican Fine Arts Center Museum | <input type="checkbox"/> Shedd Aquarium                 |
| <input type="checkbox"/> Other(s): _____            |  |   |

13. What is your opinion of museums as providers of teacher professional development?

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14. What role(s) do you play in the professional development of your teachers?

- |   |  |
|---|--|
| <input type="checkbox"/> actively advise and suggests options                 | <input type="checkbox"/> follow each teacher's professional growth |
| <input type="checkbox"/> approve or authorize participation                   | <input type="checkbox"/> foster peer collaboration/study groups    |
| <input type="checkbox"/> create opportunities (time, travel)                  | <input type="checkbox"/> give teachers autonomy to choose          |
| <input type="checkbox"/> decide program eligibility                           | <input type="checkbox"/> organize sessions and vendors             |
| <input type="checkbox"/> determine school priorities                          | <input type="checkbox"/> provide funding                           |
| <input type="checkbox"/> disseminate information that comes to the school     | <input type="checkbox"/> provide substitute teachers               |
| <input type="checkbox"/> disseminate only information specific to assignments | <input type="checkbox"/> None                                      |
| <input type="checkbox"/> encourage participation/motivate                     | <input type="checkbox"/> Other: _____                              |
| <input type="checkbox"/> engage highest quality service providers             |  |

15. What can museums do to better meet ***your*** teachers' professional development needs?

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16. Under what conditions are you willing to promote and support museum-based professional development for your teachers?

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Please indicate your level of agreement with each of the following statements:

Strongly Agree
Agree
Disagree
Strongly Disagree
no opinion

- |                       |                       |                       |                       |                       |   |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Information about professional development reaches teachers in a timely manner.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Episodic or "one day" workshops have limited value in professional development.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. I determine priorities for professional development of teachers at my school.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Professional development plans should include experiences with a strong content focus.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. I encourage teachers to enroll in a sustained course of study as part of their professional development.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. I am aware of the opportunities provided by museums for teachers' professional development.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. It is always important to have CEU, CPDU, or college credit associated with professional development programs.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. For professional development programs to really matter, sessions need to be held on a regular basis and over a sustained period of time.                         |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. My teachers are more likely to commit to professional development that is explicitly connected to the learning standards.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. I play a key role in determining which professional development opportunities my teachers participate in.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. I regularly receive information about opportunities offered by museums.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. I would appreciate getting e-mail notices of opportunities from museums.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Local professional development committees should look with favor on teachers' plans that include museum-led professional development.                           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. CPS teacher development days should include options at museums.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Museum professional development experiences are a way to increase students' test scores on the ISAT and ITBS.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Teachers who include museum opportunities in their plans for professional development can be confident that they will have the support of their administration. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Teachers who participate in museum-based professional development can be confident that their students will also benefit as a result.                           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Museum-based professional development experiences should focus on content and skills necessary to raise state and district test scores.                         |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19. I routinely refer teachers to Chicago museums for professional development.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 20. I look at museums as among the most important providers of professional development.  |

Thank you!

