ABSTRACT
                This six-chapter study provides a summary of active
programs that aim towards professional development of educational
personnel, and it generates attributes of programs of professional
development that would distinguish teacher centers from other types
of programs. Chapter one provides information regarding the
historical background of teacher centers, in-service programs in
other countries, and origins of the teacher center concept. Chapter
two presents the following information: a) the conceptual base on
which the three populations were developed and the sampling
procedures used in each case, b) the processes used for the
development of the instrument, c) data collection procedures, and d)
plans for the analysis of the data. Chapters three through six
discuss demography, nature of programs, administration and
governance, and finance. Chapter seven highlights the important
findings to provide helpful information for future program
development. The authors conclude that children should continue to be
the primary focus of teacher centers and that the centers should be
evaluated by measuring their impact on the lives of children. A
19-item bibliography is included, and complete data returns are
appended. (PD)

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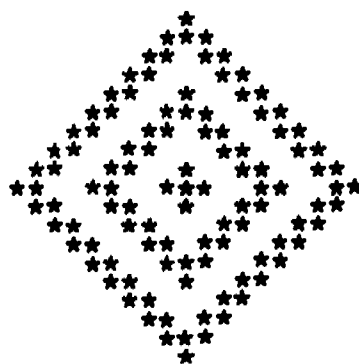A DESCRIPTIVE STUDY OF THF TEACHER CENTER MOVEMENT

IN AMERICAN EDUCATION

SYRACUSE TEACHER CENTER PROJECT
CONTRACT NUMBER: OEG-0-71-3353 (715)

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With the Technical Assistance of
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Sponsored by

TEACHER CORPS and THE NATIONAL CENTER FOR THE IMPROVEMENT
OF EDUCATIONAL SYSTEMS OF THE U. S. OFFICE OF EDUCATION

ACKNOWLEDGMENTS

This study culminates two years of intensive work. It represents the first of two volumes designed to provide a better understanding of teacher centers in America. The completion of this report was facilitated by many people, many of whom deserve our special thanks.

Allen Schmieder and John Lindia, representing the National Center for the Improvement of Educational Systems, have been steadfast in their support. In fact, it was Allen Schmieder's foresight that generated the idea and provided the initial impetus for this project. William L. Smith, Director of Teacher Corps, along with James Steffensen, have also generously given of their time and effort in support of this study.

Dean David R. Krathwohl and Dean James F. Collins from Syracuse University deserve our thanks for providing the support and understanding necessary to complete this study. The authors are also grateful to their many colleagues in the School of Education at Syracuse University for their helpful advice. Notable among them are Thomas E. Clayton, John T. Mallan, and Robert E. Gabrys.

Finally, we are most grateful to the 600 respondents who took the time and put forth the effort to respond to the survey instrument. It was their willingness to respond that provided the information reported herein.

Although survey studies with limited response rates possess distinct weaknesses in terms of their generalizability, we are convinced that the information provided in this report constitutes a worthwhile and necessary addition to the literature. The data provided in this report focus on areas where too few questions have been asked in the past. Hopefully, the results of this endeavor will not only help those involved in the development of teacher centers, but will also generate more intensive research designed to answer many of the questions that have been raised.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF ILLUSTRATIONS

CHAPTER I

INTRODUCTION TO TEACHER CENTERS

> Much has been written in the recent past about
> the need for a new approach to schooling. It
> is not just the radicals who are concerned;
> even conservative observers . . . are aware
> of the alterations made necessary by the age
> that is dawning . . .
>
> What is crucial, therefore, is that we antici-
> pate what lies ahead and begin now to make the
> necessary preparations. The professional
> development of the teacher . . . seems to be
> a central element in this preparation. . . .
> [Rubin, 1971, pp. 3-4].

The professional development of the teacher is not a new con-

cept in American education. Traditional "inservice education" or

"inservice training" of teachers "has existed almost as long as public

education" (Collins, 1972, p. 2). Today, interest in the personal and

professional development of educational personnel has greatly intensi-

fied. One of the increasingly more popular concepts for inservice

training is the teacher center.

This study attempts to accomplish at least two objectives.

The first is to provide a general summary of those active programs

which have as their aim the professional development of educational

personnel, thus fitting the loose nomenclature of "teacher center-type."

Since there is a growing interest in "educational renewal" it would be

most beneficial for educators and the public to have some notion of

what is taking place in this arena, in order to pinpoint trends for

further investigation and implementation. Not only were the authors interested in what programs and activities exist but also in who is involved in the programs (both sponsors and clients), who pays for the programs, and the funding pattern of programs for professional development. The second aim of the study is to generate attributes of programs of professional development which would distinguish teacher centers from other types of programs. It is not our intention to develop *the* definition of teacher center but rather to explicate those features of programs which would indicate the difference between traditional inservice activities and the newer approaches to educational staff development.

We believe that such a study can do more than simply compile a large amount of unused data. Rather the investigators anticipate that several recognizable benefits accrue from this effort. Among these is a documentation of the teacher center movement in the United States. Other countries have been using this vehicle for delivering programs aimed at the professional development of teachers over the past decade, and it seems important to analyze the degree to which American education is using ideas similar to and possibly borrowed from these other countries. Such information no doubt provides educators in this country with a rich source of information as to what is being tried, what seems useful, and what can be added or substituted for that which is not useful or popular in our own centers. Toward this end we envision our study as an important "first step" toward the development of instruments and tools which will allow program planners to develop meaningful and efficient programs of professional development

for educational personnel in the future. Yet there appears to be no one widely accepted definition of teacher center or teacher center-type operations.

"The teacher or teacher center is one of the hottest educational concepts on the scene today," say Schmieder and Yarger in a recent *Journal of Teacher Education* (Spring 1974, p. 5) article. Although few will dispute this statement many educators would be hard pressed to define a teacher/teaching center to the satisfaction of most of their colleagues. Although such a term "ought to bring to mind a generic concept complete with criteria so that one can distinguish a teacher center from other [programs] . . . all too frequently it elicits a very personalized definition. . . ." (Yarger & Leonard, 1972, Appendix A). This is partly due to the fact that the concept is not unique to American education and partly due to the concept's seeming plurality of historical antecedents within American education. An analysis of these two attributes is essential to the creation of an operational definition of teacher center for the purposes of this study.

Historical Background

From the start of public education the activities and educational competence of the teacher have been the object of scrutiny, complaint, and regulation. In the beginning, the directors of teacher inservice training were generally the town fathers. Upon the appointment of the schoolmaster or mistress, these public officials took pains to advise and direct the teacher regarding the values to be inculcated

in the town children. This training of teachers was primarily con-
cerned with educational content rather than procedure, although
affective procedures such as discipline were also considered important.
From this time until very recently, inservice education has emphasized
either content or procedure with little attention given to integrating
the two.

A more formal type of inservice education began to appear
around the mid-nineteenth century, in the form of "institutes" which
"were designed to review and drill teachers in the elementary sub-
jects . . ." (Asher, 1967, p. 3). Such rudimentary programs were neces-
sitated by a condition which Herman Richey (1957, p. 36) refers to as
"The tremendous but largely unfulfilled need for even modestly educated
and professionally trained teachers."

Although these institutes remained in recognizable form as
a major approach to teacher training for almost a century, other forms
of teacher education began to take hold around 1880 and thereafter.
By that time the period of high public concern about teacher incompe-
tence seemed to significantly diminish. In addition, the Teachers'
Institutes were not keeping up with the more modern educational needs
of teachers. Many participants found them to be boring and repetitive.
Consequently, newer approaches to inservice education were beginning
to appear and become popular.

Teachers' Reading Circles (Asher, 1967), university and normal
school sponsored summer schools (Asher, 1967; Tyler, 1971), and exten-
sion courses (Asher, 1967) began to fill some of the void left by the
increasingly irrelevant institutes. Reading circles were aimed at

5

motivating teachers to continue their own education through the reading
and discussing of "books of literary merit" with colleagues. The more
formal summer schools and extension courses provided the teacher with
a more cosmopolitan view of education and eudcational concerns. These
last two modes also provided the teacher with college credit. Even so,
many teachers in the early part of the twentieth century did not possess
a college degree or post high school diploma (a situation revisited by
American education shortly after World War II).

From 1900 until approximately 1930 a major thrust of inservice
programs was toward "filling gaps in college degree requirements"
(Tyler, 1971, p. 10). Consequently, very little was done during this
time to help teachers meet specific classroom related instructional
problems. The emphasis was clearly on quantitative rather than quali-
tative standards. However, the 1930's brought a drastic change of
focus in educational standards as it had brought on a drastic change
in the economic standard of most Americans.

Inservice education of teachers took on a new emphasis and a
whole new appearance during the twenty years spanning the Great Depres-
sion, World War II, and the Post-War years. During the early 1930's
economic conditions were so bad and job opportunities so limited that
students stayed in school whenever possible, but the curriculum was
not adequately vocationally relevant. Consequently, educational reform
was a very serious economic necessity. According to Ralph Tyler (1971),

> The differentiating characteristics of in-
> service education during the period arose from
> the primary concern of developing curricula and
> educational procedures that would better serve

> youth under the conditions of the day. This
> involved new approaches to curriculum build-
> ing, the identification of new content, the
> development of new instructional materials,
> the discovery of new teaching-learing pro-
> cedures, and the education of teachers to
> understand and to conduct new programs effec-
> tively . . . [p. 11].

While the reform involved educators from all levels of the field

(university professors, state education specialists, school adminis-

trators, and teachers), most inservice education progress resulting

from these efforts still provided a molding rather than a facilitating

experience for teachers. This, despite the fact that one of the major

vehicles to come out of the studies and projects (principally, the

Eight-Year Study) was the Workshop, a somewhat teacher centered approach

which brought together teachers and curriculum specialists to develop

instructional units, resource guides, and curriculum evaluation devices

intended for use by schools across the nation. Although the intention

of these workshops was to involve the classroom teacher more fully and

on a wider scale in the development of educational programs, only

recently do we have reason to suspect that such is actually happening

to any large degree. Nevertheless, the workshop idea and the lessons

it taught regarding constructive involvement of teachers in attacking

real educational problems was an important step in the development of

the inservice concept.

In the past twenty-five years inservice education has been

revisited by past concerns and thrusts while at the same time developing

in new ways. Around 1950 the schools began to feel the strain of the

post-war baby boom. The tremendous increase in school population

7

required emergency measures. particularly in the staffing of class-
rooms. Many teachers were hired who did not possess a complete
college education, much less the requirements for certification.
Consequently, inservice education found its primary activity to be
that of providing for completion of degree and certification require-
ments, at least until the early 1960's.

While the schools were still feeling the effects of the drastic
increase in population, the launching of Sputnik threw American schools
into another crisis. The Russian space activities brought heavy indict-
ment from the public against the American educational system. Science
and mathematics programs were widely criticized. The result was the
development of national curriculum projects for school science and the
development of what has come to be known as the "New Math." These
projects were generally centered at large universities across the nation
and only minimally involved the classroom teacher. Inservice programs
during most of the 1960's, therefore, were designed to assist teachers
in developing the attitudes, skills, and understandings necessary to
implement these packaged programs.

Toward the latter half of the decade similar projects for
English and the social studies were also launched but with considerably
less enthusiasm and concentrated effort than was the case with the
sciences and mathematics. Nevertheless, most of the 1960's saw the
professional development of teachers revert to a focus on molding
teachers to fit the nation-wide curricula, a focus which dominated the
field just thirty years earlier.

While credentialing and standardization of curriculum seem to have been the major thrust of professional development programs since World War II, other ideas and emphases were developing as well. Some of these would begin to profoundly change inservice teacher education by the 1970's. Probably the most popular and yet controversial among these was (and is) the Teacher Center.

Inservice Programs in Other Countries

Centers outside the United States* (British teachers' centers, centers in the Netherlands, or the education centers of Japan) generally have a rather simple and straightforward historical background which lends to consistency of definition. These centers typically have a definite beginning, not only in time, but in content area or major educational field. And they have a somewhat uniform development within each particular country. In fact, when educators in each of these countries talk to each other about centers, though they may use a different term than we do, they know what each is talking about.

In England, teachers' centers grew rather spontaneously out of the frustrations British teachers were having in the early 1960's with the Nuffield Curricula in math and science. The Nuffield Foundation, shortly after the Sputnik launching, funded projects designed to produce new programs of education to meet the technological challenge from the East. These new programs were general guides for teachers concerning mathematics and science teaching. As teachers began to communicate to each other about their frustrations with the guides, they found places to meet over tea and plan together. These meeting

*Major portions of the following five pages have been adapted from Albert J. Leonard, "Teacher Centers: Where Do They Come From and Why?" (1974).

9

places (Teachers' Centers) became more widespread and institutionalized. They became increasingly successful in solving their teaching problems this way.

In Holland, teacher centers grew out of an attempt to combine the resources of the three education factions in that country--Catholic, Protestant, and State. The organization which emerged shortly after World War II was called the Central Pedagogic Institute, a national center interested primarily in elementary education. Unfortunately, this central institute was far removed from the rea' ty of regional and local needs. In the early 1960's, therefore, regional and local centers were instituted with national funds. The regional centers grew out of a need for depositories of curriculum resources and for "help in developing answers to intractable pedagogic questions" (Bailey, 1972, p. 3). The local advisory bureaus, on the other hand, grew out of wide-spread interest in achievement and ability testing. Only recently have they begun to take on the curriculum development thrust most typical of the centers of Great Britain and Japan.

The Japanese centers, quite like the British counterpart, had a grassroots beginning. Thirty or forty years ago teachers in Japan, particularly science teachers, began to get together in houses, at school, or elsewhere in general groups called "study circles" (DeVault, 1974). As teachers' needs and technological advances increased, these small circles needed more formalized accommodations, complete with laboratories, libraries and equipment storage areas. In time, these formalized "centers" became popular throughout the country and today every prefecture has an "Education Center" where research and inservice

education is carried on. Although these centers began as science

centers, t day many of the centers include work in most curriculum

areas.

Origins of the Teacher Center Concept

Quite unlike "centers" in these three countries, teacher

centers in American education are not so clearly defined. Depending

on one's concept of "Teacher(s')/Teaching Center," the historical ante-

cedents can be traced back twenty-five years (Flowers, 1943), ten years

(AACTE, 1964), five years (Bosley, 1969; Smith, 1969), three years

(Bailey, 1971), or even one year ago (NEA, 1972). Some rather specific

origins seem to be:

1. Post-World War II laboratory schools. Several educators

have indicated their belief that some centers are no more than "lab

schools" with a new name. Particularly noted among these type centers

have been those which deal exclusively or almost exclusively with

preservice teacher education. These centers often go by the name

Teacher Education Centers.

2. State and Federal legislation of the 1960's and early

1970's. The Kanawha Valley Multi-Institutional Teacher Education

Center (MITEC) is one center, now independent of federal funds or

enactments, which traces its origins to the Multi-State Teacher Educa-

tion Project (M-STEP) and the Elementary and Secondary Education Act

of 1965, Title V. In New York State, for example, agencies known as

Boards of Cooperative Educational Services (BOCES) have been legis-

latively instituted to improve educational offerings to students within

local educational agency regions. Recently, centers in the form of consortia relationships have been legislatively prescribed in Florida.

3. <u>Cries of outrage at American education in both the professional and popular literature of the 1960's and 1970's.</u> One does not need to go into the long list of books, papers, and foundation reports attacking education and the training of teachers with which the reader is all too familiar. Suffice to say that some centers have developed out of the community, in an attempt to bring all persons concerned with education into educational reform: parents, students, teachers, and other community participants. Teachers Inc. in New York City, is but one example of a center which finds its origin principally in cooperation between parents and teachers.

4. <u>National and State offices of education study groups, commissions, and mandates.</u> The New York State Board of Regents' mandate for competency-based teacher education programs carries with it the requirement that local education agencies, teachers, and community representatives be involved in developing newly approved programs. Many see in this mandate the implication that teacher education and re-education in New York State must be a "center"-type program.

The Appalachian Training Complex, Appalachian State University, Boone, North Carolina, is an example of a center developed in cooperation with Task Force '72 of the U. S. Office of Education. Task Force '72 "spent twelve months brainstorming with leading educators about the needs of national educational leadership" (Schmieder & Hollowensak, 1972, p. 78). The leading suggestions for resolution of our most pressing national problems posed by the Task Force implied the need

> A place or places where a program exists that
> offers educational personnel (inservice teach-
> ers, preservice teachers, administrators, para-
> professionals, etc.), the opportunity to share,
> to have access to a wide range of resources,
> and to receive training. [See Appendix A.]

Utilizing this definition for the purposes of data collection allows

for investigation into:

1. The nature of teacher center-type operations;

2. The extent of teacher center-type operations; and

3. The place of teacher centering in the provision
   of inservice training.

CHAPTER II

METHODOLOGY

The Teacher Center Study Project involved two discrete phases. Phase I was a descriptive study of the status of Teacher Center-type and inservice activities in the United States. Phase II of the study included eight analytical site visits to exemplar programs, reported in case study fashion. This chapter will focus exclusively on Phase I, with Phase II reported independently in a separate volume.

The chapter will be divided into four basic sections. The first will deal with the conceptual base upon which the three populations were developed, as well as the sampling procedures used in each case. Second, the processes used for the development of the instrument will be presented. Subsequent to that, the data collection procedures will be detailed, and finally, the plans for the analysis of the data will be presented.

Population Development and Sampling Procedures

When the name "Teacher Center" is used, it is unclear whether a school system, a university, some combination of the two, or even a totally independent institution is involved. The same problem is encountered when the discussion centers on inservice training, teacher skill development, or any other of a myriad of names used to describe teacher education beyond the basic preservice program. This problem presented a dilemma for the investigators in this study since we needed

to know who should receive our questionnaire. Many possible recipients were considered. Obviously, school systems and colleges and universities were involved in the types of programs we were interested in investigating. However, state departments of education were also involved, as were teachers associations and, to some extent, various federal agencies and philanthropic organizations. It was finally decided that we must focus on those institutions where the great majority of programs would be organized and housed. Consequently, the decision was made *not* to make inquiries of state departments of education, teachers associations, federal agencies, and so on. We would focus on two populations--public school systems in the United States, and colleges and universities that were involved with the training of teachers. The public school population was defined by the directories solicited from each state department of education, while the college and university population was defined as all teacher training institutions listed as members or associate members of the AACTE in the 1972 directory.

It then became evident that we should identify those sites where significant teacher center-type or inservice activities were occurring. Consequently, a third or "select" population was identified. This population was identified by first asking each state department of education to name a contact person for our project, and then asking each of these contact representatives to nominate any institution, school system, university, or other "place" that was involved in the types of activities we were interested in studying. We provided each contact person with a brief description of such activities

and also asked a group of educators that we knew were familiar with teacher centers to nominate exemplary programs. The list of contact persons, educators, and the descriptive letter can be found in Appendix B.

In order to augment the list of programs, we sent the nominated agency an identical letter asking for their nominations. This process was continued until the nominations tended to be repetitive, and until the questionnaires had to be mailed. In total, 203 different sites were nominated. The list of nominated sites can be found in Appendix C.

No claim is made that the 203 nominated institutions constitute a total population of all places that are actually leaders in the teacher center or inservice movement. Because we defined teacher centers so generally, there can be little doubt that many worthy institutions simply have not come to our attention. Consequently, we consider the 203 nominated institutions as only a biased sample of a total population which we cannot define precisely. Hereafter, these are referred to as the "select" sample.

Forty-seven states responded to the request for state directories. Hawaii was not included in the sample because of the unique state school system which exists there. We were unable to secure state directories from either California or Texas. Consequently, school districts in those three states were not included in the sample.

Since each state has a unique way of organizing their schools, some problems were encountered in identifying discrete school systems. While this situation occurred in only a minority of the states in the

sample, it is important to note that other researchers might have identified the systems differently. Appendix D lists the states where decisions had to be made concerning the method for defining a school district. The method used in each case is also included.

Table 1 presents the population size, sample size, and rate of response for the mailed questionnaires which constituted Phase I of the study. The school system sample was obtained by using a table of random numbers. The selection procedure included replacement, so a larger initial sample was drawn. The sampling procedure was terminated when the desired 10 per cent figure was obtained.

The university/college sample was easier to obtain. There are 856 institutions listed in the AACTE 1972 directory, either as members or as associate members. Inasmuch as the project funds provided for a large portion of these to be included in the study, a two-thirds sample size was selected. The sample was obtained by eliminating every third entry in the directory. The institutions are listed alphabetically, by state. The use of this procedure ensured that no bias could be introduced into the selection of the sample.

