

CASE STUDIES OF STATE LISTENING PROJECTS:

ILLINOIS

Deborah Hefferin Vrhel  
ILA Summer Conference  
St. Paul, Minnesota  
July 13, 1984

*Audio #10*

DOCUMENTS AVAILABLE THROUGH  
THE ILLINOIS STATE BOARD OF EDUCATION

BASIC LISTENING SKILLS: ED220-894

Basic Oral Communication Skills: ED203-417

Assessing Oral Communication Skills: ED222-937

Parents As Teachers: ED203-418

DEVELOPING LISTENING SKILLS:  
A CONFERENCE SERIES FOR CURRICULAR PLANNING

CONFERENCE FOCUS: This two and-one-half day conference will focus on developing a curricular program, K-12, to improve listening skills of students.

The publications Basic Listening Skills, developed by the Illinois Speech and Theatre Association and the Illinois State Board of Education, will be available. All participants will receive a copy for use in their teaching and planning.

OBJECTIVE: To provide a local planning model and the resources for improving and expanding an instructional program in listening skills. Highly qualified consultants will be available for assistance.

RATIONALE:

- \*80% of a child's classroom time is spent listening
- \*Testing shows people have a listening efficiency of only 25%
- \* Studies show that proper training significantly improves one's listening efficiency
- \* Listening directly affects a child's learning processes
- \* Therefore, improved listening skills should enhance a child's learning ability

PARTICIPANTS: School districts attending the conference are asked to register a planning team consisting of an administrator, a secondary teacher, and an elementary teacher. The sponsors have secured the services of group facilitators and consultantants who will work with each team and will be available to the schools following the conference for continued planning and implementation.

Developing Listening Skills:  
A Conference Series for Curricular Planning

AGENDA

Monday

6:30 p.m.

Registration

7:30 p.m.

Orientation and Introductions

General Session

-Introduction of conference materials/  
presenters and an orientation to the  
conference agenda.

-Packets will be distributed

-All participants will receive a copy of  
the new publications Basic Listening  
Skills and Assessing Oral Communication  
Skills.

-Test and Personal Checklist

8:30 p.m.

Film

"You're Not Listening"

-Viewing and Discussion

-Test and Personal Checklist

Tuesday

8:30 a.m.

Continental Breakfast

9:00 a.m.

Keynote Speaker

General Session

10:15 a.m.

Coffee Break

10:30 a.m.

Small Group Work Session

- Mixed teams will work out a collective definition of listening and set specific implementation goals

11:30 a.m.

General Session

- Teams will share developed products  
Chairs of each group will report
- Audience discussion

12:15 p.m.

Lunch

On your own

1:30 p.m.

Modelling as a Teaching Strategy

General Session

- Presentation on the need for a structured approach and the use of teacher modelling

2:00 p.m.

Small Group Work Session

- Mixed teams will meet to review test results and personal evaluation
- Groups will produce modelling suggestions

2:45 p.m.

General Session

- Teams will share modelling suggestions and post results of work

Coffee Break

- Participants are invited to have refreshments while reading posted results of the modelling session

3:15 p.m.

General Session

- Developing Goals and Objectives
- Presentation on writing goals and behavioral objectives for listening curricula

3:45 p.m.

Small Group Work Sessions

- Planning teams will construct sample goals and objectives for listening curriculum
- Teams are asked to submit one clear copy of goals/objectives form for duplication and distribution

5:00 p.m.

Reception

- Complimentary Hors d'oeuvres, ISTA
- Cash Bar

6:00 p.m.

Film

- "The Power of Listening"
- Viewing and discussion

Wednesday

8:00 a.m.

Continental Breakfast

8:30 a.m.

General Session

- Presentation on developing and integrating listening activities into the curriculum

9:00 a.m.

Small Group Work Session

- Participants will be grouped by common interests (grade levels)
- Teams are to develop sample activities for specific subject areas

10:15 a.m.

Coffee Break

10:30 a.m.

General Session

- Performance of sample activities

10:45 a.m.

General Session

- Presentation on Assessment techniques

11:30 a.m.

Idea Exchange

- Grade level groups will meet with consultants to share questions

12:00 Noon

Lunch  
On your own

1:15 p.m.

General Session and Group Work Session

- Implementing the Curriculum
- Presentation on creating a plan of action to implement curriculum
- Planning teams are asked to schedule a time table for curriculum implementation
- (Participants are asked to help themselves to coffee by the end of the session)

2:30 p.m.

