INFORMATION TO USERS

8417876

Barker, Douglas N.

TEACHER PROFESSIONAL DEVELOPMENT: A PLAN FOR MULTI-AGENCY COLLABORATION

The University of North Carolina at Greensboro   ED.D.   1984

University Microfilms International
300 N. Zeeb Road, Ann Arbor, MI 48106

PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy.
Problems encountered with this document have been identified here with a check mark __√__ .

1. Glossy photographs or pages _____

2. Colored illustrations, paper or print _____

3. Photographs with dark background _____

4. Illustrations are poor copy _____

5. Pages with black marks, not original copy _____

6. Print shows through as there is text on both sides of page _____

7. Indistinct, broken or small print on several pages __✓__

8. Print exceeds margin requirements _____

9. Tightly bound copy with print lost in spine _____

10. Computer printout pages with indistinct print _____

11. Page(s) _____ lacking when material received, and not available from school or author.

12. Page(s) _____ seem to be missing in numbering only as text follows.

13. Two pages numbered _____ . Text follows.

14. Curling and wrinkled pages _____

15. Other_____

University
Microfilms
International

TEACHER PROFESSIONAL DEVELOPMENT: A PLAN FOR

MULTI-AGENCY COLLABORATION

by

Douglas N. Barker

A Dissertation submitted to
the Faculty of the Graduate School at
the University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1984

Approved by

_____
Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Adviser _____

Committee Members _____

_____

_____

_____
Date of Acceptance by Committee

_____
Date of Final Oral Examination

ii

BARKER, DOUGLAS N., Ed.D. Teacher Professional Development:
A Plan for Multi-Agency Collaboration.   (1984)
Directed by Dr. Dwight Clark.   113 pp.

The problem on which this study focused was the improve-
ment of teacher professional development.

The study had two focal points: a review of existing
programs of multi-agency collaborative efforts and the de-
velopment of a plan of collaboration for teacher profession-
al development which involves local school districts, higher
education, and state departments of public instruction.

Five procedures were used in this study: a review of
significant literature in the area of collaborative programs
involving local school districts, higher education, and
state departments of public instruction; a description and
analysis of selected collaborative programs, an analysis of
common characteristics found in collaborative programs, the
development of a plan for multi-agency collaboration for
teacher professional development, and the submission of the
plan to leading authorities.

Three multi-agency collaborative programs were reviewed:
Auburn University Continuous Professional Development Pro-
gram, Central Arizona Inservice Consortium, and Florida Pan-
handle Early Childhood Consortium. The programs were re-
viewed based on the following criteria found common to the
three programs: membership, origin and development, assump-
tions objectives, finance, governance, activities, and ser-
vices and evaluation. The review yielded numerous common-
alities. The researcher surmised that these commonalities

should be considered when a multi-agency collaborative teacher professional development plan is developed.

The development of a systems approach for multi-agency collaboration for teacher development was generated. The system is composed of five major interacting components: governance, substance, delivery, model, and evaluation. The governance component is composed of the decision-making structures which legitimize and govern. The substance component is composed of the content of the teacher professional development activities. The delivery component is that part of the system which brings together the substance component and the professional teacher. It also includes the selection of staff and the arrangements needed to deliver the model component. The model component consists of the various types of teacher professional development activities. The evaluation component consists of the type of studies used to assess the effectiveness of teacher professional development efforts.

It was the conclusion of this study that a plan for multi-agency collaboration may be the best approach to developing a teacher who continues to grow as a professional.

ACKNOWLEDGEMENTS

I wish to express my appreciation to the significant persons who have helped make this undertaking possible, and especially to Mrs. Bessie Scott, my third-grade teacher, who taught me to believe in myself and to see the value of obtaining an education.

Special gratitude is extended to Dr. Dwight Clark, committee and dissertation chairman, for his suggestions, patience, and understanding; his professional commitment will always be valued.

Finally, I am appreciative of my wife, Barbara, whose support and encouragement have sustained me throughout this project.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

American education is undergoing a period of rapid
change. Schools today are under constant pressure from so-
ciety to provide adequate and appropriate instruction for
all children. In an attempt to respond to these demands,
teachers across the country are taking courses and work-
shops in increasing numbers with the hope and expectation
that these activities will benefit both themselves and stu-
dents. Therefore, the continuing professional development
of teachers deserves increased study aimed at improving the
existing system of inservice. The continuing professional
development of teachers has attracted much attention from
agencies and institutions which have as part of their
charge the improvement of the educational system.