The third sample, which we label as the "select sample," was obtained by listing each institution, agency, or program which was brought to our attention. Again, it should be stressed that this sample actually represents a population that we cannot identify. Consequently, data gathered in regard to this special group must be interpreted with great caution.

Table 1

POPULATION SIZE, SAMPLE SIZE, AND RATE OF RESPONSE
FOR PHASE I MAILED QUESTIONNAIRE

Population Label	Population Size	Sample Size	Number of Questionnaires Returned and Percentage of Sample	Returned Questionnaire as a Percentage of Population
School Systems	11,200	1,119 (10%)	272 (24.3%)	2.28%
Universities/ Colleges	856	571 (67%)	224 (39.2%)	24.3%
Select	N.A.	203 (N.A.)	102 (50.2%)	N.A.

Data Collection and Response Rate

When the samples were selected, a package was put together which included a cover letter, a pre-stamped return envelope, the questionnaire and a blank mailing label which the respondent could fill out if an abstract of the study was desired. The questionnaires, which were produced by The Optical Scanning Corp., were dark mark coded with a consecutive numbering system. As the mailing labels were attached to each mailing envelope and the envelope was stuffed, the coded number was recorded for each site, thus enabling us to know not only how many had responded, but also who had responded.

The questionnaire packages were addressed to either the superintendent of the school system, the dean of the college (department chairman if no college of education existed), or to the project director in the case of the nominated sample. The 1,893 packages were mailed first class on April 30, 1973.

As the questionnaires were returned, records were maintained so that at any given time one could check to see which sites had not responded. It was decided that at the end of one month, it was likely that if a site had not responded, either the questionnaire had been lost, discarded or ignored. Consequently, at that time, a reminder letter was sent to those sites from which no response had been received. It is impossible to know exactly what effect the reminder letter might have had, as one cannot know whether a response which came in shortly after it was sent was in fact a response to the original request or a response to the reminder. Suffice it to note that like

the original "flurry" of responses that occurred after the question-
naire was sent out, a second "flurry" took place within two weeks
after the reminder letter was sent out. A third letter was sent out
the last of June. There was no identifiable response to the second
reminder letter such as there had been to the first. No additional
attempts were made to solicit responses after June 30, 1973.

The differential response rates noted in Table 1 require some
discussion. Probably the most significant weakness of a mailed ques-
tionnaire is that the researcher is at the mercy of people he does
not usually know, depending on them to be willing to take the time
and to expend the energy to respond. This problem becomes more
significant when the questionnaire is not only asking for opinion,
but also for concrete data which require the respondent to gather
some information prior to completing the questionnaire. The only
strategies which could be used in an effort to enhance the response
rate was to design an instrument which could be completed in forty-
five minutes or less, and to offer the respondent an abstract of the
final report.

Moser and Kalton (1972) clearly point out the danger of
attempting to generalize from a limited response rate no matter how
well the population is defined and the sample selected. It is with
this limitation well in mind that the following response rates are
presented.

There were 1,119 questionnaires sent to public school systems
in 47 states. The total response numbered 272, which represented
24.3 per cent of the sample. Fifteen of the questionnaires were

returned either blank, or with the notation that the respondent either could not or would not respond. Thus the final useable response figure was 257 representing 22.9 per cent of the sample. Although better than three-fourths of those sampled did not respond, it should still be noted that the response does represent 2.28 per cent of the school systems which defined our population. However, no generalizations should be made with certainty based on our response rate.

The University/College response rate was somewhat higher. Out of the 571 queries sent, we received 224 responses representing 39.2 per cent of the sample. Sixteen of the responses were totally blank, or with a notation stating that the respondent either could not or would not respond, leaving a total of 208 useable responses, representing 36.4 per cent of the sample. This figure also represents 24.3 per cent of the defined population. It is suspected that this higher response rate can be attributed to a combination of factors, including more natural interest in any phase of teacher education, a recent interest in the education of experienced teachers, and a high degree of sensitivity to the political and funding aspects of demonstrable efforts in this area. Colleges and universities view inservice education as a primary function, while school systems are more likely to view teacher education as an ancillary function, with the education of children as the primary reason for their existence.

Two hundred three questionnaires were sent to those nominated as institutions and agencies offering exemplary programs. In some cases these were independent agencies not affiliated with either a school system or a university. Because the questionnaire was developed

for use with the two major population samples, school systems and colleges/universities, many of the items were simply not appropriate for these alternative programs. In spite of this, 102 responses were received, representing 50.2 per cent of the sample. Five were totally blank, leaving 97 useable responses representing 47.7 per cent of the sample. It is not surprising that the highest response rate was obtained from this sample, as in each case, the sites were nominated on the basis of a perceived interest or activity in the teacher center or inservice area.

Instrument Development

Subsequent to the acceptance of the proposal for this research project, a detailed concept paper was developed (see Appendix A). Briefly, the problem was defined, a definition was established, organizing variables were presented, and the methodology was specified. The organizing variables focused on the factors deemed significant to the researchers at that point in the development of the project. The intent of the concept paper was to provide a basis for others to respond to the general direction which the project was taking.

A list of acknowledged experts in the area of teacher centers and inservice education was compiled. These educators were asked to read the concept paper and to offer constructive criticism. This list included:

1. Ms. Kathy Adams, USOE
2. Dr. Stephen Bailey, Syracuse University
3. Dr. Thomas Clayton, Syracuse University

4. Dr. James Collins, Syracuse University

5. Dr. Robert Houston, University of Houston

6. Dr. David Marsh, Contemporary Research Corporation

7. Ms. Margaret Knispel, National Education Association

8. Ms. Mary Murphy, Scholastic Magazine

9. Dr. Donald Orlowsky, University of South Florida

10. Dr. Richard Saxe, University of Toledo

11. Dr. Alan Schmieder, USOE

12. Dr. James Steffensen, Teacher Corps, USOE

13. Dr. Albert Teich, Syracuse University

14. Dr. Richard Watson, Oakland Schools, Pontiac, Michigan

The valuable criticism generated by the concept paper formed the basis for the first of several generations of items for the final survey instrument. Each time a new section of the instrument was completed, it was circulated to selected staff members at Syracuse University for comment. With each stage in this process, the instrument became more precise. When the final copy was ready for field testing, there were four sections (Demography, Program, Administration and Governance, and Finance), and thirty-nine separate items. Many of the items were really several questions with a common stem. Between 90 and 100 separate pieces of information were requested depending on whether the respondent represented a school system, or a university, and whether certain key questions were answered which led to more detailed queries.

While still in typewritten form, the questionnaire was subjected to several mini-field tests. In each instance, a project staff member would convene a very small group of educators whose positions were similar to those of the proposed respondents (school and college administrators). These groups (ranging from 1 to 4) would respond to the questionnaire with no help from the staff member. Subsequent to that, a discussion of the items would be held. The discussion focused on the clarity and substance of the items, the ease or difficulty of responding, as well as whether there were political or psychological reasons for not responding. The information and assistance generated from these sessions were invaluable in the formulation of the final instrument. It should be added that the project staff did, in the final questionnaire, include a small number of the items which had been deemed "difficult" by the field test respondents. In each case, the decision to include these items was made with the full recognition that they might not generate the desired information. The requested data, however, were deemed valuable enough to warrant the attempt.

The final stage of the instrument development process involved working with a consultant from the Optical Scanning Corporation. At this point the typewritten questionnaire was translated into a form which could be read by optical scanner yet maintained the integrity of the questionnaire. The final copy of the instrument can be found in Appendix E.

Analysis of the Data

The data will be reported in a descriptive mode. These data will be presented for all three samples so that comparisons can be made. For the sake of economy and understanding, related information will be reported together whenever it is possible. In some cases, the questionnaire did not generate enough useable data to warrant compilation and reporting. Therefore, some items will not be represented in this report.

The data will be presented with the intent of locating significant variables *within* the three samples warranting closer examination. Whenever such variables occur, inferential techniques will be considered to assess their significance. It should be noted, however, that neither time nor the funding constraints of this project allow for an extensive analysis of these data. Consequently, the data will be made available to others interested in pursuing questions which arise, in the hopes of finally obtaining all of the worthwhile information involved. The project staff will, of course, continue to work with the data as time permits after the conclusion of the project.

CHAPTER III

DEMOGRAPHIC CHARACTERISTICS

Each of the next four chapters represents a particular content
area addressed by the survey. These areas are: Demographic (Chap-
ter III); Nature of Programs (Chapter IV); Administration and Governance
(Chapter V); and Finance (Chapter VI). The contents of these chapters
provide only a summary of all data. The complete data returns can be
found in Appendices F and G.* Every item in the survey was responded
to by varying percentages of the total number of respondents from each
sample. Thus an item may have been responded to by 90 per cent of the
total respondents of a particular sample. Where the item respondent
percentage falls below 75 per cent, this fact is so noted in the table
and the descriptive comments.

Demography

A small but important part of the survey tried to ascertain
the demographic characteristics of the region and the institution in
which teacher center or teacher center-type programs exist.

Table 2 indicates that there is a tendency for such programs
to be concentrated in rural areas if affiliated primarily with a
school district and to be concentrated in more populated areas when

_____

*The coded data are in Appendix F, while the write-in data
are in Appendix G.

26

Table 2

SIZE OF COMMUNITY WHERE CENTER OR CENTER-TYPE
PROGRAM IS LOCATED

	Sample		
	School (%)	University (%)	Select (%)
Rural or town with less than 50,000 population	80.4	51.2	32.3
Town with population greater than 50,000	5.5	41.0	55.7
Suburb of larger city	14.1	7.8	11.1
Total of those responding	100.0	100.0	99.1

Table 3

VARIOUS DEMOGRAPHIC CHARACTERISTICS OF SCHOOL
DISTRICT RESPONDENTS

	Sample	
	School (%)	Select[a] (%)
Number of Children Served		
Less than 500	17.1	2.1
500 to 5,000	61.1	20.8
Greater than 5,000	21.8	77.1
Grade Levels Served		
K - 12	75.6	50.0
Other	24.4	50.0

[a]Only 49.5 per cent of Select Sample identified themselves as
directly serving children, i.e., as public school oriented; 47.4 per
cent identified themselves as university affiliated.

28

they are affiliated with a college or university. Programs responding from the Select Sample are concentrated in urban areas. The reason for this may be that Select Sample programs enjoy a large degree of federal funding which often finds its way to the urban areas.

The respondents from the school district sample were asked to indicate both the size of the student body served and the grade levels represented in the particular district. By far the greatest majority of school districts range in size from 500 to 5,000 (61.1 per cent of item respondents). In addition, those respondents from the Select Sample indicating their primary affiliation to be with school districts also reported student body size from 500 to 5,000 as being in the majority (Table 3). Table 3 also indicates grade levels served by the School Sample and school district-affiliated Select Sample respondents. This item in the survey allowed the respondent to choose any one or all of five grade-range categories, the first of which was "Preschool, Kindergarten, or Grade 1 through Grade 3" and the last of which was "Post high school." Table 3 "other" refers to any response using a single category or a combination of categories not including choices A through D exclusively. The data show that school districts responding to the survey serve Grades K-12 inclusively in three-fourths of the cases, whereas Select Sample respondents affiliated with school districts serve this grade range in only half of the cases. It is pos- sible that Select Sample programs focus on specific themes or grade levels, such as elementary programs, while school district programs would be more likely required to serve the entire district (usually K-12).

Respondents from the college/university sample were also asked
various questions regarding institutional demography. These questions
included 1) nature of the institution (public or private), 2) size of
institutional enrollment, 3) nature of the education component of the
institution (school of education, division, or department, and 4) size
of undergraduate and graduate education enrollment (Table 4).

Among University Sample and Select Sample respondents who
indicated their primary affiliation to be with a college or university
the majority reported themselves to be public institutions. Almost 60
per cent of the University Sample indicated that they were a public
institution whereas more than 80 per cent of the Select Sample respond-
ing as a university or college program were public institutions. In
addition, total institutional enrollments of greater than 10,000 stu-
dents were reported in the majority by Select Sample respondents,
whereas total institutional enrollments for the majority of University
Sample respondents were somewhat smaller, ranging from 1,000 to 10,000.
These factors taken together seem to support the notion that private
schools are typically smaller in size than public colleges or univer-
sities and that being smaller they often do not have the requisite
skills or resources with which to successfully compete for external
support for teacher center or teacher center-type programs. This specu-
lation seems to be supported by the data regarding nature of education
component within the university or college. Select Sample respondents
with their majority of public institutions and larger number of institu-
tions with greater than 10,000 enrollment also indicate that a large
majority have a school or college of education rather than a smaller

Table 4

VARIOUS DEMOGRAPHIC CHARACTERISTICS OF
UNIVERSITY/COLLEGE RESPONDENTS

		Sample	
		University (%)	Select[a] (%)
Public		58.0	80.4
Private		42.0	19.6
Size of Enrollment of University or College	Less than 1,000 . .	16.9	6.3
	1,000 - 10,000 . .	60.7	43.8
	Greater than 10,000	22.4	50.1
Educational Component within University or College	School or college .	46.5	66.7
	Smaller unit . . .	53.5	33.5
Graduate Education Enrollment of University or College	0	15.0	0.0
	Less than 500 .	41.0	40.9
	Greater than 500	44.3	59.1
Undergraduate Education Enrollment of University or College	0	1.3	2.8
	Less than 500 .	44.8	19.4
	Greater than 500	53.9	77.8

[a]Only 49.5 per cent of Select Sample identified themselves
as directly serving children, i.e., as public school oriented;
47.4 per cent identified themselves as university affiliated.

unit such as a division or department. University Sample respondents,
on the other hand, have a majority of "smaller unit" respondents which
seems to be consistent with the more even match between public and
private institutions and the generally smaller enrollment reported
by respondents of this sample. Finally, education component enroll-
ment, both graduate and undergraduate, as reported by universities and
colleges in both the University Sample and the Select Sample are con-
sistent with earlier statements regarding larger size of Select Sample
respondents. Select Sample respondents, having reported a greater
majority of public institutions and greater total institutional size
operating a teacher center or teacher center-type program also have
larger undergraduate and graduate enrollment than their University
Sample colleagues. The Select Sample reports 77.8 per cent having
an undergraduate enrollment of greater than 500 while only 53.9 of
the University Sample reports this enrollment size. At the graduate
level the Select Sample again reports a higher percentage of enroll-
ment greater than 500 than do respondents of the University Sample.

CHAPTER IV

NATURE OF PROGRAM

Survey questions regarding the nature of teacher center or
teacher center-type programs fall into six categories. These cate-
gories include 1) type of program, 2) incentives, 3) clients, 4) evalu-
ation, 5) physical facilities and resources, and 6) names of programs.

Type of Program

Within the realm of "type of program" three questions were
asked: Are program activities thematic, nonthematic, or both; What
are the purposes of the teacher center or teacher center-type program
activities, and; When do these program activities most typically occur?

School district respondents see their programs as equally
divided between those which have a specific thematic thrust and those
which have programs sponsoring both thematic and nonspecific activities
(Table 5). University Sample respondents more often have programs
which provide both thematic thrusts and responsive, "nonspecific"
activities. However, approximately 50 per cent of this sample have
programs which are seen as either thematic or nonspecific in nature,
but not both. On the other hand, the majority of respondents from the
Select Sample sponsor programs nonspecific in nature.

School districts would be more inclined to provide programs
having a particular focus, as defined by institutional goals and/or
state mandates. In contrast, Select Sample programs, which are more

32

Table 5

PROGRAMS HAVING SPECIFIC DIRECTION,
NO SPECIFIC DIRECTION, OR BOTH

	Sample		
	School (%)	University (%)	Select (%)
Program has specific focus or theme	40.0	24.9	28.6
Program provides no specific focus or theme	21.7	29.7	11.0
Program has both thematic and "nonspecific" components.	38.3	45.4	60.4

likely not to be tied to a single institution or agency would have greater latitude in program offerings. In fact, it can be assumed that many Select Sample programs were nominated because their programs were more responsive to educational needs of teachers. Thus, the greater likelihood among these programs to provide both thematic and nonspecific offerings seems consistent.

Those programs which indicated that they provided a thematic approach to program activities were asked to indicate the topics of such activities. Although the topics covered innumerable areas of concern to educators, one particular topic stands out among all samples. Individualizing instruction, both in general and in relation to specific content areas was most often cited. School Sample respondents indicated that this topic was part of the thematic activities in nearly 60 per cent of the cases. University Sample respondents cited this topic slightly less often (48.8 per cent), while Select Sample respondents were most likely to indicate individualizing instruction as a major thrust of program activities (60 per cent). Classroom management and humanizing education were indicated by all three samples as major programmatic thrusts, while behavioral objectives appeared to be a major concern of School Sample respondents only.

While topics concerning open classrooms were not indicated by the School Sample as a major programmatic thrust, it was a major topic among both University and Select Sample respondents, as was the supervision of instruction. The development of learning packets (presumably in connection with individualizing instruction) was indicated by both

School District and Select Sample respondents as a topic covered in
many programs.

These findings seem to indicate an overwhelming concern
among educators for the processes of teaching/learning rather than
for matters of content. Although the process of education has
suffered from neglect in the past, it is now receiving more attention.
Where content is mentioned as a program topic, reading, mathematics,
and science (including environmental education) are by far the most
common areas of concern. Social studies and the humanities are still
very scarce among topics of interest or concern in inservice or
teacher center-type programs. Only in activities which come under
the general topic of Humanizing Education does there seem to be some
concern for any content area outside of the math/science field.

Table 6 presents the reasons offered by respondents for ini-
tiating and maintaining a teacher center-type program. This item
required the respondents to indicate the degree to which programs
served four types of functions, including 1) the enhancement of skills
for teaching children, 2) skill development for making materials,
3) skill development in professional areas, and 4) recreational or
social functions. All three samples responded remarkably alike, stating
that they provided program activities designed primarily to enhance the
skills for teaching children. Next, they indicated a very high per-
centage of programs to enhance skills in curriculum and material
development. Skill development in professional areas was a distant
third, while very few of the respondents in any of the samples saw their
programs as serving a social or recreational function for clients.

Table 6

PURPOSES OF TEACHER CENTER AND TEACHER CENTER-TYPE PROGRAMS

	School (%)		University (%)		Select (%)	
Sample	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses
Enhancement of skills for teaching children	88.8	--	88.5	--	86.5	--
Enhancement of skills for curriculum and material development	61.7	36.0 (S)	54.0	41.0 (S)	56.9	41.5 (S)
Focus on other professional areas (e.g.), self-improvement, certification, labor negotiation, human relations	19.4	49.6 (S) 27.0 (R)	22.7	54.4 (S)	21.3	46.8 (S) 25.5 (R)
Recreational or social needs. .	4.5	42.8 (R) 42.3 (N)	5.4	46.1 (R) 34.7 (N)	6.6	46.2 (R) 38.5 (N)

Note: S = Sometimes; R = Rarely; N = Never.

Table 7 presents a summary of the data concerning the time of the day, week, or year when program activities are typically scheduled. Although all samples indicate that the major portion of their program activities are scheduled during the academic year, only University Sample and Select Sample respondents indicate that a major portion of their programming also takes place during the summer months. All three samples indicate that the second most popular time for program activities to be scheduled is during late afternoon and evening hours. Schools frequently do not have the financial support necessary to encourage program participation during the summer months, whereas universities often offer "for credit" activities which the participant can apply toward graduate degrees, certification, or salary increment. It must also be remembered that universities frequently generate revenue through tuition and fees, thus making it possible to offer programs within a greater variety of time slots. Select Sample respondents very often are affiliated with universities and therefore also offer "credit" incentives to participants during the summer months while school districts typically do not.

Incentives

Another aspect of the program offered in teacher centers is that of incentives. What does the program offer to clients as an incentive to participate? These data are summarized in Tables 8 and 9. The summary in Table 8 suggests that school districts offer local credit toward salary increment less frequently than do University Sample and Select Sample respondents. Further examination of the data

Table 7

TIME PERIOD OF YEAR, WEEK AND DAY WHEN PROGRAM
ACTIVITIES ARE SCHEDULED

	Sample					
	School (%)		University (%)		Select (%)	
	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses
During the academic or school year	90.1	--	87.5	--	86.2	--
During the summer months . . .	10.3	43.0 (S) 28.7 (R)	37.9	43.2 (S)	31.8	55.7 (S)
During school hours	31.7	43.5 (S)	36.6	33.7 (S) 21.7 (R)	27.8	44.4 (S) 22.2 (R)
Late afternoons and evenings	39.1	40.4 (S)	46.0	43.0 (S)	55.3	34.0 (S)
On weekends	1.4	36.7 (R) 40.8 (N)	3.5	35.7 (S) 31.0 (R) 29.8 (N)	14.6	28.1 (S) 38.2 (R)

Note: S = Sometimes; R = Rarely; N = Never.