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## APPENDIX F: SURVEY OPEN RESPONSE TRANSCRIPTS

### TEACHERS' OPINIONS OF THE MUSEUMS AS PROFESSIONAL DEVELOPMENT PROVIDERS

ID	Q15: What is your opinion of museums as providers of teacher professional development?
00290	The MAPS program is a great balance.
00777	Due to the fact that I am a fairly new teacher I was not even aware that museums offer professional development
01295	Wish more math applications were availed.
01362	I was involved with the MAPS program not sure if that's considered professional development.
01480	- They need to get better, more opportunities need to be created.
01741	Museums are places where students and even teachers could get new knowledge.
01821	The workshops were very good and educational. Well planned and I got a lot of ideas.
01850	I feel that the museums enhance our curriculum a great deal.
01930	I have received information on some in-services held at museums but I have not been able to attend one.
02310	I love them... instead of being in a classroom you are actually there. Professional development given by museums personnel is more interesting because unlike the Board that just stresses test preparation.
02404	The museum provides excellent sources that pertain to the subjects taught and provide resources that are helpful and interesting to the students.
02448	Museums offer programs, which can be very valuable and useful to classroom teachers.
02581	Museums are a great venue for teacher professional development. Museums will enhance curriculum: social studies, science, math, and reading. Museums have the ability to bring concepts to life! Application of principles and first and secondary sources will increase teacher knowledge and students interests. Museums are mirrors to our past, present, and future.
02752	They do a great job of tying their curriculum into the standards.
03355	I enjoy the museums professional development, but they do not offer credits toward any goal.
03701	They have a nice program for teachers.
03999	Museums are great resources for teachers. Museums can provide teachers with information about activities that can be carried over to the classroom. The museums can also be a great place for teachers to learn.
04121	Most programs are useful; better uses of our museums is encouraged through these programs.
04195	Need more of it.
04633	I don't have experience in this area with museums at all.
05946	Museums are an excellent resource and learning tool for teachers in relation to professional development.
06727	It's a great idea!
06796	Museums are an excellent source of development.
06826	I think they could be valuable. I went to one at the Shedd Aquarium 2 years ago. I wish you didn't have to drive downtown to participate.
06979	Wonderful way to encourage using museums to enhance our teaching as well as providing children with the opportunity to visit museums.
07032	Excellent- I'm a member of the MAPS program.. <u>Museums And Public Schools</u>
07084	I think it's important that museums provide proff. development since they are curators of primary sources.
07096	It is very important. I feel that more teacher's should have easy access of information on opportunity offered by the museums. I'm aware of many exciting workshops available but I do not have enough information as to go about signing up. I am a true believer of hands on learning and I feel that the museums can offer a lot.
07118	I like to participate in teacher professional development in service at museums because I usually don't get a chance to attend unless I am taking a class.

ID	Q15: What is your opinion of museums as providers of teacher professional development?
07515	Museums are an excellent resource because demonstrations are often available with exploration. The areas explore opportunities for parents to participate.
07668	I feel it is a great opportunity for teachers to actually be at the museums where they are discussing a curriculum pertaining to that particular museum.
08147	I think the information they provide is very interesting and beneficial.
08480	I am most interested in having grade appropriate curriculum enrichment.
08941	The museums in my experience have much to offer. Over the years the experience with the museums has greatly improved.
09571	MCA had a fantastic program. They had the teachers do the hands on work that their students would get to do in the study but they made it more appropriate for adults.. I also participated in MAPS and found it to be a meaningful teaching ad learning experience. It was one of the best programs I've seen in Chicago.
09920	Excellent especially the MAPS program. I am involved with the MAPS program for 6 <sup>th</sup> grade.
99034	I am an Art teacher, so the museum workshops are fantastic! Museum visits are not only ascetics but may be used on social, political, and religious issues at our times present, past and future.
99037	Overall general information is given. Few have actually given a break down of what they really have to offer the classroom teacher. More information and staff willing to come out and promote their programs would generate an interest in what the museums have to offer for professional development.
99038	I don't have an opinion. Didn't realize that the museum had anything to do with professional development.
99040	I don't know
99045	In my opinion I think it's a great idea. It gives us an opportunity to visit the culture rich centers inside the city in which we live, therefore being able to give more to the students.
99053	Excellent teachers development program
99056	They can take a more active role in providing staff development/offer more of their resources for enhancing teacher skills and knowledge/make themselves more accessible to teachers or professional staff development workshops
99058	All museums need a guide.
99060	I feel the programs I have attended explain an show off particulars of those facilitators. They have always been inviting, interesting, entertaining, educational and always suggestive to bring students.
99064	Museums should prove to be excellent because they are on the cutting edge. (Although I have not used museums for professional development that much, I can understand how they would be very helpful.)
99065	Museums are an outstanding way to present information to students to supplement course material.
99066	None
99067	They are usually stimulating and fun.
99088	Adler Planetarium was awesome!
99089	They are experts in their field & give the most current, accurate instruction.
99092	I read The Natural History Journal, and I appreciate getting invitations to attend Natural History Museum events.
99095	The museums can be a source for providing great hands on professional development workshops
99096	Need to play a large role on offerings. Difficult to get people from museums to agree to new and innovating projects.
99098	I have heard good things about the maps program and I would be very interested in learning more about it and getting involved.
99099	Highly desirable to have high quality professional deliver "pd" Would like it
99100	I think they should be involved.
99107	I think museums could be good providers of professional development if the programs are relevant to teachers needs
99109	I think that the times are sometimes a problem for me, (my opinion) Location, parking are not taken into consideration for teachers. Many of the museums are located in heavy traffic areas.
99111	Stimulating
99113	I feel that museums as providers is very important to our school systems, give both teachers and students to gain hands on training and experience.

