

The need for in-service training for teachers using ETV is obvious to those who visit classrooms where the TV set is not turned on until five minutes of the program have gone by. In other rooms the class is not properly prepared for the television: the set is turned on; the lesson viewed and then snapped off. The classroom teacher's efforts before, during, and after the telelesson are most critical to the overall effectiveness of television as an aid to the educational program. Unless classroom teachers are trained to carry out these functions properly, much of the effectiveness of the presentation is lost. Any attempt to use ETV without a thorough understanding of these aspects of preparation on the part of the classroom teacher will result in minimal achievement.

A key person in each school building should be trained to administer the ETV program within that building in a manner that will allow maximum benefit to every student and teacher.

This person should have a thorough knowledge of such items as the following: proper set placement in the room; nature, location, and operation of components of the distribution system, how to report major breakdowns accurately, and be able to provide storage for equipment which will make it highly accessible to the classroom and give it maximum security. In addition, this person must be able to work with the school principal in developing program schedules which will maximize television utilization without interfering with important phases of the entire school program.

BENEFITS

One of the major benefits of implementing an effective television program in a school system is the in-service training received by the teachers viewing the lessons in the classroom. The majority of television teachers have been selected because of their mastery of accepted and proved teaching techniques and skills. Exposure to these teachers does an effective job of in-service training for the teacher in the classroom.

In most instances, the classroom teacher is provided an opportunity of viewing a master teacher develop concepts, utilize a wide variety of visual aids and practice techniques that have proven to be effective teaching skills. As the classroom teacher views the responses of the students in the classroom, he learns to recognize effective teaching.

Classroom teachers report that television provides them with a kind of measuring stick with which they are able to rate their own performance. They feel that self-examination as a result of viewing the television teacher often reveals areas where they might strengthen techniques. Such examination also provides assurance in areas where the television teacher employs techniques considered effective by the classroom teacher.

Perhaps the most outstanding contribution that ETV makes to the in-service education of teachers is in the implementation of important curriculum changes. An outstanding example of this took place in Detroit and concerns the development of the modern math program. By presenting an outstanding teacher on TV at the grade level adopting the modern math curriculum, hundreds of teachers were able to observe directly the techniques and methods considered effective in teaching modern math.

Another excellent example of the rapid implementation of curriculum change as a result of television is found in the development of MPATI's sixth-grade science series. A year before the position paper was published in the professional journals.

DISSEMINATION PROJECT

Under Title I of the Elementary and Secondary Education Act of 1965, the Detroit Public Schools have developed and implemented a variety of projects. These projects have been and will continue to be designed for the purpose of providing services to educationally and economically deprived children. The school system has initiated a multi-faceted program of compensatory education because it realized that deprivation cannot be eliminated or greatly reduced by short term, fragmented programs, and that the schools must continue indefinitely in the neighborhoods as important community agencies to help children and youth work their way from poverty through self-improvement.

Among the projects now operating under Title I funds are the following: Communication Skills Centers, Basic Reading Demonstration and In-Service Training Project, Program to Continue Education of Girls Who Must Leave