Table 8

INCENTIVES AVAILABLE FOR PARTICIPATION IN TEACHER CENTER
OR TEACHER CENTER TYPE PROGRAMS

	Sample					
	School (%)		University (%)		Select (%)	
	Respondents in Either the Always or Usu- ally Category	Other Notable Responses	Respondents in Either the Always or Usu- ally Category	Other Notable Responses	Respondents in Either the Always or Usu- ally Category	Other Notable Responses
Local credit toward salary increment	29.3	23.4 (S) 36.0 (N)	43.6	26.7 (S)	45.4	30.2 (S)
University or college credit. .	20.2	40.4 (S) 26.6 (N)	71.2	--	55.0	27.5 (S)
Direct stipend	7.5	22.8 (S) 20.9 (R) 48.8 (N)	9.3	41.6 (R) 28.0 (N)	10.3	36.8 (R) 34.5 (N)
Released time from regular responsibilities	32.5	41.0 (S)	14.3	32.1 (S) 35.1 (R)	21.1	47.8 (S)
No incentive	19.1	23.1 (R) 41.2 (N)	12.8[a]	30.4 (R) 43.9 (N)	16.4	26.0 (R) 39.7 (N)

[a]Only 71.8 per cent of University Sample responded to this item.

Note: S = Sometimes; R = Rarely; N = Never.

Table 9

COSTS TO PARTICIPANTS FOR INVOLVEMENT IN TEACHER CENTER
OR TEACHER CENTER-TYPE PROGRAMS

	Sample					
	School (%)		University (%)		Select (%)	
	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses
Pay tuition or instructional fee	10.1	27.8 (S) 19.8 (R) 42.3 (N)	61.0	--	28.9	28.9 (S) 30.0 (N)
Pay for materials used in program	15.2	20.3 (S) 27.7 (R) 36.8 (N)	33.5	31.7 (S) 17.1 (R) 17.7 (N)	18.0	22.5 (S) 37.1 (R) 22.5 (N)
Give up personal time without compensation	25.3	39.7 (S) 21.9 (R)	42.0	33.7 (S)	37.8	43.3 (S)
Assumes responsibilities for personal expenses (e.g., babysitter, meals, mileage) .	37.0	25.3 (S)	66.0	--	62.7	--

Note: ; = Sometimes; R = Rarely; N = Never.

shows that school districts use "released time" considerably more than do University Sample and Select Sample respondents. Consequently, one can speculate that school districts responding to this survey generally offer salary increment credit for program participation about as frequently as they use release time from regular responsibilities. The latter is an option, of course, that universities usually do not possess.

What does it cost the client of teacher center or teacher center-type programs to participate in program activities? Table 9 presents a data summary which suggests a rather unique response pattern. Generally, higher percentages were found in the "sometimes," "rarely," and "never" categories, rather than in the "always" and "usually" categories. Exceptions to this situation occur most dramatically among the University Sample respondents. Developers of center or center-type programs sponsored by universities responding to this survey more often charge tuition to clients and clients are more often required to bear personal expenses such as babysitting, meals, and mileage. In fact, the data seem to indicate that costs to participants of university-based center or center-type programs are greater than they are to participants of school-based programs. This phenomenon may be linked to the fact that participants of university-based programs can obtain credits often leading to degrees and to certification. This is not true, of course, in school district-based programs and is true only of those Select Sample respondents whose programs are university-based.

Clientele

Analyzing the data regarding program clientele turned up some discrepant information. One would expect the data summaries for program clientele (Tables 10 and 11) to supplement and support each other; in some cases however they contradicted each other.

The data in Table 10 indicate that in all three samples, teacher center and teacher center-type program activities are designed most frequently for inservice teachers. In addition, administrators are the target population of programs in approximately 25-33 per cent of the respondent institutions in all three samples. The Select Sample respondents, however, provide program activities for paraprofessional and community people to a greater degree than do School Sample or University Sample respondents. This latter point may be explained by the possibility that Select Sample sites have a greater degree of federal funding (see Chapter VI) which frequently requires the involvement of community participants. University-affiliated center or center-type programs report that only 58.4 per cent frequently provide center or center-type programs for preservice teachers. One would expect that this sample would report a considerably higher incidence of program activities designed for this group. This figure could reflect the fact that many "after school" programs (which may well have been perceived as teacher center-type) are graduate programs with little or no provision for preservice teachers.

A look at Table 11, which uses a percentage interval reporting mode, seems to contradict some of the data provided in Table 10. University Sample respondents and Select Sample respondents

Table 10

ROLE GROUPS OF CLIENTS FOR WHOM TEACHER CENTER OR
TEACHER CENTER-TYPE PROGRAM ACTIVITIES ARE DESIGNED

	Sample					
	School (%)		University (%)		Select (%)	
	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses
Inservice teachers	92.3	--	71.9	23.2 (S)	85.3	
Preservice teachers	18.2	34.8 (S) 23.5 (R) 23.5 (N)	58.4	25.8 (S)	50.0	33.7 (S)
Administrators	36.6	42.9 (S)	24.1	47.6 (S)	35.5	51.1 (S)
Paraprofessionals	18.1	45.0 (S)	13.9	34.5 (S) 29.7 (R) 21.8 (N)	25.8	45.2 (S)
Community participants and/or parents	4.5	43.2 (S) 37.7 (R)	5.5	30.3 (S) 41.2 (R) 23.0 (N)	16.9	44.9 (S) 27.0 (R)

Note: S = Sometimes; R = Rarely; N = Never.

43

Table 11

PERCENTAGE INTERVALS OF CLIENTS FROM VARIOUS ROLE GROUPS SERVED BY
TEACHER CENTER OR TEACHER CENTER-TYPE PROGRAMS

	School (%)		University (%)		Select (%)	
	Respondents in the Intervals between 61 and 100 per cent	Other Notable Responses	Respondents in the Intervals between 61 and 100 per cent	Other Notable Responses	Respondents in the Intervals between 61 and 100 per cent	Other Notable Responses
Inservice teachers	72.1	--	39.6	25.4 (1-20%)	47.9	25.0 (41-60%)
Preservice teachers	12.1	46.8 (1-20%) 31.5 (0.0%)	34.7	32.4 (1-20%)	11.6	60.0 (1-20%)
Administrators	25.2	52.2 (1-20%)	0	72.4 (1-20%) 15.3 (0.0%)	2.2	84.3 (1-20%)
Paraprofessionals	11.5	55.3 (1-20%)	1.3	61.3 (1-20%) 32.9 (0.0%)	3.5	72.1 (1-20%)
Community participants and/or parents	1.3	61.6 (1-20%) 33.0 (0.0%)	0	61.8 (1-20%) 36.3 (0.0%)	0	74.4 (1-20%)

appear to be less involved with inservice teachers, and much less involved with administrators, paraprofessionals, and community people than previously indicated (Table 10). This may well be related to the wording of the two items from which these data were gathered. Item 14 (reflected in Table 10) asked the question: "For whom are program activities designed?" In contrast, item 24 (reflected in Table 11) asked: "How many of the various target role groups participate in the program activities?" Consequently, these items are essentially asking two very different questions. It is possible, from the data, to speculate that although it is relatively easy to design activities for various specific role groups, those role groups may not take advantage of the offerings designed for them, or may comprise a relatively minor program emphasis. In other words, even though Select Sample respondents reported that about half the time they usually or always served preservice teachers, this particular role group most often only represented 20 per cent or less of their client body.

Evaluation

Because of the recent interest in evaluation, the investigators tried to obtain an estimate of the modes of evaluation, as well as the uses of evaluative data for judging individual teachers.

The data suggest that by far the most commonly used evaluation procedures are the perceptions and opinions of program participants, implementers, and administrators. Standardized instruments are used infrequently by respondents in all three samples. However, University

Sample and Select Sample respondents report the use of standard mea-
sures more frequently than do School Sample respondents. Select
Sample respondents use external evaluation more frequently than do
respondents of the other two samples; even this figure (13.5 per cent)
however, is not unusual given the interest in objective evaluation
and the large amount of federal monies going into many Select Sample
programs (see Chapter VI).

It is interesting that very few sites purport to use these
data for the personal evaluation of any educational personnel. The
summary provided in Table 13 suggests that evaluative data are
typically used less than 10 per cent of the time for purposes relating
to continued employment, salary increase, tenure, or other professional
advancement of program personnel. University respondents seem to use
such evaluative data slightly more often than do other respondents.
This may be related to grades given in university-based program
activities. Respondents from this sample may be more likely to
indicate that they use evaluative measures for professional advance-
ment if they believe that grades are related to promotion.

Resources and Physical Facilities

The survey also sought to obtain information on materials,
facilities, and resource personnel. First, respondents were asked if
resources were "available to participants' independent of formal or
planned activities." The intent here was to determine the flexibility
of program administration. The data suggest that Select Sample respon-
dents perceive these materials, facilities, and human resources is

Table 12

EVALUATION METHODS USED BY TEACHER CENTER OR
TEACHER CENTER-TYPE PROGRAMS

	Sample					
	School (%)		University (%)		Select (%)	
	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses
By standardized instruments . . .	5.5	44.5 (N)	16.2	32.3 (S) 34.2 (R)	12.6	26.4 (S) 29.9 (R) 31.0 (N)
By perceptions and opinions of program participants	70.3	25.9 (S)	65.4	31.8 (S)	74.4	21.3 (S)
By perceptions and opinions of program implementers and administrators	52.6	40.9 (S)	61.3	32.9 (S)	61.3	26.9 (S)
By an external agent or consultant	7.5	25.8 (S) 33.8 (R) 32.9 (N)	3.8	33.3 (S) 30.2 (R) 32.7 (N)	13.5	29.2 (S) 33.7 (R) 23.6 (N)

Note: S = Sometimes; R = Rarely; N = Never.

48

Table 13

EXTENT OF THE USE OF EVALUATIVE INFORMATION
FOR PROFESSIONAL ADVANCEMENT

	Sample					
	School (%)		University (%)		Select (%)	
	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses
Evaluation in your inservice or teacher center-type program(s) occurs for the purpose of providing information about teachers that is used for decisions concerning continued employment, salary, tenure and professional advancement.	9.9	25.6 (S) 27.0 (R) 37.4 (N)	13.2	32.1 (R) 41.5 (N)	4.8	32.1 (R) 54.8 (N)

Note: S = Sometimes; R = Rarely; N = Never.

available to participants more often than do the respondents in the
other two samples. School districts least often allow materials,
facilities, and resource personnel to be used independent of planned
activities. However, in all three samples it was reported that these
resources may be used outside formal program activities at least half
the time.

Second, information was solicited regarding the *actual use* of
the materials, facilities, and resource personnel outside formal
program activities. As with availability, the reported "informal"
use was highest among Select Sample respondents and lowest among
School Sample respondents. In all three samples, the reported use
falls far below the reported availability.

Data were also gathered concerning the site for program
activities (see Table 14). All three samples indicated that pro-
grams most often take place in elementary or secondary schools
(school district respondents, as one might expect, were highest in
this regard). The high degree to which public school sites are
reportedly used by University Sample and Select Sample respondents
seems to suggest that the current emphasis on field-based program
delivery has had an impact.

The desirability of separate and permanent facilities often
arises when educators talk about teacher center-type programs (see
Table 15). Data gathered in this study suggest that only Select
Sample programs have permanent facilities to any large degree (50
per cent). The School Sample least often reports separate permanent
facilities. This is probably because the existing physical plant

Table 14

PROGRAM FACILITIES USED TO HOUSE TEACHER CENTER
OR TEACHER CENTER-TYPE PROGRAMS

| | Sample | | | | | |
| | School (%) | | University (%) | | Select (%) | |
	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses
School district central office or instructional center	23.7	40.9 (S)	16.0	42.9 (S)	22.9	41.0 (S) 24.1 (R)
Elementary or secondary schools	69.2	29.5 (S)	43.3	43.4 (S)	50.6	44.0 (S)
University or college campus	3.0	36.8 (S) 34.3 (R)	39.8	45.6 (S)	15.8	47.6 (S) 23.2 (R)
Not owned by school system or university/college	2.1[a]	30.6 (R) 51.8 (N)	4.2[b]	36.1 (R) 45.1 (N)	12.6	31.3 (R) 41.2 (N)

[a] Only 74.2 per cent of respondents responded to this question.

[b] Only 69.9 per cent of respondents responded to this question.

Note: S = Sometimes; R = Rarely; N = Never.

51

Table 15

PERCENTAGE OF TEACHER CENTER OR TEACHER CENTER-TYPE PROGRAMS
WITH PERMANENT FACILITIES

Does your inservice or teacher center-type program(s) have permanent physical facilities?		Sample		
		School (%)	University (%)	Select (%)
	YES	14.4	30.9	50.0
	NO	85.5	69.1	50.0

is available during time when most program activities occur. The Select Sample probably uses permanent facilities most often because they are alternative programs, and must find a place to operate outside the institutional mainstream.

Names

Programs aimed at professional development of educational personnel seem to have taken on various names. Sometimes these names accurately denote what it is the program is trying to accomplish. Equally as often one would be hard pressed to guess what the name stands for. Recently, a preview of these various names was published in the *Journal of Teacher Education* (Spring 1974). The authors of the article, Allen A. Schmieder and Sam J. Yarger, summarized their findings in the following way:

> Probably no other new educational concept offers up such a rich array of names and acronyms as the teaching center. The most commonly used are teacher center, teaching center, learning center, teacher education center, staff development center, educational cooperative, and training complex. Some of the more unusual are Community Clinic Learning Center, Project FAST (Federally Assisted Staff Training), Master Inservice Plan, Cooperative Prescriptive Teaching Program, Project Train, UNITE (United Neighborhoods in Teacher Education), C-Force Action Center (C for children, caring, community), Project Interact, 'a place to learn,' and MEIL (Movement to Encourage Improved Learning). . . . [the] survey revealed more than 200 different titles for the 600 sites studied. This great variety is of course no accident as, with the best of American free enterprise, educators have designed programs that closely fit their own needs and local situations. In short, they are 'doing their own thing' [pp. 5-6].

CHAPTER V

CONSORTIA, GOVERNANCE, ADMINISTRATION AND PERSONNEL

Another intent of this study was to learn something about the consortia, governance, administration and personnel of inservice or teacher center-type programs. This chapter will summarize the findings in this area.

Consortia

The general heading of governance includes, in this study, the notion of partnership and/or consortium relationships. Select Sample respondents indicate the highest degree of involvement with other institutions while school districts seem to be the least frequently involved in partnerships and/or consortia (see Table 16). Just over half the University Sample respondents indicated involvement with other institutions. These data do not necessarily suggest University Sample and Select Sample respondents are "more modern" than school districts. Rather, one might alternatively interpret these data to suggest that whereas school districts already have clients for teacher center-type programs, universities and independent operations *must* seek clients. One way to obtain clients is to establish a working relationship with a school district. Additionally, a greater proportion of Select Sample programs are operated with the aid of external funds which frequently require collaborative relationships between the various constituencies involved. Thus, it may be that universities and independent centers

need school systems more than school systems need universities and independent centers.

Among all samples the most popular type of consortium arrangement is a partnership between college and school district (see Table 17). Few (14.3 per cent) school districts who responded are involved with more than two institutions; the University Sample reports slightly higher figures and the Select Sample the highest. Among all three samples the third institution or agency was most typically one of the following four: state education department, an intermediate or regional education agency (possibly a BOCES); a professional organization; or, local private and parochial schools. Very few of the respondents of any sample involve a noneducational agency as a part of their partnership or consortium. When they do, school districts more typically involve mental health clinics or centers and universities and Select Sample respondents most often involve community individuals or community agencies (such as Model Cities).

Inservice and teacher center-type programs which involve two or more cooperating institutions may operate under varying kinds of agreements. Some programs are legally arranged through contracts, some by less binding but quite formal written agreements, and some on rather informal "gentlemen's agreements." Table 18 summarizes these data, suggesting that respondents from the School Sample and Select Sample prefer informal agreements, whereas University Sample respondents generally prefer formal written agreements. Although there is no overwhelming number of programs using legal contracts to bind partners, Select Sample respondents use this type of arrangement approximately

Table 16

CONSORTIUM INVOLVEMENT OF TEACHER CENTER
OR TEACHER CENTER-TYPE PROGRAMS

	Sample		
	School (%)	University (%)	Select (%)
Respondents seeing their program as part of a consortium	35.0	55.3	74.2

Table 17

INSTITUTION REPRESENTED IN CONSORTIUM OF TEACHER CENTER
OR TEACHER CENTER-TYPE PROGRAM[a]

Make-up of Consortia	Sample		
	School (%)	University (%)	Select (%)
Public school plus university/college . . .	33.0	36.8	41.7
Public school, university/college, plus other educational agency (SED, BOCES, etc.)	14.3	23.7	30.6
Public school, university/college, other educational agency, plus other noneducational agency	4.4	6.1	6.9

[a]Percentages do not equal 100 per cent because only signifi-
cant combinations are included. See Appendix for complete item
response.

25 per cent of the time. This may be due to the fact that universities often desire a cooperative arrangement more often than other types of institutions. This in turn may be linked to federal funding require- ments or state mandates. Select Sample respondents may use legal con- tracts more often than the other respondents because of their involve- ment with institutions and agencies outside the field of education (welfare and business organizations). A large degree of financial support from federal and state grants may also necessitate legal con- tracts.

Governance also includes "in house" administrative organiza- tions, such as advisory or policy boards. Table 19 reports that 37.2 per cent of the School Sample respondents indicate that they have a board or council whose major function is making policy for the inser- vice or teacher center-type programs. This figure is rather low com- pared with University Sample and Select Sample respondents. University respondents report that just over 50 per cent have such policy boards, while the Select Sample respondents report the largest incidence of advisory policy boards (65.2 per cent).

The role of these advisory or policy boards varies among the three samples as well as within any single sample (Table 20). "Advisory only" (i.e., not responsible for actual decision making or for day-to- day implementation of program activities) is reported highest among School Sample respondents. In contrast, when boards exist in the University and Select Samples, they are more likely to be policy making rather than advisory. This finding seems consistent with the way most analysts view the characteristics of the institutions involved.

57

Table 18

TYPE OF AGREEMENT CONSTITUTING CONSORTIUM IN TEACHER CENTER
OR TEACHER CENTER-TYPE PROGRAMS

	Sample		
	School (%)	University (%)	Select (%)
On legal basis with con-tracts	14.4	17.9	25.3
Formally with written agreements	23.3	43.8	29.3
Informally through coopera-tive agreements	60.0	36.6	41.3
Other	2.2	1.8	4.0

Table 19

RESPONDENTS REPORTING SEPARATE GOVERNANCE BOARD FOR TEACHER
CENTER OR TEACHER CENTER-TYPE PROGRAMS

	Sample		
	School (%)	University (%)	Select (%)
Respondents having board or council whose major purpose is working with inservice or teacher center-type programs.	37.2	50.6	65.2

School boards expect school district administrators not to allow "others" to make important decisions for them. Consequently, it seems natural that school districts would use such boards or councils as advisory organizations. University administrators (particularly in very large institutions) often find it impossible to personally manage all the programs operating within their component of the institution. They seem more prone to delegate authority to middle management and faculty personnel. Secondly, university programs more often than school districts are part of a consortium arrangement which requires that a board consisting of representatives of all participating institutions be commissioned to make policy. In addition to these reasons, which apply to many Select Sample respondents, these latter respondents also are more likely to have policy-making boards or councils because federal and state grants often require parity among several distinct constituencies.

The data summarized in Table 21 indicate the composition of advisory boards. In the School Sample, the combination of teachers and administrators is clearly the most popular advisory or policy board base; students, parents, and community agency representatives are often included. In contrast, Select Sample as well as University Sample respondents report great diversity in the composition of their boards. The Select Sample respondents show a slight preference for an administrative plus teacher base. Both samples, however, report very high incidence of "third" or "fourth" party additions.