ID	Q15: What is your opinion of museums as providers of teacher professional development?
99115	I have been drawn to museums since childhood; however museums today seem to be evolving into entertainment centers instead of educational sites!
99116	? Never had one
99119	I'm a tech coordinator. What I've seen seems to be targeted to specific subject areas at specific grade levels. I'm unaware of any museums offering relevant P. Devel. For me.. I'd love to see the museums utilizing my skills and abilities (at the school site) in their curriculum planning in ways that offer me professional development.
99126	I have not participated
99131	Very good. Just advertise.
99136	Museums allow the hands-on experience one needs to share with students. Their packages of info are great for our own knowledge as well as for sharing with our students. At times, some of these museums have never been visited by our staff. So it's the first introduction the teacher as well as the student has had with the museum. The visits to the museum really add to the study and knowledge.
99138	If they use <u>educators</u> to lead the sessions, they can be very good.
99142	Excellent and Interests
99151	Wonderful! The teaching staff members are enthusiastic- very well prepared- always available- and- help us network with other organizations and encourage us to network with the participants of the classes, especially those at our own grade levels. Also, materials and curriculum is always age appropriate.
99152	Museums are an excellent source of teacher professional development. Colleagues and I attended one recently at the Peggy Notebaert Nature Museum. It was informative and fun to attend.
99156	Amateurish
99158	I think that museums are wonderful providers. Parking for these museums can be a problem.
99160	Very good source that's underutilized.
99163	-Great!. I always learn so much1. New ideas for classroom connections to museums.
99164	I think it is fantastic! We have so many museums in Chicago and they should be used by teachers as a resource!
99166	The professional development programs I have attended at the Chicago Historical Society were very informative.
99179	The professional development sessions that I attended were very informative. We need information on professional development activities, their information should be sent directly to individuals for departments within the schools.
99180	Don't know enough to say!
99200	If it relates to the subject matter, then why not?
99211	They are excellent except that they are unrealistic in their expectations because the personnel do not usually have classroom experience
99212	The museums are excellent sources of information to every grade and area of learning. However, they should develop more situations where they can come to the school so that all the teachers can learn about what they offer. When a guide at the museum follows up with a previous staff development the whole experience becomes more meaningful
99213	Museums are excellent resources for extending classroom learning on a topic. The sensory organs are bombarded with information that would not be inculcated in other ways. Teachers can interact/participate more fully while expanding their knowledge base. A desirable form of learning for the X'ers.
99214	It is useful and important. I try to end units on theme curriculum with a field trip for more hands on learning. Therefore the more useful information and training I receive the better I can pass that information to my comrades and students. The will to better information and the trip becomes more meaningful and memorable. Hopefully they will gather more information.
99240	Provide assistance for curriculum and lesson planning; provide educational experiences for students.
99246	I had an excellent experience at Field Museum. Went to several presentations about Hispanic art. Fantastic. I'd like more.
99247	An excellent resource. I find their programs are well-researched, well-staffed and enjoyable. Very professional.
99255	Excellent
99270	Excellent place to familiarize oneself with services available. Provides knowledge (current)

ID	Q15: What is your opinion of museums as providers of teacher professional development?
99273	Great idea, not enough information
99279	Great
99290	First Rate! Very exciting programs are offered at our Museums In The Park. I have found the information within these programs are designed to be used in the classroom at varying grade levels and subject matter. Other programs allow you to design your own program.
99294	Excellent source for Social Studies and Science.