The federal government has taken an active role in
promoting and providing support for the professional devel-
opment of teachers. The Education Amendments of 1978 (Pub-
lic Law 95-561) support expansion and improvement of inser-
vice education of teachers as an integral element in each
of several specific objectives of this legislation. Title
V of this law requires that each state educational agency
submit a state plan for the coordination of federal and
state funds for inservice training activities, and that

this plan be developed with the involvement of teachers, professional associations, higher education, and other interested individuals and organizations.

Title VI of Public Law 91-230 stipulates that each state plan for the education of handicapped children must include a comprehensive system of personnel development with one part directed to the inservice training of general and special educational, instructional, related services, and support personnel. The integration and mainstreaming of handicapped students into public school programs make it likely that this provision will affect inservice education programs for practically all teachers.[1] The legislation and the money appropriated to implement the laws demonstrate a commitment from the federal government to aid in the professional development of teachers. (See Appendix A for PL 96-561 and Appendix B for PL 91-230.)

In addition to the federal government's rules and regulations, most states have developed statutes and/or regulations requiring continuing professional development of teachers. (See Appendix C.) Among the reasons for these regulations are (a) public concern for the upgrading of education, (b) teachers' concern for their own professional development, (c) the introduction of new technology into teaching, (d) a lack of new ideas and methods usually obtained by the yearly influx of new personnel into the system, and (e) declining enrollments in schools of education.[2]

Unfortunately, many of the regulations passed apply only to certain subject-area teachers and therefore may affect only a small minority of teachers. The state department of education in each state has the responsibility to determine broad areas of student need that extend across the state, identify educational practices that adequately respond to identified needs, and establish criteria to ensure that professional development programs are directed toward prestated goals and objectives.[3] The extent to which educators are continuously involved in updating and upgrading their competencies will influence the extent to which the state department of education fulfills its mission.

In most of the states, professional development programs take place at the district level. Local school systems have the legal responsibility to determine broad goals, policies, and procedures for local professional development.[4] The local school system is the legal entity that the community holds responsible for achieving expected student outcomes. Because there is an assumed relationship between preparation of educators and student achievement, local school systems have considerable responsibility for developing and maintaining a viable professional development program for its educators.

Although not legally bound to provide inservice education as the other agencies are, institutions of higher education have a professional responsibility to do so.

Inservice education falls within the broad areas of teaching, research, and service which are the primary missions of higher education. Nadles and Myrne, in suggesting a collaborative model for schools of education, stated that higher education can provide--in better quality than most other groups--accessibility skills, human relations training, and core discipline expertise of a scholarly nature.[5] These unique capabilities provide sufficient rationale for continuation of the university link to teacher preparation. Legitimately, the university can be seen as a center for the following activities: intellectual reflection, research and evaluation, personal support and growth, and learning new skills, knowledge, and values.[6] These functions are an integral part of the total preparation of the professional educator. Institutions of higher education have a professional responsibility to relate new knowledge to the individual needs of educators in their local setting; these institutions have an ethical responsibility as well to assist in fulfilling the primary purpose of inservice education; to enhance the capability of educators to facilitate student learning.

Unfortunately these aforementioned agencies and institutions have not been able to pass enough rules and regulations nor have they assumed enough responsibility for continuing professional development to assure quality inservice programs for educators. There is perhaps no better summary

of the state of current teacher inservice education than
the words of Thomas Cranmer when he said: "We have left un-
done those things which we should have done; and we have
done those things which we should have left undone; and
there is no health in us."[7] Don Davies described the pres-
ent state of inservice education as "the slum of American
education...disadvantaged, poverty stricken, neglected,
psychologically isolated, whittled with exploitation and
broken promises."[8] Dwight W. Allen viewed inservice teach-
er training as being the most indefensible, tradition-bound
practice in American education.