School and University respondents are more likely to include teachers' association representatives on boards than are Select Sample

Table 20

ROLE OF GOVERNANCE BOARD IN TEACHER CENTER OR TEACHER
CENTER-TYPE PROGRAMS

	S a m p l e		
	School (%)	University (%)	Select (%)
Advisory only	51.0	50.2	44.6
Policy-making	20.0	52.6	50.8
Administrative, implementative (deals with routine day-to-day decisions)	21.0	7.2	4.6

Table 21

ROLE GROUPS REPRESENTED ON BOARDS OF TEACHER CENTER
OR TEACHER CENTER-TYPE PROGRAMS

	S a m p l e		
	School (%)	University (%)	Select (%)
Institutional administrators only	6.2	10.8	14.1
Administrators and teachers .	37.1	14.0	10.9
Teachers only	4.1	--	6.3
Administrators, teachers, and teachers association representatives	11.3	11.8	6.3
Various other combinations including above roles plus students, student teachers, parents and/or community agency representatives . . .	41.3	63.4	62.4

60

respondents. It may be that Select Sample respondents, even though
often required to include various role groups on such boards, include
individual teachers instead of organization representatives. This in
turn may be due to the fact that at least some of the Select Sample
respondents are independent of any ties to a school system or uni-
versity. Since established institutions are more susceptible to the
political pressures of teacher organizations, they are more likely to
include them on advisory or policy boards. Other possible combinations
which were reported by respondents included students, student teachers,
parents and/or community agency representatives as well as adminis-
trators, teachers, and teachers' association representatives. Although
no single combination was reported with high frequency, most boards are
typically made up of administrators, teachers and teachers association
representatives with a smattering of students, parents and community
agency participants.

Governance

Regardless of the sample, full time inservice or teacher center-
type program administrators are not in the majority. Only 13.2 per
cent of School Sample respondents indicate that they have a full time
administrator or coordinator for their programs. University Sample
respondents are almost three times higher with 36.1 per cent reporting
a full time program administrator. Understandably, Select Sample
respondents indicate the highest incidence of having a full time
center or program administrator but even this (46.3 per cent) is not
a majority figure.

Table 22 summarizes the data concerning the amount of time part-time administrators devote to inservice or teacher center-type program administration. School Sample respondents indicate that their preference is for a less than quarter-time administrator while Select Sample respondents most typically have half-time administrators. University Sample respondents fall somewhere between these two. The extremely high percentage of less than quarter-time program administrators among School Sample respondents suggests that this job may often be the lesser part of the person's administrative role.

Among the titles which describe the chief program administrator one finds a variety among School Sample respondents and relatively few among respondents of the other two samples. This seems to be consistent with remarks made earlier regarding the degree of less than quarter-time administrators among the various samples. School districts have a greater amount of "less than quarter time" administrators devoted to program administration suggesting that the job is included as an "add on" to some already existing job descriptions. Titles range all the way from superintendent through vice principal and finally to teacher or librarian among School Sample respondents. The most common title used by University and Select Sample respondents is director or coordinator, suggesting that this person probably devotes a great deal of time to this task. This also is consistent with the earlier findings that there is a greater propensity among University and Select Sample respondents to have a full-time program administrator or one who devotes greater than quarter-time to this task.

Table 22

PERCENTAGE OF TIME DEVOTED BY PRIMARY ADMINISTRATORS
IN TEACHER CENTER AND TEACHER CENTER-TYPE PROGRAMS
THAT DO NOT HAVE A FULL TIME ADMINISTRATOR

Percentage	Sample		
	School (%)	University (%)	Select (%)
75	2.0	11.7	14.3
50	7.4	22.5	46.9
25	18.8	30.0	14.3
Less than 25	71.8	35.8	24.5

To obtain information concerning the status or hierarchical level at which the program or center administrator operates, the survey asked, "At what status level does the program administrator function?" Table 23 summarizes these data. It should be noted that in contrast to other tables in this report, the Select Sample portion of the table is moved to the center; this is because most Select Sample respondents were either school district or university affiliated (almost half and half). The data, as represented in this table, show that a high percentage of program administrators are high level administrators or have equivalent positions. This is due to the fact that a very large proportion of the school districts responding are quite small and in such cases the superintendent or other central office administrators would take on the responsibility of administering the inservice or teacher center-type program. University respondents indicate that this same position is held more often by a staff member who is a program or department director (middle management level) or ranked faculty member (assistant, associate, or full professor), or has an equivalent position. In neither School Sample nor University Sample do program or center directors often come from the lower levels of the staff hierarchy. Select Sample respondents equate program or center administrators most often with one of the top three hierarchical levels, but indicate that the highest percentage falls in the second level, i.e., program/department director or central office administrator below the superintendent. This indicates a high degree of consistency since the Select Sample is primarily affiliated with a school district or university. The 12.6 per cent figure in the Select

Table 23

SALARY STATUS OF DIRECTOR IN TEACHER CENTER
AND TEACHER CENTER-TYPE PROGRAMS

School Sample (%)	Status Description	Select Sample (%)	Status Description	University Sample (%)
49.8	Superintendent, assistant level	24.1	Dean, assistant dean level	22.4
21.8	Other central administrative level	36.8	Program/department administrative level	40.4
15.6	Building administrative level	19.5	Ranked faculty level	30.1
8.2	Consultant and supervisory level	12.6	Unranked faculty level	2.7
3.3	Teaching faculty level	6.9	Graduate student level	1.1

Sample at the fourth level (unranked faculty or consultant/supervisor) may well be caused by those centers which do not have any structural affiliation with a school district or university. These centers, often referred to as independent centers, frequently must operate on limited funds and are often operated by teachers. Consequently, these centers are not likely to have program administrators equivalent to the higher echelons of institutional administration.

In an effort to gather information concerning the popular notion that teachers should or would like to have major responsibility for their own growth and development, we asked the question, "Who makes decisions about the content of inservice or center-type program activities?" Table 24 summarizes these data. In agreement with the data provided in Table 21, which indicated that policy or advisory boards in School Sample programs is composed to a large degree of administrators and teachers, these data suggest that decisions about program content are also made by representatives of these two role groups. University Sample respondents, however, report that although broad policy regarding their programs is made more often by a committee of teachers and institutional administrators (Table 21), actual program content decisions are often made in these programs by program administrators. However, approximately one-quarter of the programs responding indicate that others in addition to administrators and teachers participate in decision making.

The Select Sample respondents also indicate that their process for deciding upon program content differs from their process for making general policy. Data presented earlier (see Table 21) indicated

that policy decisions were more often made by program or institu-
tional administrators. These data (Table 24) suggest that several
different committee combinations are used for making decisions about
program content. These committees might include program adminis-
trators alone, or they might include administrators and teachers, or
administrators, teachers and others such as students, student teachers,
or community representatives. In that data were requested about two
very different activities, i.e., policy making ve.sus decisions about
program content, no inference of discrepancy is justified. These data
seem to suggest that program decisions are made in similar or contrast-
ing ways depending on the type of decision to be made as well as the
particular group making the decision.

Personnel

Data concerning the ratios of full-time or part-time and pro-
fessional to nonprofessional personnel were gathered, as well as
information concerning the "other roles" fulfilled by professional
staff. In addition, questions concerning criteria for selection of
professional staff members as well as questions concerning the primary
tasks of professional personnel were asked. The data in Table 25
suggest considerable variation of response among the three samples.

School Sample respondents indicate that there are very few
personnel assigned to inservice or center-type programs on a full-
time basis. In addition, this sample also reports an extremely large
proportion of "less than quarter-time" devoted by personnel to inser-
vice or center-type program activities. The University Sample also
reports a relatively low proportion of full-time professional personnel

Table 24

LOCUS OF DECISION MAKING IN TEACHER CENTER
AND TEACHER CENTER-TYPE PROGRAMS

	Sample		
	School (%)	University (%)	Select (%)
Director, other adminis-trator, or administrative committee	29.6	36.0	27.8
Committee of teachers as well as administrators . .	58.3	29.1	25.6
Committee including others, e.g., students, community representatives	3.7	24.9	22.2
Others including various combinations of the three above	8.4	10.0	24.4
Total	100.0	100.0	100.0

in their teacher center-type programs. Nonprofessional full-time per-
sonnel in these programs is somewhat higher. The proportion of both
professional and nonprofessional personnel devoting from "three-
quarters" to "less than one-quarter" time to these activities in
university-based programs seems rather evenly distributed.

The most even distribution of full- and part-time personnel
devoted to center-type program activities in both the professional
and nonprofessional categories appears, however, in the Select Sample.
Even in this sample, though, there does not appear to be a large pro-
portion of personnel devoting full time to inservice or teacher center-
type program activities. One reason for the high degree of part-time
personnel in these programs may be due to the fact that only in the
Select Sample programs which are "independent" is inservice education
the exclusive task of the center. Very few of the respondents to this
survey reported no affiliation with either a school district or a uni-
versity. Those programs which are institutionally affiliated will
quite naturally use their own personnel. These data seem to support
the analysis that, to a large degree, teacher center-type programs
are still "add ons" to the conventional programs in both universities
and school systems.

If program personnel are primarily part-timers, then what
other roles do they fill? Again, for ease of comparison, the data
for the Select Sample have been placed between the School and Univer-
sity Samples in Table 26. The responses from the school districts sug-
gested that part-time inservice or center personnel are most typically
classroom teachers. In University Sample and Select Sample programs

Table 25

DISTRIBUTION OF FULL TIME AND PART TIME PROFESSIONAL
AND NONPROFESSIONAL PERSONNEL AS A PERCENTAGE
OF ALL PERSONNEL IN TEACHER CENTER AND
TEACHER CENTER-TYPE PROGRAMS

	Percentage of Time With Program			
	100	25-75	Less than 25	Total
S C H O O L				
Professional	1.8	26.5	71.7	100.0
Nonprofessional	3.4	29.1	67.5	100.0
U N I V E R S I T Y				
Professional	13.2	42.0	44.8	100.0
Nonprofessional	32.1	32.1	35.8	100.0
S E L E C T				
Professional	27.5	41.3	31.2	100.0
Nonprofessional	38.5	36.1	25.4	100.0

Table 26

DISTRIBUTION OF "OTHER ROLES" AS A PERCENTAGE OF ALL OTHER ROLES
FILLED BY TEACHER CENTER AND TEACHER CENTER-TYPE PROFESSIONAL
PROGRAM PERSONNEL

School Sample (%)	Role Description	Select (School-affiliated) (%)	Select (University-affiliated) (%)	Role Description	University Sample (%)
4.0	Superintendent, assistant superintendent level	4.8	4.0	Dean, assistant dean level	3.7
4.7	Other central administrative level	10.7	7.7	Department/program administrative level	14.0
16.0	Building administrative level	34.3	61.3	Ranked faculty level	69.7
6.3	Consultant-supervisory level	22.9	16.0	Unranked faculty level	6.6
69.0	Teaching faculty level	27.3	11.0	Graduate student level	6.0
100.0		100.0	100.0		100.0

primarily affiliated with a university, these part-time personnel are most often ranked faculty (assistant, associate, or full professors). However, in Select Sample programs which are primarily affiliated with school districts there is a slightly greater tendency to involve building administrators as part-time staff members. In fact, Select Sample respondents primarily affiliated with a school district reported a tendency to more evenly involve all school building level professional personnel in inservice or teacher center-type programs. This seems quite consistent with the popular notion of professionals teaching and learning from each other, in teacher center-type programs.

Another part of the personnel section dealt with ascertaining the criteria used for selecting program or center personnel (Table 27). Most important in all three samples was the criteria that the staff member have a particular skill or talent. Among the School Sample respondents, the possession of a strong content area (subject matter) background was seen as most important. Most often reading was the specific area mentioned, but science, math, and social studies were also popular content areas. This sample indicated that the second most important *skill* sought was the ability to work with groups and the possession of human relations skills. Skills which were listed as most important to University Sample respondents fell in the areas of reading and human relations, respectively. The Select Sample respondents indicated that human relations skills were the most important. Other skills important to the Select Sample vary according to the specific program.

Table 27

CRITERIA USED IN SELECTING PERSONNEL FOR TEACHER CENTER AND
TEACHER CENTER-TYPE PROGRAM

	Sample		
	School	University	Select
First choice	particular skill or talent	particular skill or talent	particular skill or talent
	(67.7%)	(58.3%)	(65.2%)
Second choice	recommendation by teachers & peers	teaching experience	teaching experience
	(52.2%)	(47.4%)	(42.0%)
Third choice	socio-economic background	administrative experience	administrative experience
	(81.1%)	(66.7%)	(71.0%)

Recommendation by teachers and peers and the individuals' socio-economic level are considered the second and third most important criteria by a majority of School Sample respondents. In contrast, teaching experience and administrative experience are, respectively, the second and third most important criteria among both University and Select Sample respondents.

Finally, there is a considerable difference among responses of the various samples regarding the tasks which professional staff members perform (Table 28). The data summary for the School Sample lists, in order, the development of program materials and activities, the evaluation of programs, and the teaching of classes as the three most frequent activities. In contrast, teaching is the most common activity performed by University Sample program staff, while consulting with program clients and developing program materials and activities are the second and third most common activities. Developing program activities and materials, conducting workshops, and consulting with individual clients are, in that order, the three most common activities of Select Sample responding programs. It should be noted that only the School Sample respondents indicated that program evaluation is one of the top three activities performed by staff members. Also of particular note is the extremely high percentage of Select Sample respondents who indicated that "other tasks" are always or usually performed by their staff members. "Other tasks" most often was indicated as coordinative, administrative, or maintenance type tasks, such as "coordinate resources personnel," "placement of student teachers," or "maintenance of animals, plants, materials."

Table 28

TASKS PERFORMED BY PERSONNEL IN TEACHER CENTER
OR TEACHER CENTER-TYPE PROGRAMS

	Sample					
	School (%)		University (%)		Select (%)	
	Respondents in Either the Always or Usu-ally Category	Other Notable Responses	Respondents in Either the Always or Usu-ally Category	Other Notable Responses	Respondents in Either the Always or Usu-ally Category	Other Notable Responses
Teach class	33.0	26.8 (S) 25.8 (R)	75.7	20.2 (S)	40.3	35.4 (S)
Conduct workshops	29.3	50.2 (S)	41.4	54.7 (S)	51.1	41.3 (S)
Consult individually with clients	18.2	50.8 (S) 22.8 (R)	48.8	41.9 (S)	51.1	42.4 (S)
Perform classroom observa-tions	26.4	50.9 (S)	35.5	51.5 (S)	34.1	44.0 (S)
Evaluate programs	43.5	43.5 (S)	37.9	44.8 (S)	31.9	49.5 (S)
Evaluate client performance .	29.2	35.6 (S) 20.8 (R)	38.0	39.8 (S)	27.5	37.9 (S)
Develop program materials and activities	45.4	42.1 (S)	44.5	44.0 (S)	55.3	37.2 (S)
Other	25.0	58.3 (N)	36.4	27.3 (S) 36.4 (N)	91.0	0.0 (R) 0.0 (N)

Note: S = Sometimes; R = Rarely; N = Never.

CHAPTER VI

FINANCE

In any attempt to study new directions in American education, the costs as well as the sources of revenue for that movement must be considered. There can be no doubt that parents, board members, legislators, and others, are becoming increasingly sensitive to the cost-effectiveness of education. Demands are being made on professional educators not only to economize, but also to demonstrate that the monies expended have tangible results.

Teacher center programs also reflect the current concerns of economy and accountability. Some of these programs are supported by federal money, but unlike the programs in Japan, Great Britain and the Netherlands, federal funding in the United States often further complicates financial analysis. Recognizing both the financial problems of education and the concerns of those who support education, an attempt was made to gather data concerning the financial aspects of inservice, teacher center, and teacher center-type programs.

Limitations of the Data

Two factors must be kept in mind as one analyzes these data. First, the data are sketchy and incomplete. Of the 272 school systems responding to the questionnaire, only 180 provided financial data that were understandable by the investigators. Of 224 institutions of higher education who responded to the questionnaire, only 76 provided usable

75

financial data. One hundred two questionnaires were received from the Select Sample, with 44 providing financial data that were usable; 21 of these were identified as being associated with school systems, while 23 were identified as being associated with the universities. Many respondents simply left the spaces for financial information blank, while some stated that they either did not have access to the information or they did not feel it was information they wished to make public. Still others stated that their teacher center-type program was not associated with either a public school system or an institution of higher education, and therefore the questions were not applicable to them. Due to the low response rate, the data presented here should not be generalized to the inservice or teacher center movement, but rather should be viewed as a glimpse of the financial state of affairs in this area.

Another limitation of these data relate to the types of questions asked as well as the verifiability of the data. Since the questions required responses, the possibility of receiving detailed information lessened. Similarly it was not possible within the methodology of the study to solicit documentation as to the credibility of the response. The possibility of approximate or inaccurate information was therefore increased.

With these limitations in mind, however, the investigators could find no specific data concerning the financial picture of the teacher center movement in American education. Consequently, this "sense of the financial picture," will provide some necessary information, and more importantly, will serve as a guideline for more intensive investigation in this area.

Budget Size and Relation to Teacher Centering

The presentation of the financial data that were obtained in the study will focus on three areas: 1) the size and distribution of total institutional budgets; 2) the amount of these budgets used to support inservice, teacher center, and teacher center-type programs; and 3) an estimate of the scope of external support used to support programs of this type.

The sketchiness of the information received determined that the data would be presented in a global form. To compute and present statistical data where the data did not warrant that type of treatment would be potentially misleading. Figure 1 presents the size of institutional budgets by interval for 180 school districts. These data were obtained in response to the question,

> We are interested in determining the total
> amount of your school system or school dis-
> trict budget. Please consider all funds that
> are available regardless of their source.
> Total budget amount is $_____.

Responses range from a low of $20,000 to a high of $70 million. The $20,000 budget was explained by a note from the only teacher in a one-room school system in Montana. The mean budget for the 180 school districts was something over $4-1/2 million. However, it should be noted that nearly a third of the budgets were less than $1 million and over half were somewhere between $1 million and $5 million. That is, nearly 85 per cent of the budgets were less than $5 million. The median institutional budget of the 180 school systems responding to this item is $2-1/2 to $3 million. Only 8 of the 180 districts, representing less than 5 per cent, reported total institutional budgets

INTERVALS FOR INSTITUTIONAL BUDGETS

	To $1M	$1M - $5M	$5M - $20M	$20M-$50M	$50M+	
Percentage of School Systems in Each Interval	32.2%	51.3%	12.2%	3.3%	1.1%	
Number Reporting in Each Interval	58	92	22	6	2	180 TOTAL

Range of Institutional Budgets: $20,000-$70,000,000
Mean of Institutional Budgets: $4,660,088

Fig. 1. Size of Institutional Budget
by Interval for 180 School
Districts.

of more than $20 million. When comparing the 21 school systems who are identified as leaders in the teacher center movement, it can be seen that the select group represents somewhat larger school systems (see Fig. 5).

The next item on the questionnaire asked the respondents of the 180 school districts,

> What portion of the above figure is used to
> support inservice or teacher center type
> programs?

The range of responses went from $0 to $500,000. Since the mean amount devoted to teacher center-type programs was only slightly over $20,000 (see Fig. 2), some schoo' districts must perceive themselves as operating an inservice or teacher center-type program without any costs beyond the regular school program. Many of the staff development activities take place with little if any dollar cost to anyone. They may be run on a release time basis with local personnel serving as program developers, or they may take place after school, with little if any compensation offered to the participants.

The sum of the institutional budgets for all 180 school systems totaled over $838 million, while the sum of the amounts that were reported to be used for inservice or teacher center-type programs totaled slightly under $3-3/4 million. A simple computation of a percentage revealed that for the 180 school districts providing financial data, less than one-half of 1 per cent of their operating budgets was devoted to this type of programming. This will become more significant when we look at the source of support for these programs.

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┌─────────────────────────────────────────────────────────┐
│ A.  Sum of 180 institutional budgets . . . $838,815,860  │
│                                                           │
│ B.  Sum of amount used for teacher                        │
│        center-type programs  . . . . . . .    3,701,588   │
│                                                           │
│        Range . . . . . $0 - $500,000                      │
│                                                           │
│        Mean  . . . . . $20,654                            │
│                                                           │
│ C.  Percentage B of A . . . . . . . . . . .      0.44     │
│                                                           │
└─────────────────────────────────────────────────────────┘
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Fig. 2. Range and Mean of Institutional Budgets
         Used to Support Inservice, Teacher
         Center or Teacher Center-type Programs
         and Relationship to Totaled Budget for
         180 School Systems.