### **TEACHERS' VIEWS ON WHAT THE MUSEUMS CAN DO FOR THEM**

ID	Q20: What can museums do to better meet your professional development needs?
00777	They can make their services more widely known. Offer programs geared towards special education teachers.
01295	Math hands-on. Math hand-outs. Areas providing challenging math and follow-up applications
01362	Provide schedules
01480	Send materials that can be utilized in the classroom prior to field trips. Or provide schools with people to visit the schools from the museums in lieu of field trip.
01741	Inform me about and event related with science.
01821	Everything that they are doing is good for my group.
01850	offer 1-2 day workshops. provide follow-up trips
01930	The question I would have is, how this program would "realistically" enhance my student's learning and how would it fit curriculum guidelines.
02310	More classes on weekends.
02404	Offer more programs for primary level in content areas.
02448	Museums in general, do a fine job now in helping me meet my professional needs.
02581	Museums could correlate professional development programs with CPS frameworks that I am mandated to teach (6 <sup>th</sup> grade level). Grades 3,6,8 are "Bridge Grades," students Iowa scores dictate promotability. Museums could gear programs towards those grades specifically provide pro-active programs on all levels that would help teachers involve students.
03150	Because I'm in the library I see the whole school.
03355	Keep up the great work. I enjoy the MAPS meeting. Please issue CEU or CPDU credits. MAPS development meetings usually last at least 5 1/2 hours and that can add up to a lot of credits for a teacher who is in need of them.
03701	Offer sessions geared toward kindergarten.
03999	Offer wider range of days to take classes.
04195	Link it more to standards
04633	-Mail information. -Coordinate with schools
05946	Continue to offer high quality professional development classes.
06727	Let us know what's available. Gear lesson toward practical needs. Allow a free field trip so the teacher can disseminate and share knowledge learned.
06796	I'm a member of MAP and this is a great opportunity.
06826	Museums seem more geared towards science teacher. I do teach science, but only one period a day. My focus is more in spec. ed. And language arts and math.
06979	Help me include a museum field trip as part of a lesson taught in class. Make the trip meaningful for the students. First we read, learn about a topic in class- then visit a museum to enhance what we learned/discussed in class. *Have a tour or presentation given by a museum expert on a given topic.
07032	The 7 MAPS museums are excellent communicators of their various exhibits and programs.
07084	Could they align special exhibit w/ the curriculum standards.
07096	Send new letters of what is being offered-classes, workshops, etc... programs.
07118	Explain to me how to break down information on a state-pre level where the 3-5 year olds would appreciate more.
07515	A "hands on" approach that can be modeled for students and used immediately would be more useful.