> Such training as there is seems to be guided by
> two mutually incompatible perspectives: (a) in-
> service training as relevant to the upgrading of
> teachers' professionalism and classroom perfor-
> mance; (b) inservice training as a convenient way
> to pile up units, which will move a teacher hori-
> zontally across the pay schedule.[9]

In a summary of interview studies of beginning teachers
conducted in twelve states, Hermanowicz found a general dis-
satisfaction with inservice programs. Most of those inter-
viewed believed that inservice programs were greatly needed,
but that existing programs were severely inadequate. Some
frequently expressed criticisms were that programs were dull
and useless because they were too general, poorly timed, or
devoted mainly to administrative housekeeping.[10] Hopkin
Davies in a report on teacher education found that:

> Previous efforts at inservice education, most
> often consisting of either graduate level or
> district/principal-sponsored one-day workshops

or seminars, have often been criticized by
teacher groups as failing to satisfy teachers'
day job needs.[11]

In 1975-76 NEA Research found that significant numbers
of respondents in a national sample of public school teach-
ers were dissatisfied with the quality of their inservice
education. The major criticisms expressed by teachers ran
in the following vein: "Inservice education is too general
to satisfy my special needs," "The inservice education of-
fered is of little value in my job," "Inservice education
is not planned cooperatively with teachers," and "Inservice
education focuses on school system needs rather than on
teacher needs."[12]

Kenneth R. Howey conducted a survey of a sample of
teachers in California, Michigan, Georgia, and 21 Urban/
Rural Projects across the United States. He reported that
three-quarters of the responding teachers classified their
inservice education experiences as either fair or poor.[13]

A recent national survey of inservice practices and
problems validated a common generalization that there is
deep dissatisfaction with present inservice education prac-
tices--dissatisfaction shared by all parties involved in
the enterprise.[14] All this has not gone unnoticed, however,
from 1960 until recently, the federal government spent mil-
lions of dollars on inservice education, most of the funds
going into National Defense Education Act and National
Science Foundation institutes.[15] The purpose was to improve

a teacher's background in a subject or to orient a teacher to a newly developed curriculum. The institute usually plucked a single teacher out of a school district for a summer, a semester, or a year and laid on a course of study in the tradition of the university, where most of the institutes took place. Institutes often helped a teacher become more competent in a teaching field, and some attention was given to pedagogy, particularly in the curriculum institutes. But there was little payoff back home in terms of improved school programs.

There have been many attempts to improve inservice education, but few successes. In 1965, the National Commission on Teacher Education and Professional Standards of the NEA conducted a nationwide survey to identify promising practices in inservice education. Over 300 program descriptions were collected and reviewed, resulting in a publication which described some carefully selected programs that seemed to have merit. However, the title of the publication, which was originally to have been <u>Promising</u> <u>Practices</u> <u>in</u> <u>Inservice</u> <u>Education</u>, was changed to <u>Current</u> <u>Practices</u> <u>in</u> <u>Inservice</u> <u>Education</u>.[16] The title change implies that in the judgement of those conducting the survey inservice program development has been inadequate.

Hermanowica (1966) suggested areas in which serious mistakes in inservice education occur. Among these are the following:

1. Failure to relate inservice program plans
   to genuine needs of staff participants.
2. Failure to select appropriate activities
   for implementing program plans.
3. Failure to implement inservice program
   activities with sufficient staff and
   other resources to assure effectiveness.[17]

The majority of teachers teaching in American public schools over the next two decades will be those who are teaching today. Probably the only certainty about the future that can be agreed upon is that "things will be different from what they are now." While today's teachers have received basic training in content and methodology, no way is known to predict the skills and concepts that will be most appropriate in 1990 or 2000. Calhoun stated, "Any substantial improvement in school system quality or redirection must come through upgrading or retraining existing personnel."[18] In 1977, the Governor's Task Force on Education in Kentucky found that "Inservice education is essential and must be a permanent part of the educational process for the continuous and sequential growth of the personnel and educational program of the district."[19]

A review of present programs indicates that traditional methods of in-service education have not been successful in improving teacher performance or self-esteem. Schools cannot succeed without effective teachers. Porter, in his study of a state education agency's perceptions of inservice education, concluded:

Among the most demanding challenges facing school

districts, higher education and state educa-
tional agencies in the next decade is the
development of effective inservice programs
for school staff. Continuous retraining of
school staff to maintain and develop their
skills must become an educational priority.[20]

It has been shown that all parties have a vested inter-
est and a responsibility in the continuing professional de-
velopment of educational personnel. Research contends that
it is a responsibility that all must share. Neither local
school districts, nor higher education, nor state depart-
ments of public instruction can train and educate teachers
alone. Each contributes an integral part which cannot be
excluded from the professional development of teachers.
Staff development can no longer be administered in a sporad-
ic and disjointed manner by those responsible for teacher
professional development. Today, with shrinking budgets
and growing pressure for educational accountability, it is
evident that all agencies need to work cooperatively.