81

The portion of institutional budgets that colleges and universities use for the field of education is much smaller than that in school systems. It should be remembered that in many cases, the college/university respondents represented only small departments of education operating within a larger framework, while others represented schools or colleges of education with a much larger budget. It should also be noted that a smaller proportion of institutions of higher education responded to this item than did school systems. This could be because many colleges and universities have education components that operate without an individual budget, but within the larger institutional budget.

The 76 institutions of higher education reported institutional budgets ranging from $25,000 to $9 million. It would appear that the $25,000 budget most likely represents a small education department within a larger organizational structure. The mean budget was $1,139,000, but this figure could be misleading. If one looks at the distribution of budgets it is apparent that over 40 per cent of the reporting institutions have budgets of less than a half million dollars while 25 per cent have budgets ranging from a half million to $1 million. That is, nearly 80 per cent of the 76 institutions reporting have budgets of $1 million or less. The median budget would be somewhere in the vicinity of $600,000. Only three institutions reported budgets of greater than $5 million and only 11 institutions reported budgets of greater than $2 million. The data for this figure was the result of the item which asked,

INTERVALS FOR INSTITUTIONAL BUDGETS

	To $1/2M	$1/2M - $1M	$1M - $2M	$2M - $5M	$5M+		
Percentage of School Systems in Each Interval	43.4%	25.0%	17.4%	10.5%	4.0%		
Number Reporting in Each Interval	33	19	13	8	3	76	T O T A L

Range of Institutional Budgets: $25,000 - $9,000,000
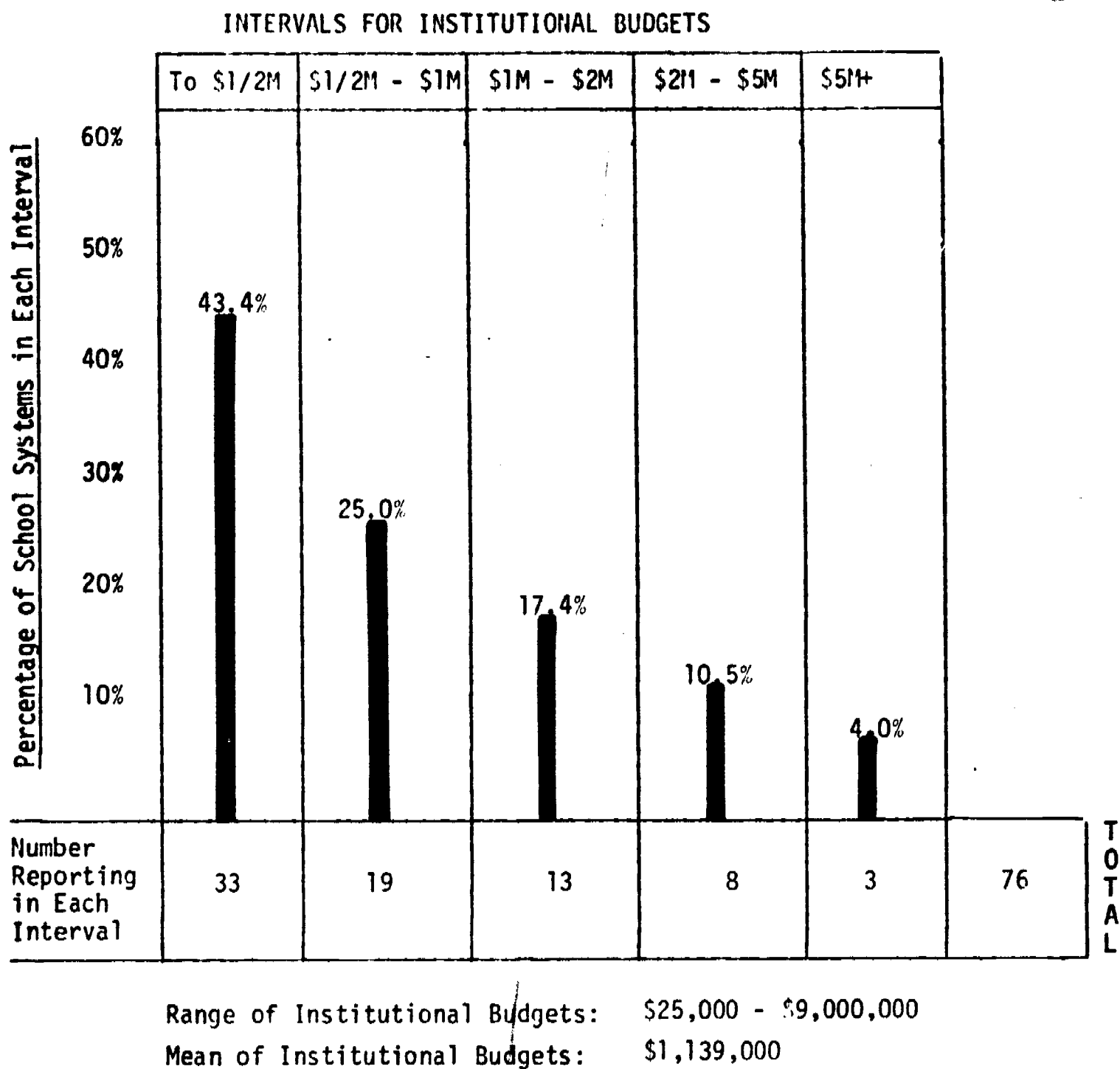Mean of Institutional Budgets: $1,139,000

Fig. 3.   Size of Institutional Budget by Interval
          for 76 Institutions of Higher Education.

> We are interested in determining the total bud-
> get amount specified for the field of education
> within your institution. Please consider all
> funds that are available regardless of their
> source. This would be the total amount for
> your school of education, department or divi-
> sion of education, or education program within
> another department or division. The total bud-
> get amount is $_____.

When asked what proportion of the total budget was used to sup-

port inservice, teacher center, or teacher center-type programs, the

responses given by the university group suggested a much larger commit-

ment of funds in that area. The figures given ranged from $0 to

$860,000, with a mean figure of just under $80,000. These data, how-

ever, could be quite misleading. It is suspected that many inservice

programs perceived by university personnel to be of the type queried

in this questionnaire also generate tuition. This means that although

an institution of higher education might well be offering or providing

a teacher center-type program, they might also be obtaining revenue

from that program. Unfortunately, the methodology used to gather these

data was not sensitive to that fact.

With the previously mentioned limitation in mind, it was noted

that the sum of the 76 institutional budgets was somewhat over

$86,000,000 with slightly over $6,000,000 earmarked for inservice,

teacher center, or teacher center-type programs. This suggests that

nearly 7 per cent of the institutional budgets of the 76 colleges and

universities reporting are used for the type of programs questioned in

this survey.

The same questions were asked of those sites nominated as

leaders in the teacher center movement. Of the 44 select sites that

offered usable financial data, 21 identified with the school systems
while 23 identified with institutions of higher education. Figure 5
presents these data for the 21 select teacher centers that were iden-
tified with school systems. The range of these institutional budgets
ran from $10,000 to $79 million, with a mean figure of $24,540,960.
It is interesting to compare this with the mean number for the 180
school districts in the school district sample which was slightly
over $4-1/2 million. There can be little doubt that sites identified
as leaders in this area tend to be housed in larger school systems.
This is corroborated when one looks at the intervals for institutional
budgets. Whereas nearly 85 per cent of the 180 school districts report
institutional budgets of less than $5 million, somewhat less than 50
per cent of the select group reported budgets in that range. By the
same token, while less than 5 per cent of the 180 school districts
reported total budgets of more than $20 million, nearly 40 per cent
of the select group fell into that interval. One can speculate that
larger school systems probably have greater access to external funds
and, as will be noted in Figure 9, the teacher center movement appears
to be operating with a high degree of external support.

When asked the amount of the total budgets devoted to teacher
center-type programs, the responses ranged from a low of $1,000 to a
high of $835,000, with a mean of $122,000. These figures are signifi-
cantly higher than those reported by the 180 school districts, but
the differences are nearly eliminated when we are dealing with significantly
larger school districts. This point becomes apparent when one sums the
twenty-one institutional budgets and the amount used to support teacher

INTERVALS FOR INSTITUTIONAL BUDGETS

	To $1M	$1M - $5M	$5M - $20M	$20M - $50M	$50M+	
60%						
50%						
40%						
30%						
	23.8%	23.8%				
20%				19.1%	19.1%	
			14.4%			
10%						
Number Reporting in Each Interval	5	5	3	4	4	21

Percentage of School Systems in Each Interval

T
O
T
A
L

Range of Institutional Budgets: $10,000 - $79,000,000
Mean of Institutional Budgets: $24,540,960

Fig. 5.   Size of Institutional Budget
by Interval for 21 School
Systems Identified in
Select Group.

center and teacher center-type programs and computes a percentage. Again, less than one-half of 1 per cent of the total institutional budgets was devoted to teacher center or teacher center-type programs. However, as seen in Figure 9, a much higher percentage of external funds are used to support programs at the select sites. The total percentage of support is approximately the same magnitude as the school sample. Although the data are incomplete, it might be said that the "leaders" in the teacher center movement in the public school systems actually put a smaller proportion of their own funds into pro- gram development than do those who are not viewed as leaders. These data are too sketchy to make that statement with any degree of cer- tainty, but the data certainly suggest that possibility.

To a certain degree, the select sites that identify themselves with institutions of higher education also appear to be somewhat larger. The range of institutional budgets for the select group ran from $2,000 to slightly over $5.3 million, with a mean of $1,465,695. The investigators are at a loss to understand the $2,000 institutional budget, but suspect that either personnel costs were not considered when the question was answered, or the question was simply misunder- stood.

While nearly 80 per cent of the 76 institutions of higher education reported budgets of less than $1 million, less than 50 per cent of those identified as leaders in the teacher center movement fell into that category. By the same token, of the 76 colleges or univer- sities reporting, less than 15 per cent reported institutional budgets of more than $2 million. In the select group that figure ran over

```
A.  Sum of 21 institutional budgets  . . . . . $515,358,960

B.  Sum of amount used for teacher
        center-type programs  . . . . . . . . .    2,569,135

        Range . . . . . $1,000 - $835,635

        Mean  . . . . . $122,339

C.  Percentage B of A . . . . . . . . . . . . .         0.49
```

Fig. 6. Range and Mean of Institutional Budgets
          Used to Support Inservice, Teacher Center,
          or Teacher Center-type Programs and Rela-
          tionship to Total Budget for 21 School
          Systems Identified in the Select Group.

25 per cent. Again, one must consider the possibility that larger institutions have greater access to external monies, and external monies appear to be used a great deal in the support of teacher center or teacher center-type movements.
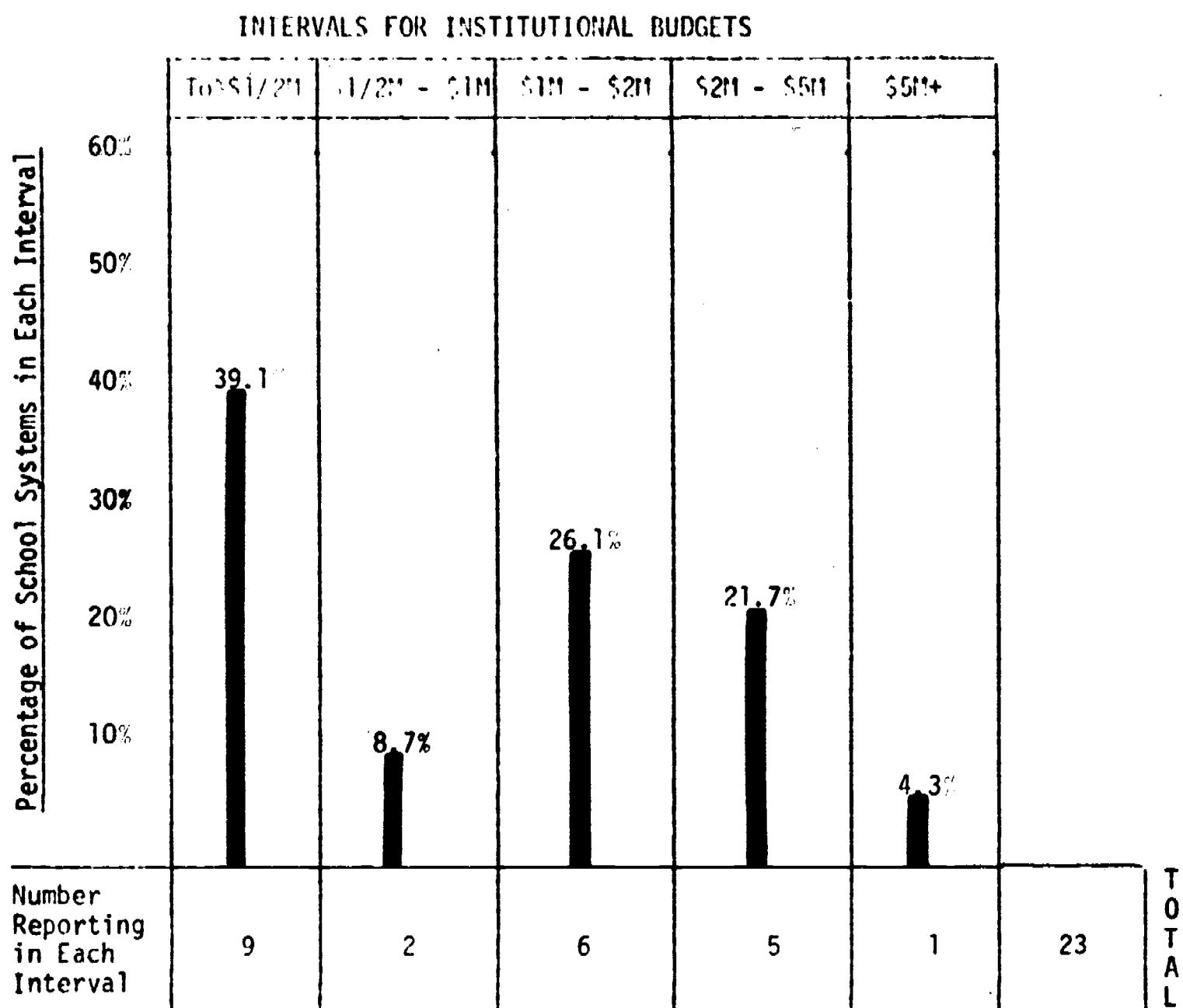
When asked the amount of money used to support a teacher center or teacher center-type program (Fig. 8), the comparisons differ for the select and nonselect school system samples. The range was from $2,000 to $1 million, with a mean of $175,230. The mean figure is over twice the size of the mean for the 76 institutions not identified as leaders. The difference, although noticeable, is not that great. This suggests that universities in the select sample perceive themselves as spending more on teacher center or teacher center-type programs.

The amount used for teacher center-type programs was then compared with the total budgets. Twenty-three institutional budgets were summed for a figure of nearly $33-3/4 million. The sum of the amounts used to support teacher center-type programs was just over $4 million representing nearly a 12 per cent investment of funds in teacher center or teacher center-type programs. Again, the universities may have included revenue generating programs in this category, suggesting a misleading commitment of resources as compared with school districts.

External Support for Teacher Center Programs

The extent to which a teacher center movement is being supported by external funds rather than funds derived from local tax base and state aid is shown in Figure 9. The school sample reports less use

INTERVALS FOR INSTITUTIONAL BUDGETS

	To $1/2M	$1/2M - $1M	$1M - $2M	$2M - $5M	$5M+	
	39.1%	8.7%	26.1%	21.7%	4.3%	
Number Reporting in Each Interval	9	2	6	5	1	23

Range of Institutional Budgets: $2,000 - $5,348,000
Mean of Institutional Budgets: $1,465,695

Fig. 7. Size of Institutional Budget by Interval
for Institutions of Higher Education
Identified in the Select Group.

```
A.  Sum of 23 institutional budgets  . . . . . $33,711,000

B.  Sum of amount used for teacher
        center-type programs  . . . . . . . . .   4,030,298

        Range . . . . . $2,000 - $1,000,000

        Mean  . . . . . $175,230

C.  Percentage B of A . . . . . . . . . . . . .     11.95
```

Fig. 8. Range and Mean of Institutional Budgets
         Used to Support Inservice, Teacher Center,
         Teacher Center-type Programs and Relation-
         ship to Total Budget for 23 Institutions
         of Higher Educations Identified in Select
         Sample.

of external funds than any of the others, with the majority of its external support coming from public agencies of one type or another. The institutions of higher education report the next lowest percentage although that figure comes close to 50 per cent. Entries in this category represent support for any portion of a program, and are not restricted to those programs totally supported by external funds.

The select samples, both those identified with school systems and those identified with institutions of higher education, report a higher percentage of external funds devoted to inservice or teacher center-type programs. Select sites identified with the school systems report that over 75 per cent of their programs receive some external support.

By a large margin, the external support comes from public agencies. The methodology did not allow us to be sure which agencies are providing support, but one would speculate that a great deal of this money come from either the U. S. Office of Education or state departments of education. It is, however, entirely possible that some of the funds come from county and intermediate sources.

Sample	Number of Report-ing Institutions	Number Reporting Some External Support	Percentage	Source of External Support
School	180	58	32.2	52 Public Agency 1 Private Agency 5 Both
Institution of Higher Education	76	36	47.1	25 Public Agency 2 Private Agency 9 Both
School Select	21	16	76.2	11 Public Agency 0 Private Agency 5 Both
Institution of Higher Education Select	23	14	60.9	10 Public Agency 1 Private Agency 3 Both

Fig. 9. Number, Percentage and Source of External
Support for Inservice, Teacher Center,
or Teacher Center-type Programs.

CHAPTER VII

SUMMARY AND CONCLUSIONS

This study was undertaken in order to gather information which would familiarize educators with the extent of the teacher center movement in American education, as well as to provide information helpful for future program development.

In a descriptive study of this type the data speak for themselves. Because of the limitations of this kind of survey research, however, attempts to infer from these data have purposely been kept to a minimum. Instead, this chapter will be restricted to highlighting some of the important findings.

Highlights of the Study

Many interesting facts emerged from the demographic characteristics of the teacher center movement in American education. School district-related programs tend to be more often located in rural areas while university-based programs as well as Select Sample programs tended more often to be found in urban areas.

The great majority of teacher center or teacher center-type programs in America attempt to serve public school populations from Kindergarten through Grade 12. The Select Sample programs less often served this population, suggesting the possibility of a grade level focus.

It was also noted that teacher center or teacher center-type programs tend more often to be affiliated with large universities than

with small ones. This was particularly true of the Select Sample. Similarly, programs tended more often to be associated with public institutions than with private institutions. Since there is a higher level of external support for Select Sample programs, it is possible to speculate that larger public institutions more often tend to have the necessary resources from which to solicit this support.

Teacher centers and teacher center-type programs appear to have specific curriculum thrusts as well as more open type programs. School districts employ a specific thrust more frequently than do universities or Select Sample programs. The Select Sample programs tend to utilize both approaches to program development. The most frequently mentioned program thrust was individualized instruction. Unfortunately, the methodology employed in this study did not allow for an operationalization of that term. Other program emphases mentioned frequently were classroom management, humanizing education, and open education. In general, it appears that process programs are far more popular than are those associated with specific academic content.

Most teacher centers view their primary purpose as the enhancement of skills for teaching children. The authors view this as a significant benchmark of teacher centers, one which differentiates them from other programs. Also mentioned frequently was the development of skills for improving curriculum and making educational materials.

Teacher center and teacher center-type program activities tend to take place during the late afternoons and evenings of the school year much more frequently than they do in the summer. As one might expect, where summer programs do occur, they tend to occur more frequently in conjunction with universities.

As incentives, school districts frequently use credit toward advanced salary status as well as released time. Universities rely much more heavily on college credit leading to advanced degrees. In fact, it appears that credit of one type or another closely associated with extra compensation is far and away the most powerful incentive used to motivate teachers. Interestingly, direct stipends are not used as often as one might think.

It is difficult to assess the costs to teachers for their involvement in teacher center and teacher center-type activities. The one cost easiest to identify was tuition at the university. As long as university programs are attached to academic credit, there will usually be some type of tuition cost to the participant. In some cases, however, tuition waivers are being employed. Other than direct tuition costs, teachers are usually expected to assume their own personal expenses such as transportation, food, and babysitting costs. Although not often thought of as significant, teachers are frequently expected to use their own time for involvement in these activities.