ID	Q20: What can museums do to better meet your professional development needs?
08147	Provide practical lessons that comprehensive/ interdisciplinary. Short (approximately 1-2 weeks only ) per topic
08480	Museums could present activities geared for specific grade level CPS curriculum
08941	Offer the opportunity for my students to attend the follow through free of charge. Give resources to use in the class free. Give graduate credit or LAE credit not CPU's for credit.
09571	MCA has managed to provide buses. Teachers have so much to do and it is very difficult to book a bus and collect money. Often it is even difficult to get telephone time. Time to collaborate with museum education coordinators to make plans for trips and classroom lessons.
09920	Have more schools involved in MAPS program and let teachers share ideals on a specific day.
99037	Prepare curriculums that coincide with the Ill. Standards and offer them as a course or workshop for classroom teachers
99045	Offer materials for on loan or free of charge to be used in the classroom. Have someone to come out to the school to tell what the museum has to offer.
99056	All museums can do a better job of offering their resources to professional development
99058	Offer more trips, and let the museum pay for the cost of the bus.
99060	Have a better way to inform the general teaching staff.
99064	Enable me to provide hands-on-opportunities for the children. Provide up-to-date technology and enable me to use this with my classroom. Provide me with a global study and interaction
99065	I can use CHS and DuSable Museum along with Federal Reserve Bank. These Sources can provide me with enough information to supplement course info.
99066	Provide me with field trip info, website activities for high school, and teacher workshops.
99067	I'm satisfied with my first and only contact I'm currently involved in with a museum.
99088	Advertise more places
99092	Offer stipends and grants and scholarships
99096	Involve themselves into programs that exist. Example: Decathlon Art competition, all art works were at Art Institute. The museum would not cooperate with schools or teachers as a group to in-service coaches and or students on work.
99098	Public knowledge of list services (if they exist) so that we are aware of what is available. More publicity - only one person in our entire school (40 teachers) knows about maps and he is aware because he learned about it in college. Publicity - Publicity - Publicity. Teachers need to be more aware of the incredible professional development. Possibilities available in this city.
99099	Let me personally know about offerings via e-mail
99100	Correlate programs with state standards.
99107	Some of the programs i.e. Field Museum sound fantastic. I've just never had the opportunity to participate.
99109	Collaborate with me and in the Same environment (HANDS ON!)
99113	Make available the resources to everyone, dispense information.
99115	Docent tours. Hands-on workshops
99116	Applications can do on computers
99119	See # 15
99126	Sent people to the schools
99131	Better notification of courses.
99136	Send info. Timely; prior to school year. Schedules reasonable for teachers. Website teacher info available.
99138	Offer more classes that support the CFSs.
99142	Offer more classes and workshops
99151	Offer more programs (exclusively) for educators. I go often and always ask "What's in the works?" so I get a head up- also they us- what we'd who to see and leave
99152	Museums can come out to the school to provide professional development.
99156	Provide supplies to implement
99158	Whatever workshops are for my grade level, I always go to.
99160	Offer more standard based classes.

ID	Q20: What can museums do to better meet your professional development needs?
99163	The Field Museum has an Ambassadors Program. This means there is a teacher contact in each school who gets museum info. and whose role is to pass it on to other teachers at the school. It would be great if more museums had this.
99164	Workshops for CPU units
99179	Inform teachers about events.. Have hands on experience for teachers and tours. Offer professional development opportunities in the school buildings. Offer professional development opportunities during a variety of times and days. Compensate teachers for their hard work.
99180	Offer programs free of charge. Hold classes during the school day. Come out to the schools on a PD day.
99209	Have them be more meaningful for the Spec. Ed. Student
99211	Allow us to use some of their resources at our school (Expand the Harris Loan Program); have a similar program at <u>all</u> of the museums
99212	They can assign a person to a specific district as the one you can contact directly. They can make programs available and choose a place where teachers have quick excess to parking. They can come directly to the school institute or having us all try to go to one place. They can give out useful materials to immediately put to use.
99213	Nothing at this point
99214	Since I teach first grade, I would like information and materials - appropriate for use in the classroom. I also would like to be able to get a real person on the phone instead of wasting precious school time waiting for automated phone services to take messages and wait for a person to return calls, or they call and say they are bonded until... We should have priority in this since our students live here.
99240	Come to the schools to present their programs. -Provide incentives for the teachers. -Incorporate CPS standards and Illinois State goals in their programs
99246	Have experts lecture, do hands-on projects, etc.
99247	Offer more programs.
99259	Provide CPDU or CEU. Advertise their professional development programs. Visit the schools to inservice the staff concerning their programs. Presence at conference, workshops, etc.
99269	Help me integrate math with whatever the museum has to offer.
99270	Offer more PD opportunities with lane or recertif. Opportunities. Use of equipment.
99273	Offer free high quality useful sessions. Count towards CPDUs
99279	A lot of times
99290	Strand seminars- Upon completion of an initial seminar/ workshop, follow-up sessions should be planned.. Adopt the idea of docents for educators- institute a program similar to the one at the Terra and Art Institute
99294	Have professional development on Saturday mornings.