General Session

- Presentation on resources available for teachers

3:15 p.m.

Conference Evaluation and Wrap-Up

- Evaluation forms will be completed

Chair - Mina Halliday  
Illinois State Board of Education

Consultants will be available to meet individually with participants who wish to stay. Resource materials will continue to be available for examination.

**ORAL COMMUNICATION FOR ILLINOIS TEACHERS (OCIT)  
INSERVICE TRAINING PROGRAM**

**Co-Sponsored By  
The Illinois Speech and Theatre Association  
and  
The Illinois State Board of Education**

**Prepared By  
ISTA Speech Education Committee  
and the  
ISBE Oral Communication Task Force**

## **Purpose**

The purpose of the OCIT program is to provide inservice training in oral communication for all Illinois teachers.

## **Philosophy**

Oral communication is an everyday occurrence in which people use spoken language to talk, listen, and respond. Oral communication is fundamental to human interaction. To function effectively in society, every person must be able to transmit and receive messages with accuracy and clarity. Oral communication is more than a basic skill. It is an essential skill for it permeates all human expressive acts. Oral communication involves a systematic and sequential set of skills which can be taught. Instruction in oral communication requires an environment in which students engage in a wide variety of guided communication experiences. The skills involved in oral communication need more than casual attention in our schools. The oral communication process is fundamental to teaching.

The advantage of the OCIT program is that it stresses the experience of the elementary and secondary school teacher as a basis for effective inservice training.

## **Goals**

The goals of the OCIT program are to provide all teachers with:

1. a better understanding of the critical function of oral communication in the learning environment;
2. a better understanding of their role as communicators in facilitating learning; and,
3. skills, materials, and resources necessary to better enable students to improve basic oral communication skills.

## **The Role of ISTA**

The Speech Education Committee of the Illinois Speech and Theatre Association serves as the coordinating group for the Oral Communication for Illinois Teachers inservice training program. The Committee recommends the individual to be appointed Program Director by the ISTA President. ISTA promotes and develops the OCIT program through workshop development and on-going funding (a minimum of \$500.00 in the fund each year).

## **The Role of the ISBE**

The Illinois State Board of Education serves an advisory function to the OCIT program. The ISBE provides promotional efforts for workshops and conferences through client referral, communication with regional and local superintendents, and identification of consultants. The ISBE provides funding for duplication of materials for consultants, travel and honorarium or substitute reimbursement to consultants for the workshops, and partial support for consultants for conferences.

## **Inservice Training**

The OCIT program offers three basic categories of inservice training which are flexible enough to suit the needs of public and private school teachers through teacher institutes, community colleges, colleges, and universities.

1. **Workshops:** single, noncredit presentations appropriate for teacher institutes.
2. **Conferences:** a series of credit or noncredit presentations appropriate for all types of inservice situations (minimum of two, one-half day sessions).
3. **Short Courses:** courses offered for graduate credit through a college or university department or extension office.

The Illinois Speech and Theatre Association prepares and distributes certificates to teachers completing a conference satisfactorily. A fee will be assessed by ISTA to all groups sponsoring conferences at a rate of expenses plus an additional 10% service charge or a minimum service charge, regardless of expenses, of \$25.00.

## **Delivery System**

The OCIT program delivery system is via network centers located throughout the state in colleges and universities with the ISTA Speech Education Committee serving as the administrative board overseeing the program for the Illinois Speech and Theatre Association and the Illinois State Board of Education. An OCIT Program Director is appointed by the ISTA Speech Education Committee to coordinate and promote the inservice training program between the network centers.

Each network center is responsible for the OCIT program in its geographical region. Initially, Northwestern University and Northern Illinois University serve as the centers for northern Illinois; Eastern Illinois University and Western Illinois University as the centers for central Illinois; and, Southern Illinois University at Carbondale as the center for southern Illinois (see Figure 1 below). Additional centers will be added as the program develops and colleges/universities desire to participate.