While attempting to assess the nature and extent of involvement with various clients, one very interesting finding emerged. Frequently, role groups for whom programs are designed do not take advantage of them. This phenomenon seems to exist primarily in the case of preservice teachers and administrators. As one might expect, inservice teachers are the most frequent clients for teacher center and teacher center-type programs. Administrators make up the second largest group utilizing the programs. Teacher centers and teacher center-type programs in the Select Sample tend more often to develop programs for community

participants and paraprofessionals than do those in the other samples.

Despite the strong emphasis on accountability and evaluation, there does not appear to have been much activity in that area in the teacher center movement. The most common forms of evaluation are the perceptions and opinions of program participants, program implementers, and administrators. There is infrequent use of quantified instruments for evaluation purposes. Finally, the great majority of teacher centers rarely, if ever, use assessment information for the individual evaluation of ed   ·ional personnel.

Program resources are usually not utilized in as flexible a manner as would be possible. Often, the red tape and investment of time and energy necessary if a program participant wants to utilize materials outside of the regular channels prevents the desired flexibility.

Teacher center or teacher center-type programs typically do not have their own permanent facilities. In school systems, less than 15 per cent have a regular facility designated for that specific type of program. The percentage jumps to approximatey 30 per cent in universities and exactly 50 per cent in the Select Sample. The less frequent existence of permanent physical facilities within the School Sample should not be surprising, however, as school systems typically have a physical plant which they are expected to use economically.

One of the most interesting findings of the entire survey was the collaboration already occuring within the teacher center movement. Both teacher centers and the notion of collaboration are relatively recent phenomena on the educational scene. The most common consortia

relationship exists as a partnership between a school district and a university. A great number of these relationships utilize either legally binding or formally written agreements.

Another interesting piece of information which emerged concerned the fact that a large number of teacher center and teacher center-type programs have their own governance boards. Although the majority are viewed as being advisory in nature, a large minority are viewed as policy making. Although teachers and administrators are the most common members on these governance boards, a significant minority of such boards have included both students and community representatives.

Teacher center and teacher center-type programs are to a large extent operated by "part-timers." This may be because teacher centers are new and have, in many cases, not yet been institutionalized. Interestingly, the part-timers usually occupy positions equivalent to high status administrators.

Whereas policy is frequently set by a formalized governance board, it appears that decisions about program content are most often made by administrators or small committees of administrators and teachers.

If administrators of teacher centers are "part-timers," the personnel who develop and implement these programs are even more so. A very high percentage of those who actually perform the instructional and development roles in teacher centers and teacher center-type programs are affiliated with the program less than 25 per cent of the time. These program personnel are usually selected on the basis of specific skills, recommendation of peers and administrators, and previous experience.

Although the financial data presented in this report has marked limitations, certain generalizations seem justified. First and perhaps foremost it is apparent that in relationship to the money spent in the educational endeavor, a relatively small percentage is devoted to programs for professional development. Perhaps programs of this type are still seen as a luxury, or perhaps educators still operate under the illusion that once a teacher has a baccalaureate degree and an initial state certificate, the training has been completed.

It appears that smaller school systems are, for one reason or another, less involved in the staff development movement than are larger school systems. This may well be related to the greater access larger school systems have to external sources of support. However, one could speculate that in many ways smaller school systems might be more appropriate for the establishment and development of "path-finder" programs, as it is a well established principle that change and reform are more difficult in the larger bureaucratic structures.

Finally, it appears that the teacher center and staff development movement in American education is being promoted to a large degree with external funds. This should not be too surprising when one analyzes recent thrusts in the U. S. Office of Education toward programs for the improvement of educational personnel. It should also serve to warn program developers that in some cases externally supported programs have a history of becoming extinct as external funds dry up. Hopefully, there will be sufficient public acceptance of the teacher center movement to preclude this phenomenon. It is similarly important, however, that one be aware of the impact which external funds are having in this area.

For those critics of the use of external funds, one can argue quite convincingly that the initiation of significant programs in this area might not otherwise have occurred.

It is clear that a great deal of information must be obtained before a precise picture of the financial underpinnings of the teacher center movement can be fully developed. The data gathered in this study were gathered with the full knowledge that at best they can provide a glimpse of the total picture. Hopefully they will serve as a stimulus for the generation of important questions and significant studies in the years to come.

Conclusion

Probably the most important conclusion that can be drawn from this study is that teacher centering is happening! In one form or another programs are occurring day to day in virtually every state in the union. Sometimes these programs are hard to find, frequently they are not called teacher centers, and sometimes the programs are not even very good. The fact remains, however, that there are a large number of American educators who view the need for staff development of educational personnel as very important.

The information presented in this study will serve at least two purposes. First, it is hoped that these data will provide information which will help program developers plan better teacher center and teacher center-type programs. Second, it is hoped that the information provided in this report will generate new, more intensive, and much needed studies into the nature of programs for the professional development of educational personnel.

The teacher center movement in American education is in its infancy, yet unlike many other movements it appears to be flexible enough to accommodate nearly any educational orientation, and it appears to have the support of nearly all of the role groups it needs to make it work. Hopefully, efforts will be made to establish clearing-houses of information and materials, as well as sources of consultant help and specific materials designed to help teacher centers "get started."

As the movement grows, we hope that the strong emphasis on the instruction of children continues to be the primary focus. In the final analysis, even though they are called *teacher* centers, they will have to be evaluated by measuring their impact on the lives of children.

APPENDICES

APPENDIX A

A CONCEPT PAPER FOR A DESCRIPTIVF STUDY OF THE

TEACHER CENTER MOVEMENT IN AMERICAN EDUCATION

A CONCEPT PAPER FOR A DESCRIPTIVE STUDY

OF THE TEACHER CENTER MOVEMENT IN

AMERICAN EDUCATION

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Introduction

The term "Teacher Center" ought to bring to mind a generic concept complete with criteria so that one can distinguish a Teacher Center from other educational institutions. Unfortunately, the term is so recent in American education that all too frequently it elicits a very personalized definition depending on who hears the term. To some, a Teacher Center is a teacher-operated haven for the purpose of informal, low-keyed skill enhancement. Still others view Teacher Centers as alternative approaches to teacher re-education. In this case, the Teacher Center is not institutionalized; instead it is sort of a rebel, operating in the absence of "official" certification. It doesn't stop there, for many a Teacher Center is a cooperative arrangement involving not only school systems, but also teacher organizations, universities and colleges, and perhaps even State Departments of Education and community representatives. In this instance, teacher preparation at the pre-service level becomes intimately involved. Going further, one finds a group of professionals who view Teacher Centers as primarily university-based programs designed to facilitate the concept of "renewal" for career teachers.

Indeed, the confusion which permeates the field concerning the nature of what a Teacher Center is, or ought to be, severely limits the usefulness of the term. The approach of this project is not to force a definition, but rather to describe the existing state of affairs, thus allowing a substantive definition to emerge.

Definition

If useful data are to be gathered concerning Teacher Centers, a basis for asking questions must be presented. At the same time, it is important to resist the temptation to define the concept with emphasis on the research that is to be attempted, i.e., if a researcher designs the concept of what is to be studied around the questions he wants to ask, it is very likely that the research will reflect a preconceived, although possibly implicit, notion of that concept. Thus, the dilemma facing this project is--How does one gather data that will allow a concept to emerge without forcing a concept on the respondents to an unnecessary degree? This brief section attempts to describe the manner in which this problem was handled.

A dichotomy can be made of the definitions so far given to the term Teacher Center. In light of the activities of the U. S. Office of Education during the summer and fall of 1971, the term Teacher Center took on a highly

104

specific meaning that was more administrative and political than educational
in nature. Alan Schmieder[1] defined, in this instance, the Teacher Center
as "the management mechanism for carrying out the comprehensive educational
plan [in the proposed educational renewal program]." The other side of the
definition dichotomy, unfortunately, is not quite so precise. In fact, many
different definitions have been offered, each with its own nuance and subtle
difference from the other. For example, Schmieder[2] offered two other defi-
nitions: "A place where teachers share teaching experience; have access to
a wide range of instructional resources, and are trained in specific intruction-
al competencies," and, "One of a large group of centers which represent over-
all a great variety of purposes. Each individual center, however, has a
specific emphasis contributing to the improvement of in-service teachers,
e.g., performance-based programs, training of teaching interns, coordination
for area educational cooperatives, etc."

Mariya Futchs[3] was quite specific in stating that "Teacher Center is a
generic term, referring to the innovative programs outside the exclusive
parameters of colleges of education; planned to provide pre-service and in-
service training for teachers." David Marsh[4] in his paper attempting to
explicate the issues surrounding Teacher Centers, was quite careful not to
try and define the term. Instead, he provided eight major issues that sur-
round the development and understanding of Teacher Centers.

The intent of this project is to disregard the definition of a Teacher
Center that was involved with the U.S.O.E. thrust concerning renewal. Further-
more, it was decided that if, at this point, a Teacher Center can be defined,
it should be defined in terms of functions, facilities, programs, etc., that
can be studied. In addition, it became increasingly apparent to the research
staff that attempting to limit the scope of the study to those places where
the label was used would probably lead to a very distorted picture of the
"Teacher Center" movement in American education.

Consequently, for purposes of this study, the following general defi-
nition has been accepted:

> A place or places where a program exists that offers educational
> personnel (in-service teachers, pre-service teachers, administrators,
> para-professionals, etc.) the opportunity to share, to have access
> to a wide range of resources, and to receive specific training.

[1]Alan Schmieder, A Glossary of Educational Reform (U.S. Office of
Education, 1972).

[2]Ibid.

[3]Mariya Futchs, "What is a Teacher Center?" (Unpublished paper, U. S.
Office of Education, Washington, D. C.).

[4]David Marsh, "An Explication of Issues Surrounding Teacher Centers
and Educational Renewal Sites," Teaching Research, Oregon State System
of Higher Education, Monmouth, Oregon, 1971.

This particular definition was generated, not because it adds closure
to the concept of Teacher Center, but rather because it clearly suggests a
very open concept in need of information. The essential elements then are
that a Teacher Center is a place (or places) for educational personnel, with
resources and training. The term place and the term program are used in the
most general sense. A place may be a school system or a university, while a
program may be as limited as a two-day workshop, as long as it is designed
for educational personnel, provides some type of resources, and has a train-
ing intent.

The old poker addage that "the cards speak for themselves" constitutes
a principle that will be adhered to strongly in this project. In other words,
Teacher Centers will be described by virtue of what they are rather than by
virtue of a name that has been applied to them. It has been accepted that
probably no single place can be isolated as a prototype for Teacher Centers.
Instead, several variables are envisioned, with different programs achieving
different levels of "Teacher Centeredness." It must be made clear that,
at this point in developing the concept, there are no absolute requirements.
A Teacher Center may or may not be self-contained in a local educational
agency. A Teacher Center may or may not have any outside institutional
linkages at all. A Teacher Center may or may not have a director. A
Teacher Center may or may not be related to an external funding agency. A
Teacher Center may or may not be called a Teacher Center. The list could
go on, but hopefully the point has been made. The attempt is to start from
ground zero and derive from the literature significant variables. Then in-
formation will be gathered from various institutions or programmatic efforts
and this information will be related to the selected variables.

Research Strategy

Phase I of this study will utilize a survey technique. Although data
generated by questionnaires have marked limitations, it is apparent these
types of data are sorely lacking. Consequently, we suffer from a tremendous
vacuum in the field concerning the current status of this movement. Conse-
quently, one project goal for Phase I will be to define and operationalize
the variables in such a manner that they are amenable to a mailed survey
technique.

Currently, the project staff is collecting the information necessary
to draw a sample from local education agencies across the country. Until
we are aware of the precise nature of our information, it is impossible to
determine whether the sample will be stratified in any form. Concurrently,
we will use the AACTE directory to draw a sample of institutions of higher
education with teacher preparation programs so that they can be surveyed at
the same time.

The variables which will be presented later in this paper in conjunction
with the definition already presented will be used to develop a brief letter.
This letter will be sent to selected "experts" in an effort to nominate a
population of institutions that are "leaders" in the Teacher Center movement.
From that population, a sample will also be selected to receive the question-
naire. This will allow for a comparison of the average level of "Teacher
Centeredness" in American education with the level of the movement in those
institutions perceived to be leaders.

Subsequent to the compilation and analysis of Phase I date, Phase II of the project will be instituted. This will consist of analytical studies of a imited number of sites based on the information gathered in Phase I. Using site visits and a methodology that calls for observation and interrogation, case studies will be written. Thus, a better understanding of Teacher Centers will be realized, and the investigators will be able to do a more thorough job of analyzing the extent of the movement. Specific details concerning both Phase I and Phase II of this study will be available in the final report.

Organizing Variables

Four general areas have been selected as organizers for describing Teacher Centers. After surveying the literature, it appears that the significant topics can logically be placed into one of these four categories. The categories will be listed and briefly described. Following each description, an outline will be presented. The outline contains, in rough form, the questions that the writers view as critical to each area.

I. Governance and Administration.

This area deals not only with the day-to-day administration of a center or a program, but also with the method for making and implementing policy, and the linkages with institutions outside of the home institution. Any issue that pertains to how a center or a program derives its power and makes its decisions, as well as who is involved in these processes and how they are implemented would fit in this category.

A. Governance and Linkages.

1. Is the program totally contained within a single system or institution?

   a. Are these linkages with institutions/agencies? Type of agency? Nature of linkage, e.g., contract, consultant, previously existing program, etc. How was linkage established? By whom?

2. Is the program a consortium of two or more discrete institutions, e.g., school system, college or university, non-educational agency, foundation or private agency.

   a. Is the consortium legally constituted (e.g., binding contracts), formally stated (e.g., formal institutional agreement), or informally arranged? How did the linkage occur?

   b. What are the responsibilities of member institutions? What problems are created?

   c. Are there linkages with institutions/agencies that are not part of the consortium? Type of agency? Nature of linkage, e.g., contract, consultant, previously existing program, etc. How was linkage established? By whom?

A. Scope, Emphasis and Content of Program.

1. Does the program have a predetermined area of focus? e.g., elementary, secondary, competency-based, community-based, content-oriented, special education, affective, etc.

2. Do specific program emphases emerge? Describe the process.

3. Does outside (or local) funding direct program emphases, e.g., low income, paraprofessional training, bi-lingual. To what extent?

4. Do program components generally have a formal structure, i.e., regular place, time, duration, etc?

5. Are the program components highly flexible. i.e., can clients and resources develop and implement in unique fashion?

6. Does the program focus on only skill enhancement for educational personnel in K-12 programs? Preschool and infant? Extended school/adult education?

7. Are non-teaching professionl problems included in the program, e.g., labor/negotiating, certification/advanced degrees, personal/self-improvement, summer employment?

8. Is the program used as a vehicle for curriculum and program change within the institution/system? Formal (Board adoption), informal (common usage), give example.

B. Program Resources.

1. What is the composition of the human resources used, e.g., insiders or outsiders, paid or free, university or school, community, non-educational?

2. What is the composition of the material resources available to the program, e.g., shared or program specific, on-hand or must be ordered, purchased or already existing, hardware, software, locally made?

3. Do clients have access to the program resources outside of formal program activities, e.g., private consultation, resource center open in evenings, weekends, funds for material purchase?

4. What is the nature of the input of the human resources, i.e., what do they do? Do they teach classes, run workshops, consult individually with clients, perform classroom observations, evaluate, administer, etc.?

C. **Program Details.**

   1. Who are the program clients, e.g., in-service teachers, pre-
      service teachers, administrators, paraprofessionals, specialists,
      community residents, parents, board members?

   2. What is the number of current program components? What are
      the titles?

   3. What is the percentage/number of clients from any role group
      currently involved in a program component? What is the percent-
      age/number of clients involved in the program during a calendar
      year?

   4. What is the number of hours typically devoted to a program
      component? How is it distributed? What is the range of hours
      typically devoted to program components?

   5. Are the program components always located at the same place, or
      are they spread around in the field?

   6. Do you have a name for your program, e.g., Teacher Center or
      derivation, Inservice Program or derivation, Portal School,
      Multiunit School?

   7. Does the program label change with the content of various
      components?

   8. Does the program have a recreational/social component?

   9. Is some form of incentive/credit offered to the clients, e.g.,
      local credit toward increment, university credit, money,
      released time?

   10. How is the program sold to clients? To the community?

   11. Do you have extended year programs, or is it limited to the
       academic/school year?

   12. Are there strategies to release clients from regular responsi-
       bilities to engage in the program?

D. **Planning, Research and Evaluation**

   1. How is the program evaluated, e.g., "hard" data, subjective
      data, opinion? Is it by clients; by administration; by
      governing board; externally; internally, etc.?

   2. Is there a process for planning the programs? Explain? Are
      criteria used? Is there a needs assessment?

CONCEPT PAPER/TEACHER CENTER

3. Is teacher evaluation part of the program? Are the data used for continued employment, salary, tenure, certification, professional advancement, etc.?

4. Does the program have resources committed specifically for research and development? If so, how much?

5. Is there a systematic management plan? What is the process by which it was conceived?

III. Financial Aspects.

Any item or question dealing with financial support for centers or programs is covered in this section.

Topics such as the source of funds, the amount of funds or percentage of total budget it constitutes, the financial linkages with other institutions and agencies and the "quality" of support (hard, soft, in-kind) are covered. The process for utilizing funds and its relationship to questions of governance and administration are also covered.

A. Sources of Funds.

1. Are the funds totally received from a single source, e.g., local system/institution, State, USOE, private agency, other (cite)?

2. If a consortium is in existence, list the members by role, e.g., university, school system? Cite the percentage of funds that come from each.

3. What is the total program budget and the total institutional budget?

4. What is the percentage of funding that is "hard" and "soft"?

5. What percentage of the institutional contribution is "in kind" in nature?

6. Have other institutional/system budget areas been cut to finance the program? Which one?

7. Do clients pay any of the costs, e.g., tuition, membership fees, expenses?

8. If external funding were to cease, to what extent would the program suffer?

B. Process of Fund Utilization.

1. Who (role) authorizes expenditures?

2. If more than one authorization is necessary, who else must approve (roles)?

3. If a consortium exists, how are the financial contributions of various institutions coordinated (incoming and outgoing), e.g., explicit contract, separately, "faith"?

C. Distribution of Funds.

1. What is the amount and percentage of the budget used for real and "in kind" material acquisition?

2. What is the amount and percentage of the budget used for real and in-kind equipment acquisition?

3. What is the amount and percentage of the budget used for human resources other than staff?

4. What is the amount and percentage of the budget used for professional and non-professional staff salaries?

5. What is the amount and percentage of the budget used for real and "in-kind" physical facilities?

6. What is amount and percentage of the budget used for activities such as research, development, evaluation, public relations, and material production?

IV. Facilities and Personnel.

Is the Teacher Center a place? Or, is it a program that has fit into already existing "places"? One of the major drawbacks in studying centers is that many institutions have not chosen a location and called it a "Teacher Center." In this section the question of "place" is covered. In addition to facilities, there is a focus on those who staff centers, with questions such as: Who administers? Are consultants used? Are local resources used? Data will be gathered which will permit a better understanding of who staffs centers, and how much emphasis is placed on these activities.

A. Facilities.

1. Does the program have its own discrete place?

a. How much space does it have, e.g., rooms, square footage, building?

b. Where is it located, e.g., central office, school building, rented space, borrowed space, converted space?

c. Does the program share space with other facets of the institution? Which one is the tag-a-long? What other program does it share space with?

d. If the program is without space, how is it coordinated? Where do program activities and meetings occur?

B. Personnel.

1. Is there a full-time program administrator? Three-fourths
    time? One-half time? One-quarter time?

2. Are there full-time professional staff members? Three-fourths
    time? One-quarter time? How many of each?

3. If the administrators and professional staff members are part-
    time, what other roles do they fulfill?

4. Can the part-time professional and administrative staff be
    describe in full-time equivalency, e.g., 1/2, 1/4, 1/4, 1/2, 3/4 =
    five staff members with a full-time equivalency of 2-1/4?

5. Are personnel who are assigned to the program relieved of
    other responsibilities?

6. Describe the support personnel assigned to the program, e.g.,
    administrative assistant, graduate assistant, secretaries, etc.
    Are they full-time or part-time? Describe each position and
    give full-time equivalency, if possible.