### **TEACHERS' REQUIREMENTS FOR SUSTAINED PROFESSIONAL DEVELOPMENT**

ID	Q21: Under what conditions would you register for and stay involved in a museum-based professional development program that meets regularly and over a sustained period of time – like a university course?
00290	If I were given college credit.
00777	If the subject matter was on of interest to me and would enable me to be a better educator.
01295	An explicitly stated recertification (HA!) orientation having math applications and problem solving situations.
01362	As long as time fit with my schedule.
01480	Free. opportunity to use the information with my students. Adequate materials provided. Flexible schedule. No additional busy work.
01741	Only if I get some kind of benefits that could help me in the process of my recreation matter.
01821	That I get CEU-CPDU credits and lessons or curriculum resources.
01850	Lone credit- CEU, etc.
01930	Location close to home, maximum amount possible of CEU or CPDU credits that would be needed for re-certification.

ID	Q21: Under what conditions would you register for and stay involved in a museum-based professional development program that meets regularly and over a sustained period of time – like a university course?
02310	Not university charges- too much \$ . As long as they are interesting- I stay interested. Combining core subjects with museum experiences.
02404	*If the program would meet my needs (make it worth my while(. *Amount of credits offered. *Amount of extra work involved (prefer not too much). *Suggestions and/or ideas for classroom. *Cost of class.. (I love the Chicago Historical Society programs!)
02448	I am going to retire soon and am not interested in registering for a museum - based development program.
02581	I would gladly commit to a program that would allot me hours toward re-certification and be relevant to my student population. Any program that would enhance my teaching abilities would be welcomed.
02752	It would have to be directly related to something going on in my school or classroom
03150	I just finished school and graduated in January, so I'm not looking to taking classes for at least 6 months.
03355	I have been to several museum's staff developments and I enjoyed each meeting. I walked away with new information for my students and staff. I would register for a development with or without the CEU or CDPU credit.
03701	Has to meet closer to my home to accommodate my children.
03999	Credit offered for rectification. Interest-level of course
04121	Summer time class- my school year is too busy!
04195	Convenient location and free parking.
04633	Credit for lane placement. Hours credited for reindorsement.
05946	Reasonable hours during the evening for attendance or weekends.
06727	The period of time is short. Not on Saturday. I would go on Sunday. Class offered at school or partly at school if on a weekday. Cheap or paid for by the school. (Other businesses have their conferences, etc. paid for)
06826	Probably only if it were conveniently located.
06979	After school sessions during the school week at an easy location. If school ends at 2:30, teachers can not make it to a session at 3:00 if it's across town.
07032	MAPS
07084	If I received college credit or a stipend.. D.D. doesn't always have to meet over a period of time to be effective. Facing History and Ourselves have a # of short workshops that are effective because they have people willing to come to your school and help you implement what you learned in your lesson plans.
07096	-University courses-help with a better curriculum. -Stipend & equipment. -Supplies for use in classes.
07118	That I receive credit graduated lane placement, stipend, materials and hands-on activities focus on early childhood.
07515	The conditions would be where a certificate of accomplishment is appeared along with computation.
07668	If stipends are provided. Or credit toward re certification.
08147	Under the same ones that were asked about in questions 18 and 19. I am kind of burned out right now because I'm wrapping up a 2 <sup>nd</sup> masters w/ a family (husband, 4 yr. old, and 2 month old) I am not excited about taking another course just yet but I am open to persuasion if the program will benefit my students
08480	A self contained class demands a lot of time outside the regular school day. It is hard to commit to a program that meets regularly for a long period of time.
08941	Course ids paid for by CPS or CPS funds. Credit is given in form of LAE credit or ardrote credit
09571	This is a great idea! It would need to be free, include other teachers at the same grade and directly related to what we're doing in the classroom.
09579	Credits (and other items under #18)
09920	It would need to provide re-certification credit.
99034	Validated parking. Lunch (snack)
99037	If it provided recertification credit
99038	If I weren't already in school. In the late afternoon (4:00 PM to 6:00 PM) and get credit hours. Include the ESP stuff in this professional development program and they receive the same benefits as the teacher.