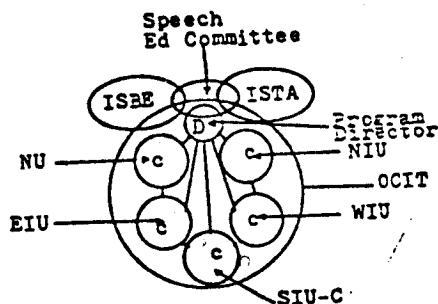


Figure 1. OCIT delivery system of network centers & administration

### The Role of Network Centers

Each network center has a Regional Coordinator of the OCIT program who is responsible for the following within the geographic region:

1. an on-going public relations effort for the OCIT program;
2. the referral, recruiting, training, and evaluation of OCIT consultants;
3. the dissemination of relevant materials; and,
4. the scheduling and delivering of inservice training.

### The Role of the Program Director

The OCIT Program Director is appointed by the ISTA Speech Education Committee upon approval of the ISTA Executive Board. The Program Director is responsible for the following:

1. the direction, coordination, and maintenance of the overall OCIT program;

2. the recruitment of Regional Coordinators and identification and establishment of new network centers and territories;
3. an on-going effort to survey the needs of elementary and secondary school teachers;
4. the coordination of the development and updating of OCIT program materials;
5. the development of materials for promotion of the OCIT program;
6. the coordination of financial support for the OCIT program; and,
7. the conducting of on-going OCIT program and network center evaluation.

### **The Content of Inservice Training**

OCIT program materials will be flexible enough that each topic area may be adapted to serve workshop, conference, or short course needs. Each topic is designed in the following format:

1. **Description:** a one paragraph description of the topic area;
2. **Goals:** some relatively specific objectives;
3. **Instructional Materials:**
  - a. **Activities:** short summaries of activities appropriate for the topic area and/or sources for activities relating to the topic area;
  - b. **Lecturettes:** paragraph summaries of content material for OCIT consultants;
  - c. **Hand-Outs:** simple and brief presentations of topic content for inservice trainees; and,
4. **Bibliography or References:** a one or two page listing of applicable readings suitable for presentation to the inservice trainees.

Inservice training topic areas fall into two categories: 1) curriculum development, and 2) classroom and personal skills (see

Table 1 below).

Table 1  
Inservice Training Topic Areas By Category

Category	Topic Area
Curriculum Development	Basic Oral Communication Skills K-3    4-6    7-8    9-12
	Listening K-3    4-6    7-8    9-12
Classroom & Personal Skills	Communication in the Classroom
	Assessing Oral Communication Skills
	Language Impact Awareness in the Classroom
	Developing and Maintaining Co-Curricular Speech & Theatre Programs

-----

The Oral Communication for Illinois Teachers inservice training program (OCIT) was designed by the request of the Speech Education Committee of the Illinois Speech and Theatre Association in cooperation with the Illinois State Board of Education following an initial feasibility study conducted by Marvin Kleinau and Frank Parcels. The OCIT program outlined in this manuscript represents the efforts of the following individuals: JoAnn Bailey, University of Illinois at Urbana-Champaign; Paul Batty, Parkland College; Doug Bock, Eastern Illinois University; Pam Cooper, Northwestern University; Phil Gray, Northern Illinois University; Mina Halliday, Illinois State Board of Education; Richard Hunsacker, Belleville West High School; Marvin Kleinau, Southern Illinois University at Carbondale; and, Frank Parcels, Eastern Illinois University.

**Program Director**

Dr. Douglas G. Bock  
Department of Speech Communication  
Eastern Illinois University  
Charleston, Illinois 61920  
(217) 581-5718

**Regional Coordinators of Network Centers**

**Northern Illinois Region**

Dr. Philip A. Gray  
Department of Communication Studies  
Northern Illinois University  
DeKalb, Illinois 60115  
(815) 753-1563

Dr. Pamela Cooper  
Department of Speech Education  
School of Speech  
Northwestern University  
Evanston, Illinois 60201  
(312) 492-7376

**Central Illinois Region**

Dr. Frank E. Parcels  
Department of Speech Communication  
Eastern Illinois University  
Charleston, Illinois 61920  
(217) 581-5718

Dr. Clyde J. Faries  
Department of Communication  
Arts and Sciences  
Western Illinois University  
Macomb, Illinois 61455  
(309) 298-1507

**Southern Illinois Region**

Dr. Marvin D. Kleinau  
Department of Speech Communication  
Southern Illinois University  
Carbondale, Illinois 62901  
(618) 453-2291

**Illinois State Board of Education Consultant**

Ms. Mina G. Halliday  
Illinois State Board of Education  
Department of Program Planning & Development  
100 North First Street  
Springfield, Illinois 62777  
(217) 782-2826