7. Do professional personnel have special qualifications? What
    are they?

    a. Are there criteria for selection? What are they?

    b. What is the process for personnel selection and who is
        involved?

8. Do professional personnel have regular institutional status,
    or are they "soft" money employees?

9. Are professional staff members selected from a variety of
    backgrounds? Describe, e.g., university, school system,
    community?

10. Is special training provided for the program staff? Describe.

Plan for Questionnaire Development

The questions as currently stated in the preceding outline are obviously
inappropriate for inclusion in a survey instrument. The project staff is currently
attempting to translate these questions into questionnaire items that are
amenable to a survey instrument. The final instrument is not likely to include
many of the questions as stated in the outline, but rather it will attempt to
elicit the same information that the questions address themselves to.

One possible mode for obtaining information on the questionnaire involves
the use of matrices. In this case, specific categories, role groups, budget
intervals, etc., could be placed in the matrix and the respondent would simply
have to acknowledge the appropriate cell, or in some cases, insert specific
information into the correct cell. An analysis of the questions suggests that

many of them would be amenable to this type of instrumentation. The question of whether the matrices should be designed so that they simply require a checkmark in the appropriate cell or whether they should be designed so that the respondent must place specific information in the appropriate cell has not been resolved. Obviously, the former would be easier and more likely to elicit responses, while the latter would provide more information.

Other questions are being cast in a multiple-choice or closed format. This is possible when the information desired is discrete and amenable to categorization that is explicit and easily understood. Again, this type of item is easier for the respondent to deal with, but sometimes compromises the data gathering power of the instrument.

Finally, the project staff is considering including a limited number of open-ended questions. Recognizing that these data are frequently hard to deal with, and that the respondents are likely not to invest a great deal of time in answering them, it appears that some of the desired information can be gathered in no other manner. Certainly, the number of this type of item will be kept to the minimum.

In light of the fact that there is a degree of overlap in the questions asked in the various outline categories, no attempt will be made to keep the questionnaire consistent with the outline. Instead, the information will be solicited in the most economical fashion, and the translation of the information into outline categories will be performed at the time of data analysis. The project staff is also convinced that by adhering to this strategy, the length of the questionnaire can be shortened and a maximum amount of information can be gathered with the minimum amount of respondent effort. The current goal is to develop a questionnaire that will allow any respondent to complete it within a thirty-minute time period, providing the necessary information is available to the respondent.

Finally, plans include having the questionnaire professionally printed with a strong emphasis on an attractive, easily understood format. Hopefully, this will elicit a higher degree of response. All respondents will be offered the privilege of receiving feedback in abstract form upon completion of the analysis of these data. Anonymity, of course, will be assured.

APPENDIX B

LETTER SOLICITING NOMINATIONS OF TEACHER CENTER
OP TEACHER CENTER-TYPE PROGRAM (INCLUDING
LIST OF LETTER RECIPIENTS)

Syracuse University, in conjunction with the U. S. Office of Education, is conducting a study of the Teacher Center movement in American Education.

For the purpose of our study, we have developed the following general definition of Teacher Centers:

> A place or places where a program exists that offers
> educational personnel (in-service teachers, pre-
> service teachers, administrators, para-professionals,
> etc.) the opportunity to share, to have access to a
> wide range of resources, and to receive specific
> training.

This particular definition was generated, not because it adds closure to the concept of a Teacher Center, but rather because it clearly suggests a very open concept in need of information. The essential elements in this definition are that a Teacher Center is a place for educational personnel, with resources and training. The term place and the term program are used in the most general sense. A place may be a school system or a university, while a program may be as limited as a two-day workshop, as long as it is designed for educational personnel, provides some type of resources, and has a training intent.

In addition to this definition, four general areas have been selected and developed as organizers for describing Teacher Centers. After surveying the literature, it appears that the significant topics can logically be placed into one of these four categories:

1. Governance and Administration

   This area deals not only with the day-to-day administration
   of a center or a program, but also with the method for making
   and implementing policy, and the linkages with institutions
   outside of the home institution.

2. Program

The program category deals with such questions as: What types of programs are offered, i.e., the content, duration, and timing? Who are the clients? Who are the implementers? And how are the programs evaluated?

3. Financial Aspects

Any question dealing with financial support for centers or programs is covered in this section. Topics such as the source of funds, the amount of funds or percentage of total budget it constitutes, the financial linkages with other institutions and agencies and the "quality" of support (hard, soft, in-kind) are covered.

4. Facilities and Personnel

One of the major drawbacks in studying centers is that many institutions have not chosen a location and called it a "Teacher Center." In this section the question of "place" is covered. Also data will be gathered that permit a better understanding of who staffs centers, and how much emphasis is placed on the various resources and activities of the center.
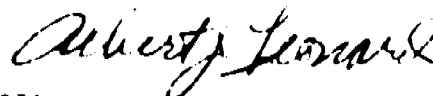
We are asking you, as a person knowledgeable and experienced in the area of Teacher Education, to help us. We would appreciate it if you could identify for us institutions or even people whom you know to be active in the area of Teacher Centers (as described above). At this time, we are not seeking a description or an analysis but merely a nomination. We have enclosed a form and a return envelope for your convenience.

Thank you for taking the time to respond to this request. If you have any questions, please feel free to contact us directly.

Sincerely yours,

Dr. Sam J. Yarger
Primary Investigator

Albert J. Leonard
Research Associate

SJY/AJL/sc

Enc.: as above

NOMINATIONS FOR TEACHER CENTER STUDY PROJECT

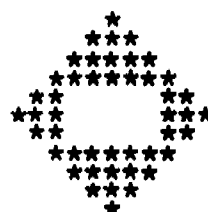| Name of Institution or Project	Address (if known)	Contact Person (if known)

Signed _____

Title _____

Address _____

_____

_____

Following is a list of all those to whom the letter requesting nominations of teacher center-type programs was sent. This list includes all those to whom the original nominating letter was sent as well as those nominated by the original nominators. This latter group comprised a "second generation" nominating list who were also requested to nominate to us center-type programs. Consequently, there are many more nominators than there were centers nominated to us from our Select Sample.

Dr. John Hill, Alabama State Department of Education, Montgomery, Alabama

Ms. Roberta Dowell, Alaska State Department of Education, Juneau, Alaska

Mr. Charles Ardolino, Arizona State Department of Education, Phoenix, Arizona

Mr. Austin Z. Hanner, Arkansas State Department of Education, Little Rock, Arkansas

Mr. Melvin Suhd, Advisory for Open Education, Los Angeles, California

Ms. Mary London, Creative Environment Learning Center, Los Angeles, California

Mr. John Favor, Professional Development Center, Oakland, California

Mr. Eli Bower, Emotional Learning, University of California, Berkeley, California

Ms. Amity Buxton, Teachers' Active Learning Center, San Francisco, California

Dr. Robert Meisenholder, Colorado State Department of Education, Denver, Colorado

Dr. Otto G. Ruff, Colorado State Department of Education, Denver, Colorado

Mr. David Hawkins, Mountain View Center for Environmental Education, University of Colorado, Boulder, Colorado

Ms. Corinne Levin, The Teacher Center, New Haven, Connecticut

Ms. Helen D' Corleto, Teacher Interactive Learning Center, Hartford, Connecticut

Ms. Mary Finn, Follow-Through Program, Hartford, Connecticut

Dr. Peter LoPresti, Connecticut State Department of Education, Hartford, Connecticut

Dr. Alexander Plante, Connecticut State Department of Education, Hartford, Connecticut

Mr. Edward Weinswig and Ms. Marilyn Schaffer, Institute on Open Education, University of Hartford, West Hartford, Connecticut

Mr. Eugene N. Dailey, Delaware State Department of Public Instruction, Dover, Delaware

Dr. Joseph D. Moore, Delaware State Department of Public Instruction, Dover, Delaware

Ms. Helen P. Bain, National Education Association, Washington, D. C.

Dr. James W. Becker, National Education Association, Washington, D. C.

Mr. David Darland, National Education Association, Washington, D. C.

Dr. James T. Guines, State Department of Education, Washington, D. C.

Mr. David Selden, American Federation of Teachers, Washington, D. C.

Ms. Kathy Adams, Office of Education, Washington, D. C.

Dr. Alan Schmieder, Office of Education, Washington, D. C.

Dr. James Steffensen, Teacher Corps, Washington, D. C.

Ms. Linda Lutansky, Council of the Great City Schools, Washington, D. C.

Mr. John W. W. Patrick, Florida State Department of Education, Tallahassee, Florida

Mr. John S. Staples, Florida State Department of Education, Tallahassee, Florida

Mr. Norm Dodl, School of Education, Florida State University, Tallahassee, Florida

Mr. Don Orlowsky, School of Education, University of South Florida, Tampa, Florida

Dr. J. W. M. Leach, Georgia State Department of Education, Atlanta, Georgia

Mr. Ted R. Owens, Georgia State Department of Education, Atlanta, Georgia

Mr. Charles Johnson, School of Education, University of Georgia, Athens, Georgia

Mr. George D. L. Mau, Hawaii State Department of Education, Honolulu, Hawaii

Teacher Renewal Center, Boise, Idaho

Mr. George H. Hunt, Idaho State Department of Education, Boise, Idaho

Ms. Marguerite Bloch, Educational Facilities Center, Chicago, Illinois

Mr. Lee Lonsberry, Illinois State Department of Education, Springfield, Illinois

Dr. Clifford Grigsby, Indiana State Department of Education, Indianapolis, Indiana

Mr. David Schreur, Iowa State Department of Education, Des Moines, Iowa

Ms. Eileen Heinen, Kansas State Department of Education, Topeka, Kansas

Ms. Louise Cassady, Kentucky State Department of Education, Frankford, Kentucky

Dr. James DeLee, Louisiana State Department of Education, Baton Rouge, Louisiana

Mr. Robert P. Ho, Maine State Department of Education, Augusta, Maine

Mr. David Day,Maine School Administrative District 3, Unity, Maine

Mr. Harold L. Cohen, Institute for Behavioral Research, Silver Spring, Maryland

Dr. Howard C. Allison, Maryland State Department of Education, Baltimore, Maryland

Mr. Edward Yeomans, Greater Boston Teacher Center, Cambridge, Massachusetts

The Teacher Center, Dorchester, Massachusetts

Mr. George Hein and Ms. Norellen Stokley, Education Development Center Open Education Advisory, Newton, Massachusetts

Pittsfield Teacher Center, Pittsfield, Massachusetts

Workshop for Learning Things, Watertown, Massachusetts

Mr. Allan Leitman, Advisory for Open Education, Cambridge, Massachusetts

Mr. Bruce MacDonald, The Boston Children's Museum, Boston, Massachusetts

Mr. Dwight Allen, School of Education, University of Massachusetts, Amherst, Massachusetts

Dr. Lawrence E. Dennis, Massachusetts Department of Education, Boston, Massachusetts

Ms. Esther Osgood, Independent School Bulletin, Boston, Massachusetts

Mr. David Fitzpatrick, Massachusetts State Department of Education, Boston, Massachusetts

Mr. Patrick McCarthy, Massachusetts State Department of Education, Boston, Massachusetts

Mr. Warren Lawrence, Regional Enrichment Center, Kalamazoo, Michigan

Mr. Bruce Berke, School of Education, Michigan State University, East Lansing, Michigan

Mr. Ed Pfau, Michigan State Department of Education, Lansing, Michigan

Dr. Patricia J. Goralski, Minnesota State Department of Education, St. Paul, Minnesota

Dr. Russell J. Crider, Mississippi State Department of Education, Jackson, Mississippi

Ms. Emily Richard, The Learning Center, St. Louis, Missouri

Ms. Gail Johnston and Ms. Mary Watkins, The Learning Exchange, Kansas City, Missouri

Dr. Paul Greene, Missouri State Department of Education, Jefferson City, Missouri

Mr. A. J. Thomas, Montana State Department of Education, Helena, Montana

Mr. Gerald Sughroue, Nebraska State Department of Education, Lincoln, Nebraska

Mr. Merlin D. Anderson, Nevada State Department of Education, Carson City, Nevada

Ms. Helen Hughes, Nevada State Department of Education, Carson City, Nevada

Mr. Harvey F. Harkness, New Hampshire State Department of Education, Concord, New Hampshire

Ms. Kathleen deBen, Princeton Regional Schools, Princeton, New Jersey

Ms. Freda Price, New Jersey State Department of Education, Trenton, New Jersey

Mr. Jim Pierce, New Mexico State Department of Education, Sante Fe, New Mexico

Ms. Helen Westcott, New Mexico State Department of Education, Sante Fe, New Mexico

Ms. Ann Cook and Mr. Herb Mack, Community Resources Institute of the City University of New York, New York, New York

Mr. Floyd Page, Creative Teaching Workshop, New York, New York

Mr. James Wiley, The Teachers Inc., New York, New York

Mr. Mortimer Kreuter, Bayshore/Stony Brook Teacher Center, Stony Brook, New York

Ms. Lillian Weber, Workshop Center for Open Education, City College, New York, New York

Mr. Alvin Lierheimer, New York State Education Department, Albany, New York

Mr. Stephen K. Bailey, Syracuse University Research Corporation, Syracuse, New York

Ms. Marjorie Martus, Division of Education and Research, Ford Foundation, New York, New York

Mr. Bruce Joyce, School of Education, Columbia University, New York, New York

Dr. Vincent C. Gazzetta, New York State Education Department, Albany,
New York

Dr. James Collins, School of Education, Syracuse University, Syracuse,
New York

Dr. Thomas Clayton, School of Education, Syracuse University, Syracuse,
New York

Mr. Albert H. Teich, Syracuse University Research Corporation, Syra-
cuse, New York

Mr. John S. Reynolds, Appalachian State University, Boone, North
Carolina

Ms. Mary Ann Pike and Ms. Julia Saunders, Isabelle Wyche School Teacher
Center, Charlotte, North Carolina

Mr. Richard Ray, Learning Institute of North Carolina, Durham, North
Carolina

Mr. James T. Burch, North Carolina State Department of Education,
Raleigh, North Carolina

Mr. Harvey Schilling, North Dakota State Department of Education,
Bismarck, North Dakota

Mr. James Tanner, Cleveland Board of Educatin, Cleveland, Ohio

Mr. Bernard C. Miller, Ohio State Department of Education, Columbus,
Ohio

Mr. George E. Dickson, School of Education, University of Toledo,
Toledo, Ohio

Mr. William Wayson, Department of Educational Development, Ohio State
University, Columbus, Ohio

Mr. Ronald Carpenter, Oklahoma State Department of Education, Oklahoma
City, Oklahoma

Mr. James Beaird, Oregon College of Education, Monmouth, Oregon

Mr. William A. Jenkins, School of Education, Portland State University,
Portland, Oregon

Ms. Trudy Johnson, Teacher Works, Inc., Portland, Oregon

Dr. Del Schalock, Oregon College of Education, Monmouth, Oregon

Dr. Willard Bear, Oregon Board of Education, Salem, Oregon

Ms. Marie J. Terualon, District Six Advisory Center, Philadelphia,
Pennsylvania

Mr. Horton Southworth, School of Education, University of Pittsburg,
Pittsburg, Pennsylvania

Dr. James S. Porter, Pennsylvania State Department of Education,
Harrisburg, Pennsylvania

Mr. Donald Rasmussen, Philadelphia Teacher Center, Philadelphia,
Pennsylvania

Mr. Roger Aubin, Rhode Island State Department of Education, Providence, Rhode Island

Mr. Kenneth P. Mellor, Rhode Island State Department of Education, Providence, Rhode Island

Mr. John F. Maynard, South Carolina Department of Education, Columbia, South Carolina

Ms. Cleo Kosters, University of South Dakota, Vermillion, South Dakota

Mr. Phil Vik, Department of Public Instruction, Northern State College, Aberdeen, South Dakota

Mr. Peter Toohey, Department of Public Instruction, Pierre, South Dakota

Ms. Naomi Spaulding, Department of Public Instruction, Black Hills State College, Spearfish, South Dakota

Mr. Roy Roberts, Tennessee State Department of Education, Nashville, Tennessee

Director, Teacher Center, The University of Texas at El Paso, El Paso, Texas

Director, Teacher Center, Texas Christian University, Fort Worth, Texas

Ms. Ann Kieschnick, Dallas Educational Renewal Center, Dallas, Texas

Dr. Robert Houston, College of Education, University of Houston, Houston, Texas

Mr. Thomas E. Ryan, Texas State Department of Education, Austin, Texas

Mr. James Kidd, School of Education, West Texas State University, Canyon, Texas

Dr. Vere A. McHenry, Division of Instructional Support Systems, Salt Lake City, Utah

Mr. Bob Watrous and Ms. Cope Craven, Brattleboro Teacher Resource Center, Brattleboro, Vermont

Mr. Bill Steel, Molly Stark School, Bennington, Vermont

Mr. Robert B. Vail, Vermont State Department of Education, Montpelier, Vermont

Mr. A. Gordon Brooks, Virginia State Department of Education, Richmond, Virginia

Dr. Wendell Allen, Washington State Department of Education, Olympia, Washington

Mr. Thomas McGinnis, West Virginia State Department of Education, Charleston, West Virginia

Mr. Paul W. DeVore, West Virginia University, Morgantown, West Virginia

Dr. Phil F. Taylor, West Virginia State Department of Education, Charleston, West Virginia

Dr. Lond Rodman, Wisconsin State Department of Education, Madison,
Wisconsin

Mr. Jack Kean, School of Education, University of Wisconsin, Madison,
Wisconsin

Mr. Elmer L. Burkhard, Wyoming State Department of Education,
Cheyenne, Wyoming

APPENDIX C

NOMINATED TEACHER CENTER OP TEACHER CENTER-

TYPE PROGRAMS (SELECT SAMPLE)

Dr. Louis Vanderlinde
Wayne State University
Detroit, Michigan 48202

Dr. Robert Otto
Central Michigan University
Mt. Pleasant, Michigan 48858

Dr. Ray Harper
Northeastern Ill. State College
Chicago, Illinois 60625

James Stoltenberg
Wisconsin Improvement Program
University of Wisconsin
325 Education Building
Madison, Wisconsin

Thomas Swenson
Teacher Center Director
545 W. Dayton
Madison, Wisconsin

M. Vere DeVault
Teacher Center Director
734 University Avenue
Madison, Wisconsin

Dr. Robert Eric Larson
College of Santa Fe
Santa Fe, New Mexico

Dr. Atilano A. Valencia
New Mexico Highland University
Las Vegas, New Mexico

Dr. Richard Lawrence
University of New Mexico
Albuquerque, New Mexico

James Tanner
Cleveland Area Center for
    Educational Personnel Development
Cleveland, Ohio 44114

Dr. Dennis H. Price
Teacher Education Center
University of Cincinnati
201 Teachers College Building
Cincinnati, Ohio 45221

Dr. Donald L. Karr
Teacher Education Center
Rm. 1326, University Tower
21st & Euclid Avenue
Cleveland, Ohio 44115

Dr. Charles W. Nichols
Teacher Education Center
Kent State University
Division of Vocational Education
Education Building, Rm. 313
Kent, Ohio 44240

Dr. Robert M. Reese
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Ohio State University
1885 Neil Avenue, Rm. 122
Columbus, Ohio 43210

Mr. Paul Muntz
Teacher Education Center
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Toledo, Ohio 43606

Edward J. Fox
Greater Cleveland Teacher Education Center
Cleveland Commission on Higher Education
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Cleveland, Ohio 44114

Office of Laboratory Experiences
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College Park, Maryland 20742

Dr. Charles J. Staropoli
College of Education
University of Delaware
Newark, Delaware 19711

Charles Larsen, Professor
School of Education
University of Wisconsin--Eau Claire
Eau Claire, Wisconsin 54701

Richard Rasmussen
University of Wisconsin/La Crosse
School of Education
La Crosse, Wisconsin 54601

LeNore Murray
Shorewood Elementary School
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Cameron Smith
Instructional Director
Racine Unified District No. 1
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Racine, Wisconsin 53404

Warren Schollaert, Principal
Cedarburg Public School
Parkfield Elementary School
Cedarburg, Wisconsin 53806

Alan Wolf
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Erie, Pennsylvania 16507

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Curriculum Specialist/Bucks
Intermed. Unit 22
Administration Building
Doylestown, Pennsylvania 18901

Dr. Richard Wollin
Southeast Minnesota State College
Marshall, Minnesota

Dr. Allan Sullivan
University of Minnesota
College of Education
Minneapolis, Minnesota

Dr. Philip Richards
College of St. Scholastica
Duluth, Minnesota

Ms. June Elliot
C-Force Action Center
Lyndonville, Vermont

Frank Watson
A Place to Learn
Waterman Building
University of Vermont
Burlington, Vermont

Ms. Marion Stroud
Alternative Education Project
Hinesburg Central School
Hinesburg, Vermont 05461

Melvin Suhd
Early Childhood Education Study
955 South Western
Los Angeles, California 90006

Mr. Booker Rice
Louisville Consertium--Teacher Corps
Brown Education Center
675 South 4th Street
Louisville, Kentucky 40202

Dr. J. Michael Dairs
Western Carolina University
Teacher Corps
Cullowee, North Carolina 28723

Dr. Don Lemon
University of North Dakota
Teacher Corps
Grand Forks, North Dakota 58201

Dr. Bill Orman
Prairie View A & M College
Prairie View, Texas 77445

Dr. J. Allen Pete
Albany State College
Teacher Corps
Albany, Georgia.