ID	Q21: Under what conditions would you register for and stay involved in a museum-based professional development program that meets regularly and over a sustained period of time – like a university course?
99040	If it pertained to my field of social work, and provided CEUs, and if I could attend in non-school hours.
99045	Availability- date, time. Parking stipend,. Lunch, breakfast. Relevant materials to use in my classroom with my student population. Free admission for teachers and membership too!
99053	Class trips, free memberships, and connections to classroom equipment use and supplies.
99056	Course credits/ lane placement/ Museum privileges/ use of museum
99060	If the time was feasible and the class meet my present teaching situation.
99064	If it would provide me with information relative to my grade and give me different approaches to educating students.
99066	Pay at my hourly rate and/or college credits toward lane placement.
99067	-Hours and locations that are close to after school hours and near schools (Too late hrs cut into family time). -Incentives (See #18) and Resources that carry over into the classroom.
99088	Fit into my schedule and my needs.
99092	Offer stipends and grants and scholarships
99095	If the program provides meaningful information
99096	I would think it would be a great opportunity to be in a hands on experience.
99098	Saturdays and summers work best for me. Partnerships with other museums around the country and would be very valuable as travel is a large part of my summer. I really want to get involved but lack the knowledge/time to find out about how to get involved.
99099	Would like university credit- a few hours can give me further endorsements in my area (history etc)
99100	The professional development program needs to be more flexible with time.
99107	Don't know
99109	If I was given a different venue to be actually there and hands on! Exchange(ing) with colleagues in other states.
99111	I'm very sorry but I am a School Social Worker, so I need to attend programs geared to my field.
99113	Convenient and relate to my course of study.
99115	Must be during <u>day</u> M-F
99116	\$. convenience, to school and/or home
99119	Available, reasonable parking. Later start times- my school is on the far NW side and dismisses at 3:30. Classes and seminars that begin before 4:30 are just not possible.
99126	I'm not sure
99135	Provide guided trips for the children with a lunchtime arrangement.
99136	Coordination with my subject area. Opportunity to visit freely to learn about the museum.
99138	If there was a funding source other than myself and if it was at convenient times.
99142	Fine- parking options
99151	The lessons/curriculum resources better be great and if the presenter is one I know (is good/great)
99152	The program would need to meet no longer than 3 hours once a week.
99156	Relevant to classroom needs- realistic expectations.
99158	I am not interested in university credit. I would be interested in receiving CPDU's or comparable.
99160	If the focus was integrating technology into the curriculum along with subject matter.
99163	University credit in an endorseable area. - TREATMENT AS A PROFESSIONAL i.e. no "punishment" for late/early arrivals or missing a sessions with advance notice.
99164	If the course was organized and information taught useable in the classroom.
99179	If the course was offered during the summer and my tuition is paid for by the museum or others. Have workshops in the schools before or after the school day
99180	Be compensated for my time (stipend). Be free to teachers.. Provide materials.. Provide <u>NEW</u> insightful and <u>USEFUL</u> information.
99200	The conditions would be a school-based project.
99209	Proximity to home
99211	If I could use materials for research on how children learn i.e. the latest research methods in neurology of learning, testing, etc.

ID	Q21: Under what conditions would you register for and stay involved in a museum-based professional development program that meets regularly and over a sustained period of time – like a university course?
99212	If not too much paper work is involved I am interested. If the hours are less then two on a given day. If hands on experiences are involved. If the info is relevant to my field.
99213	If no fee was required. Classes meet weekly or for a definite period, such as daily for a week, 2 weeks.
99214	A couple of times a week on Sat./Sun. would work fine. Timing is the most important thing since exhaustion comes into play. Weekly classes would be shorter or weekend classes longer. The museums and cultural institutions offer a lot of information and enrichment activities. I would love to be prepared to present as much information as possible in a knowledgeable and stimulating manner.
99240	When the program will assist and support me in developing curriculum; actually providing a wide variety of experiences to enhance my classroom teaching
99243	That a program offered on weekends, giving graduate credit meeting often enough to give more than just "pass out information"
99246	Adequate credits. Stipend? This would help. Offers real knowledge by experts who can communicate
99247	It would have to be a program that interests me, and meets during the week - not weekends.
99259	If I could receive CPDU or CEU or university Credit. Exhibits/programs which interest me.
99269	If it was related to my classes I might get involved.
99270	What I learn is correlated to what can be taught to students. Resource persons who come to school. Use of equipment
99272	Location-Program offered
99273	CPDUs when I'm eligible. Modest or free cost. Credit towards Master's Degree
99279	Evenings
99290	Interaction of Museum and school. The program would have to include many, many hands-on activities. The availability of resources would have to be convenient. I wouldn't look forward to running around to gather. It would be helpful also, to have group projects and assignments- varying subjects, grade level and schools.
99294	None