It is the opinion of this researcher that a strategy
which holds promise as a means for continuing professional
development is collaboration among local school districts,
universities, and state departments of public instruction.
While there have been numerous instances of collaborative
effort between two of these agencies, there have been very
few attempts to develop collaborative efforts among all
three.

This study is undertaken for the purpose of developing
a plan for collaborative teacher professional development

which involves local school districts, higher education, and state departments of public instruction.

Assumptions

In this study, it has been assumed that (1) teacher effectiveness can be improved through inservice, and that (2) teacher professional development can be enhanced by teacher inservice delivered by the most qualified persons.

Limitations

The researcher was unable to meet directly with project directors of collaborative programs involving local school districts, universities, and state departments of public instruction, and was therefore limited to reading written reports of such programs.

The review of literature was limited to the most recent 15 years (1968-1983) and addressed only those collaborative programs for teacher professional education which involved local school districts, universities, and state departments of public instruction.

Definitions

For an understanding of the study, certain terms are defined as follows:

Collaborative: cooperating with and assisting willingly

Department of Public Instruction: the division of a state (government) that is empowered to administer public education in the state

Formative evaluation: the gathering of information and

evidence to show effectiveness of the professional develop-

ment activity

<u>Higher education</u>: a college or university that provides

education for teacher professional development as part of

its mission

<u>Inservice</u>: term used interchangeably with teacher profes-

sional development

<u>Multi-agency</u>: three or more agencies working collaboratively

<u>School district</u>: an area within a state that has its own

board and that serves as the unit for administration of a

public school system

<u>Staff development</u>: term used interchangeably with teacher

professional development.

<u>Summative evaluation</u>: a judgement made concerning the level

of mastery which the teacher acquired from the professional

development activity based on meeting predetermined standards

<u>Teacher</u>: a person certified as having the qualifications to

teach public school children as noted by an issuance of a

teaching certificate

<u>Teacher Professional Development</u>: education following entry

to the profession of teaching, need for which is derived

from development of knowledge and skills which were not

available at the time of preservice preparation or were not

included in the preparatory program. In teaching, this con-

sists of needs in both the teaching field and in professional

knowledge and practice.[21]

<u>Workday</u>: a day when teachers must work, according to their
teaching contract, even though students may not be assigned
to them for instruction during this time

<u>Workshop</u>: a brief, intensive educational training program
on a specific topic

<div align="center">Organization of the Study</div>

Chapter I has presented an introduction to the area of
inservice and collaborative programs for professional devel-
opment.

Chapter II is devoted to a description and a critical
analysis of selected collaborative programs, and comprise a
review of significant literature in this area.

Chapter III presents the common characteristics found in
multi-agency collaborative inservice programs which exist at
the present time.

Chapter IV is devoted to the development of a plan for
multi-agency collaboration to enhance further teacher pro-
fessional development. In addition, it describes the sub-
mission of the plan to leading authorities in the field of
teacher professional development for their reaction.

<div align="center">Procedures</div>

The procedures employed in this study include a selec-
tion of sources, the compilation and critical review of
those sources, and the development of a plan for multi-
agency collaboration for teacher professional development.

A systematic search of <u>Current Index to Journals in</u> <u>Education</u> from January 1966 through June 1982 was conducted, under the headings of teacher education, inservice teacher education, collaborative and cooperative identifiers. Bound volumes with the Library of Congress classification for inservice LB-1731 that were available at Western Carolina University's library were searched. Also accomplished was a computer search through ERIC from January 1966 to June 1982 for related literature under the headings of teacher education, teacher certification, inservice teacher education, recertification, collaborative cooperative programs, cooperative education, educational cooperative, and institutional cooperation. This yielded 355 possible sources.

The next procedure focused on identifying collaborative programs for teacher professional development which involves local school districts, higher education, and state departments of public instruction. This was done by conducting an additional ERIC search under the heading "collaborative" programs for teacher professional development which involved local school districts, higher education, and state departments of public instruction. This yielded seventeen possible programs. In order to accomplish this procedure the researcher wrote several nationally known people in the area of collaborative programs to seek information relating to successful components of collaborative programs. The

persons contacted were also asked to identify those programs
involving the aforementioned three agencies which they con-
sidered successful.