Dr. Patricia Heffernan-Cabrera
University of Sourthern California
Phillips Hall of Education
Los Angeles, California

Roger Paukratz
Kansas State Teachers College
Emporia, Kansas 66801

John Masla
SUNY at Buffalo
1300 Elmwood Avenue
Buffalo, New York

Jackie Lougheed
Oakland University
Rochester, Michigan 48063

Dr. W. R. Strong
Teacher Development
Texas Southern University
3201 Wheeler Hall
Houston, Texas 77004

Dr. Paul Devore
Training Program for Teachers Curriculum
  Res. and Resource Center
W. Virginia University
Morgantown, W. Virginia

Robert Avery
Connecticut Staff Development Council
1450 Whitney Avenue
Hamden, Connecticut

Dr. Henry Kennedy, Director
Student Teaching
College of Education
Michigan State University
East Lansing, Michigan 48823

Dr. Bernard Schwartz
Trenton State College
Trenton, New Jersey 08625

Mr. Paul Winkler
Education Improvement Center
Glassboro-Woodbury Road
P.O. Box 426
Pitman, New Jersey 08071

Susan Powers, Director
Teacher Center (Central School)
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Cambridge, Massachusetts

Eli Bower, Director
Emotional Learning
4419 Tolman Hall
University of California/Berkeley
Berkeley, California 94704

Mary London, Director
Creative Environ. Learning Center
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Los Angeles, California 90001

John Favor, Director
Professional Development Center
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Oakland, California 94608

Edward Weinswig & Marilyn Schaffer, Directors
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West Hartford, Connecticut 06117

Teacher Renewal Center
Highland Fallout Shelter
Boise Schools
1207 W. Fort Street
Boise, Idaho 83702

Marguerite Bloch, Director
Educational Programs
Educational Facilities Center
223 N. Michigan Avenue
Chicago, Illinois 60601

Harold L. Cohen, Director
Institute for Behavioral Research
2429 Linden Lane
Silver Spring, Maryland 20910

Pittsfield Teacher Center
Central Annex
Second Street
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APPENDIX D

STATES WHERE SPECIAL DECISIONS WERE MADE
CONCERNING DEFINITION OF A SCHOOL
SYSTEM FOR THIS STUDY

This appendix lists those states for which a decision was made as to the kind of district which would be included in the study. Although no state directory of school districts caused the investigators any major difficulty some state systems do present their districts in unusual ways. Therefore it was necessary, in some cases to seek further advice from the state education department contact person. In all states, to the extent possible, schools and school districts of a special nature (such as armed forces dependents schools, vocational/technical schools, hospital and special education schools) were omitted from the study.

Ohio . . . . . . Cities and exempted villages only.

Massachusetts . Nonunion and regional districts. In addition, pages 4 and 81 of the state directory were blank due to a printing error. A complete directory could not be obtained in time to be included in the random selection process. Therefore it is estimated that 12-15 school districts in Massachusetts were not included in the selection. These additional districts would have yielded no more than two more districts for the entire sample (school sample).

Missouri . . . . Central Administrative Units, as provided by the State Department of Education contact person.

Iowa . . . . . . High school districts only, on the advice of the State Education Department contact person.

West Virginia . County districts, as provided by the State Education Department contact person.

Oklahoma . . . . Independent school districts only, on the advice of the State Education Department contact person.

North Dakota . . High school districts only, on the advice of the State Education Department contact person.

APPENDIX E

TEACHER CENTER STUDY SURVEY INSTRUMENT

S Y R A C U S E   U N I V E R S I T Y

SCHOOL OF EDUCATION

Instructions:

● Use No. 2 *PENCIL ONLY.*

● Be sure each mark is *BLACK* and completely fills the
rectangular space.

● Erase completely any mark you wish to change.

    Correct sample mark

    Incorrect sample marks

● Please answer every question, using estimates where precise
data are not available.

● For write-in responses, please use only the space allotted.

● If you would like an abstract of the results, please fill in
and include with your booklet, the enclosed mailing label.

● Upon completion, please return the questionnaire at your
earliest possible convenience, using the pre-stamped
envelope.

THANK YOU

PAGE 1

In this section, we are interested in learning about the demographic and activities of your region and the institution with which you are affiliated.

1. What is the size of the community in which your institution is located?

   a.   Rural

   b.   City or town with less than 50,000 (not a suburb)

   c.   City or town with 50,000 to 250,000 (not a suburb)

   d.   City or town with 250,000 to 500,000 (not a suburb)

   e.   City or town with over 500,000 (not a suburb)

   f.   Suburb of city with less than 500,000

   g.   Suburb of city with 500,000 or more

2. This questionnaire is being sent to school systems as well as colleges and universities. As a respondent to this questionnaire, with which institution is your primary responsibility?

   a.   Public School System

   b.   College or University

> If you filled in **a**, please answer items 3 and 4; then go to Section II. If you filled in **b**, please answer items 5 through 9, then go to Section II.

3. Please fill in the box which corresponds to the total number of children enrolled in the school system which you represent.

   a.   Less than 500

   b.   500 to 2,500

   c.   2,500 to 5,000

   d.   5,000 to 10,000

   e.   More than 10,000

4. Please fill in the box or boxes which represent the range of grade levels in your district.

   a.   Preschool, Kindergarten, or Grade 1 through Grade 3

   b.   Grades 4 through 6

   c.   Grades 7 through 9

   d.   Grades 10 through 12

   e.   Post high school

             (Go to Section II)

5. Your College or University is a.

   a.   Public Institution

   b.   Private Institution

6. Please fill in the box which represents the total enrollment of your institution.

   a.   Less than 1,000

   b.   1,000 to 5,000

   c.   5,000 to 10,000

   d.   10,000 to 20,000

   e.   More than 20,000

7. Please fill in the box which best describes the Education component within your institution.

   a.   School or College of Education

   b.   Education Department or Division

   c.   Education Program within another Department or Division

8. Please fill in the boxes which represent the total graduate and under graduate enrollment in the field of education.

Graduate		Undergraduate
	Zero	
	Less than 250	
	250 to 500	
	500 to 1,000	
	1,000 to 5,000	
	More than 5,000	

9. Please fill in the box or boxes which best describe the variety of Education programs within your institution.

   a.   Undergraduate Teacher Preparation Program

   b.   Graduate Teacher Preparation

   c.   Master's program in Education in areas other than Teacher Preparation

   d.   Sixth year or Specialist Degree Program in Education

   e.   Doctoral Program in Education

SECTION II

In this section we are interested in learning about the nature of your In-Service or Teacher Center-type Program(s). Many of the questions are worded as if one answer could characterize all activities falling within this domain. Often, this is not the case. Therefore, answer the items in terms of what is typical, or what is generally the case. Although the exceptions may be of great importance, this type of data gathering technique is simply not flexible enough to deal with them.

10. Decisions about the content of the In Service or Teacher Center Type Program(s) activities typically are made by a:

   a.   Director, other Administrator, or Administrative Committee

   b.   Committee of institutional employees that includes teachers as well as administrators.

   c.   Committee that includes institutional employees as well as others, e.g., students, community representatives.

           Representatives from other institutions (please specify):

           _____

   d.   Other (please specify)

           _____

11. Within the context of your In Service or Teacher-Center type Program(s), how many activities are currently in operation?

           _____

12. Some In-Service or Teacher Center type Program(s) have rather specific areas of focus (e.g., team teaching, modern science or math, affective education); while other such programs simply make resources available to teachers to be used as the teacher sees fit. Would you describe your program or programs generally as:

   a.   Thematic, i.e., having a specific area of focus or theme

   b.   Open, i.e., providing resources but no specific direction

   c.   Both

12.1 If you checked either a or c, please list up to five themes upon which special emphasis has been placed during this year (e.g. individualizing instruction, classroom management).

                (Check here if supported either partially or entirely with external funds(USOE, Title I, Title II, etc.))

a. _____

b. _____

c. _____

d. _____

e. _____

13. Activities in your In Service or Teacher Center Type Program(s):

   a. Meet at a regular time in a regular location

   b. Are directed toward the enhancement of skills for teaching children

   c. Are directed toward the enhancement of skills in curriculum and material development.

   d. Focus on other professional areas such as self-improvement, certification, labor negotiations, and human relations.

   e. Have planned recreational or social focus, e.g., dances, dinners, athletic leagues.

14. In-Service or Teacher Center Type Program(s) activities are designed for:

   a. In-service teachers

   b. Pre-service teachers

   c. Administrators

   d. Para-professionals

   e. Community participants and/or Parents

15. The following incentives are available to In Service or Teacher Center type Program(s) participants.

   a. Local credit toward salary increment

   b. University or College credit

   c. Direct stipend

   d. Released time from regular responsibilities

   e. No incentive

16. In order to participate in In Service or Teacher Center type Program(s) Activities, participants:

   a. Pay tuition or instructional fee

   b. Pay for materials used in program

   c. Give up personal time without compensation

   d. Assume responsibilities for personal expenses (e.g., babysitter, meals, mileage)

17. In Service or Teacher Center type Program(s) activities are evaluated

   a. By scores from standardized tests, observation instruments, or other devices that yield numerical scores.

   b. By perception and opinions of program participants

   c. By the perception and opinions of implementors and administrators.

   d. By an external agent or consultant

   e. Other (please specify)

PAGE 2

18. Evaluation in your In Service or Teacher Center type Program(s) occurs for the purpose of providing information about teachers that is used for decisions concerning continued employment, salary, tenure and professional advancement.

19. In-Service or Teacher Center type Program(s) Activities are scheduled:

   a. During the academic or school year

   b. During the summer months

   c. During school hours

   d. Late afternoons and evenings

   e. On weekends

20. The In-Service or Teacher Center-type Program(s) activities use consultants or instructors from:

   a. Outside your own institution(s).

   b. Within your own institution(s).

21. Materials, facilities, and resource people used in the In-Service or Teacher Center-type Program(s) are:

   a. Available to participants independent of formal or planned activities.

   b. Used by participants independent of formal or planned activities.

22. The physical facilities in which program activities occur:

   a. Are a school district central office or instructional center.

   b. Are elementary or secondary schools.

   c. Are a university or college campus.

   d. Are not owned by a school system or university/college.

23. Does your In-Service or Teacher Center type Program(s) have permanent physical facilities?   YES   NO

24. Given all of the participants who are involved in your In Service or Teacher Center-type Program(s) in a calendar year, estimate what percentage falls into each of the following categories:

   a. In-service teachers

   b. Pre-service teachers

   c. Administrators

   d. Para-professionals

   e. Community participants and/or parents

25. Educators use a great variety of labels to identify their In Service or Teacher Center type Program(s), if they are labeled at all. Does your program have such a label?   YES   NO

   25.1 If yes, what is it?

PAGE 3

25. In your In-Service or Teacher Center type Program(s), or set of programs, or some aspect of it, part of a consortium involving two or more separate institutions? (If yes answer 26.1 and 26.2. If no, go to 27.) **YES NO**

26.1 If consortium, what institutions are involved (by role):

    a   Public School System

    b   University(ies) or College(s)

    c.   Other educational agency (please specify)

    _____

    d.   Non-educational agency (please specify)

26.2 Is consortium constituted:

    a.   On legal basis with contracts

    b.   Formally with written agreements

    c.   Informally through cooperative agreements

    d.   Other (please specify)

    _____

27. Is there a board or council whose major purpose is working with the In-Service or Teacher Center type Program(s), set of programs or some aspect thereof? (If yes, answer 27.1 and 27.2. If no, go to 28) **YES NO**

27.1 Is its role:

    a.   Advisory only?

    b   Policy making?

    c   Administrative, implementative (deals with routine day-to-day decisions)?

27.2 What is the composition of the board or council? (Fill in the appropriate boxes):

    a.   Institutional administrators

    b.   Teachers

    c.   Teachers Association representatives

    d.   Students (K-12)

    e.   Students (pre-service teachers)

    f.   Parents

    g.   Community agency representatives

28. Is the person with primary administrative responsibility for the program full time in that capacity? **YES NO**

28.1 If no, what percentage of his/her time is devoted to this endeavor?

    a.   75%

    b.   50%

    c.   25%

    d.   Less than 25%

28.2 Also, specify the title which best describes his/her other responsibilities

_____

29. Please fill in the box which best describes the salary status of the person with major responsibility for the In-Service or Teacher Center type Program(s). Use the left-hand column if you represent a university or college, and the right-hand column if you represent a public school system. Only one box should be filled in.

University or College			Public School System
Dean, Assistant Dean level	a.	a.	Superintendent, Assistant Superintendent level
Program/Department Administration level	b.	b.	Other central Administration level
Ranked Faculty level	c.	c.	Building Administration level
Unranked Faculty level	d.	d.	Consultant and Supervisory level
Graduate Student level	e.	e.	Teaching Faculty level

30. The person with major administrative responsibility for the In-Service or Teacher Center-type Program(s) is directly responsible to (give title or role only):

_____

31. This item deals with the question "What tasks do the professional staff who implements the In-Service or Teacher Center-type Program(s) perform?"

	Always	Usually	Sometimes	Rarely	Never
a. Teach classes					
b. Conduct workshops					
c. Consult individually with clients					
d. Perform classroom observations					
e. Evaluate program(s)					
f. Evaluate client performance					
g. Develop program materials and activities					
h. Other (specify) _____					

32. While some In-Service or Teacher Center-type Program(s) will be staffed with full time personnel, many will utilize staff on a part time basis. Please fill in the following boxes, using estimates when precise data is not available.

	Time with In-Service or Teacher Center-type Program(s).				
	100%	75%	50%	25%	LESS THAN 25%
a. Number of administrative staff including person with major program responsibility.					
b. Number of non-administrative professional personnel.					
c. Number of non-professional support personnel (e.g., secretary).					

PACE 4

SECTION IV

In this section we are interested in learning about the financial aspects of your In-Service or Teacher Center type Program(s). Please be as specific as possible when answering these questions. Where precise data are not available, estimate as accurately as you can. If you represent a university, do item 35 and omit 36. If you represent a public school system, skip item 35 and go on to item 36.

• [illegible introductory paragraph]

Please indicate or estimate the number of professional personnel in your In-Service or Teacher Center type Programs who also fill various roles at the levels specified below. Use the left-hand column if you represent a university or college, and the right-hand column if you represent a public school system. There need not be an entry for each level.

University or College				Public School System
Dean/Assistant Dean level		a.		Superintendent and Assistant Superintendent level
Department/Program Administration level		b.		Other Central Administration level
Ranked Faculty level		c.		Building Administration level
Unranked Faculty level		d.		Consultant and Supervisory level
Graduate Student level		e.		Teaching Faculty level

35. We are interested in determining the total budget amount specified for the field of education within your institution. Please consider all funds that are available regardless of their source. This would be the total amount for your: (fill in one)

a. School or College of Education

b. Department or Division of Education

c. Education Program within another Department or Division

35.1 The total budget amount is $ _____

35.2 What portion of the above figure is used to support In-Service or Teacher Center-type Program(s)? Do not count your regular teacher education programs unless they are part of a Center-type Program.

The total amount is $ _____

34. We would like to know what criteria are used in selecting professional personnel for your In-Service or Teacher Center type Program(s). Please rank the three most important criteria suggestions by filling in a one (1) in the box to the left of the criterion which is most important; a two (2) in the box to the left of the criterion second in importance, and a three (3) in the box to the left of the third most important criterion. If any of your three most important criteria do not appear on this list please add them, and rank them.

36. We are interested in determining the total amount of your school system or school district budget. Please consider all funds that are available regardless of their source.

The total budget amount is $ _____

36.1 What portion of the above figure is used to support In-Service or Teacher Center-type Program(s)?

The total amount is $ _____

1 2 3

a. College or advanced degree, specify the degree required:

_____

1 2 3

b. Teaching experience, minimum number of years

_____

1 2 3

c. Administrative experience; minimum number of years

_____

We are interested in determining the sources of funds which support your In-Service or Teacher Center type Program(s) as well as the proportion of funds that come from these various sources. Where precise data are not available, please estimate as accurately as possible. If you represent a college or university, do item 37 and omit 38. If you represent a public school system, skip 37 and do 38.

37. Using the figure you entered in 35.2 as a base, what portions of this amount are derived from the following sources:

a. Regular institutional budget, not related to external grants or budgets?

$ _____

b. Public grants or awards from either federal, state, or local government sources?

$ _____

1 2 3

d. Experience working in the community

1 2 3

e. Particular skill or talent (give example)

1 2 3

f. Socio-economic background

_____

Grants or awards from private sources such as foundations or companies?

$ _____

Ethnic background

_____

Other (please specify)

$ _____

a. Lo... This have and curve ... an ... ... not related to special gr... s?

$

b. Public grants or awards from either federal, state, or local government sources?

$

c. Grants or awards from p... ... sources such as foundations or companies?

$ _____

d. Other (please specify) _____ _____

$ _____

39. Again, using the figure entered in either 35.2 or 36.1 as a base, we are interested in determining the percentage of this figure expended in support of your In Service or Teacher Center-type Program(s). Estimate to the nearest percentage the portion of your budget that is expended in the following categories (the sum of the percentages should not total more than 100).

Fill in box at right
if funds for this
category come
from a totally
separate budget.

a. Materials and Equipment. Includes all materials and equipment, both instructional and non-instructional for which money is spent in support of the program activities.

[%] [ ]

b. Outside Consultants. Includes all money spent for human resources that is in excess of monies spent for your own instructional employees.

[%] [ ]

c. Professional Staff. Includes all administrators, program developers, program implementers and others considered professional in the common sense of the terms.

[%] [ ]

d. Non-Professional Staff. Includes all personnel not considered professional for whom money is spent. Usually secretaries, assistants and para-professionals fall into this category.

[%] [ ]

e. Physical Facilities. Include in this category all monies spent for rent, utilities, maintenance, janitorial services and other services and/or products necessary to support the physical plant.

[%] [ ]

f. Research and Evaluation. Includes all expenditures for gathering and processing information designed either to contribute to the field in general or to provide feedback to program clients or personnel.

[%] [ ]

g. Public Relations and Dissemination. This category refers to expenditures designed to communicate program efforts to others, to publicize the program to prospective clients as well as to inform the general public of program activities.

[%] [ ]

h. General Support. Includes expenditures for travel, magazine subscriptions, refreshments, per diem and other areas that are generally classified as supportive of program activities.

[%] [ ]

i. (please specify) _____

[%] [ ]

THANK YOU FOR YOUR TIME AND CONSIDERATION IN COMPLETING THIS QUESTIONNAIRE. IF THERE ARE ANY FURTHER COMMENTS YOU WOULD CARE TO MAKE IN REGARD TO THIS STUDY OR ANY OF THE ISSUES COVERED IN THE QUESTIONNAIRE, THE REMAINING SPACE HAS BEEN PROVIDED FOR THAT PURPOSE AND WE WELCOME YOUR REMARKS.

APPENDIX F

COMPLETE SUMMARY OF MACHINE-READ DATA

For complete summary of machine-read data, contact:

Syracuse Teacher Center Project
403 Huntington Hall
Syracuse University
150 Marshall Street
Syracuse, New York 13210

APPENDIX G

COMPLETE SUMMARY OF WRITE-IN DATA

For complete summary of write-in data, contact:

Syracuse Teacher Center Project
403 Huntington Hall
Syracuse University
150 Marshall Street
Syracuse, New York 13210

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151

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