#### **PRINCIPALS' OPINIONS OF THE MUSEUMS AS PROFESSIONAL DEVELOPMENT PROVIDERS**

ID	Q13: What is your opinion of museums as providers of teacher professional development?
01095	Excellent
02091	The idea of museums as a provider is good. However, there has to be a connection as to why the museum is the provider.
02330	They do an excellent job with great resources and follow up activities for students.
03271	When appropriate, museums based professional development sounds like a good idea. However, all museums and all teachers are not necessarily compatible relative to professional development. Programs would have to be tailored to meet professional developments need for particular groups of teachers.
03313	Outstanding
04990	Outstanding
05479	Teachers are hesitant to use the museums for professional development-perhaps due to parking fees
05505	Excellent resources-we are a MAPS school
06804	Superior
06946	Very high with MAPS, they have regenerated a new enthusiasm for using the museums as a curriculum source.
07153	Museum education dept. need to partner w/CPS to understand significance of learning standards
08038	Very good to poor
09561	I feel that the museums are one of the best providers of teachers professional development. They give the teacher multitude of resources that they can use in their classrooms.

ID	Q13: What is your opinion of museums as providers of teacher professional development?
09777	Feedback from staff has been excellent. Curriculum is based on standards, good hand-outs and engaged workshops. Many facilitators have been eager to support teachers with follow up

### **PRINCIPALS' VIEWS ON WHAT THE MUSEUMS CAN DO FOR THEIR TEACHERS**

ID	Q15: What can museums do to better meet <i>your</i> teachers' professional development needs?
02091	I'm not sure. I don't know the museums offer in the way of professional development.
02330	I am happy to forward information to my teachers, but it is also good for them to receive it directly from the museums.
03271	Teacher's needs vary with the learners' age group, the school and the community. What a kindergarten teacher needs is not the same as an AP Calculus teacher. Professional development needs vary as widely as do various museums within the Chicago area.
03313	Through CPS, MAPS program. I believe we are more than meeting their needs.
04990	Come to school. Expand MAPS program
05479	Have field trips specific to teacher needs
05505	Hold meeting on CPS Professional Development time. . Saturday/Summer sessions
06804	Involvement in MAPS type programs
06946	Enhance communications with the teachers. Provide funding for field trips and encourage greater curriculum development with the museums.
07153	Provide data correlating their P.S. to increased standardized test scores
09561	More opportunities to become part of the program they offer. MAPS offers the resources from the museums for a few teachers, not all. All of the museums are great places to learn.
09777	Keep informed on CPS initiatives and create opportunities to create linkages. . Free busing-free passes. Offer workshops on integrating the curriculum

### **PRINCIPALS' REQUIREMENTS FOR SUPPORTING MUSEUM-BASED PROFESSIONAL DEVELOPMENT**

ID	Q16: Under what conditions are you willing to promote and support museum-based professional development for your teachers?
02091	I'm willing to totally support the museum program if it relates to the school's needs.
02330	As long as the programs continue to be good, to promote high level critical thinking, curriculum integration and engaged learning, I would strongly support it.
03271	Acceptable conditions are those conditions which will meet the needs of our teachers and yet not distract from the programs now in place at {school}.
03313	We will continue to participate in MAPS programs.
04990	Open to suggestions
05479	Open
05505	It would be nice to have a partnership w/built in field trips & resources from museum partners.
06946	MAPS has provided principals to encourage participation with the museums.
07153	Currently a part of CPS MAPS program.
09561	I would really promote it in my school. I would give teachers the opportunity to attend professional development at the museums and invite the museums to come to the school.
09777	Little if any cost to the school. Minimize interruptions to the school day schedule. Provide credit. Provide sessions that are engaging and connected to standards/curriculum and CPS initiatives.