The next procedure focused on the identification of
common criteria found in existing multi-agency collaborative
programs for teacher professional development. Thereupon,
based on the data collected, a collaborative plan for multi-
agency teacher professional development was developed. The
researcher submitted the collaborative plan to leading au-
thorities in the field of teacher professional development
for their reaction.

ENDNOTES TO CHAPTER I

[1]William S. Graybeal, Inservice Education Alert (Washington, D.C.: National Education Association, 1978), p. 2.

[2]Robert A. Mortenson and Michael P. Grady, Collaborate Decision-Making Model for Inservice Education, paper presented to American Association of Colleges for Teachers' Education, Chicago, 27 February-2March, 1979, p. 2.

[3]Roy A. Edelfelt and Margo Johnson, eds., Rethinking Inservice Education (Washington, D.C.: National Education Association, 1975), p. 40.

[4]Edelfelt and Johnson, p. 39.

[5]R. Agne and E. R. Ducharme, "Inservice and Continuing Education: The Need for a Better Mousetrap," Peabody Journal of Education, 1978, pp. 90-98.

[6]Barbara Nadler and Merron Myrna, "Collaboration: A Model for Survival for Schools of Education, Journal of Education 162 (Nov. 4, 1980): 56

[7]From Book of Common Prayer, cited in Edward J. Meade, "No Health In Us," in Improving Inservice Education Proposals and Procedures for Change (Boston: Allyn & Bacon 1971), p. 211.

[8]Cited in Ben M. Harris, Improving Staff Performance Through In-Service Education (Boston: Allyn & Bacon, 1980), p. 31.

[9]Dwight W. Allen, "In-Service Teacher Training: A Modest Proposal," in Improving In-Service Education, ed. Louis J. Rubin (Boston: Allyn & Bacon, 1971), pp. 109-110.

[10]Henry J. Hermanowicz, The Pluralistic World of Beginning Teachers, National Commission on Teacher Education and Professional Standards (Washington, D.C.: National Education Association, 1966), pp. 16-25.

[11]Hopkin M. Davies and John T. Aquino, "Collaboration in Continuing Professional Development," Eric Clearinghouse 26 (Fall 1975).

[12]Bernard R. Bartholomew, "A National Survey Highlights the Issues," Today's Education, Nov./Dec., 1976, pp. 80-84.

[13]Kenneth R. Howey, "In-Service Teacher Education: A Study of the Perceptions of Teachers, Professors and Parents About Current and Projected Practices," paper prepared for the annual meeting of the American Educational Research Association, Toronto, Canada, March, 1978.

[14]Roy A. Edelfelt, ed., Inservice Education Demonstrating Local Programs, (Bellingham: Western Washington University, 1980), p. 20.

[15]Edelfelt, p. 15.

[16]Edelfelt and Johnson, p. 15.

[17]Hermanowica, pp. 16-25.

[18]Thomas Calhoun, "Throwaway Teachers?", Educational Leadership, February 1975, p. 312.

[19]Mortenson and Grady, p. 5.

[20]John Porter, "In-Service Education Perceptions from a State Education Agency," Educational Digest, February 1978, p. 43.

[21]Robert B. Howsan, "Governance of Teacher Education by Consortium," in Governance by Consortium ed. John H. Hansen (Syracuse: The Multi-State Consortium on Performance-Based Teacher Education, 1974), p. 18.

CHAPTER II

DESCRIPTION OF COLLABORATIVE INSERVICE PROGRAMS

The public's outcry for improved schools puts pressure on state departments of public instruction, teacher training institutions, and local school systems to examine teacher training methods.

> The taxpaying public, its nerves rubbed raw by the steep decline in educational standards during the last decade, is suddenly belligerent--no longer willing to support lax school performance.
>
> The message is clear: Americans want the 46 million students enrolling this fall to get better value in return for a record 80 billion dollars in public-school funds budgeted for 1979-80.
>
> Parents are demanding a wide range of changes-- from tests of teacher competency to better textbooks.[1]

Our public schools are under siege, yet we probably have the best-educated and best-trained educators in our country's history.

Schools are caught in a web of conflicting demands: "back-to-basics," pluralistic/holistic education, alternative schooling, voucher systems, accountability, etc.. Classroom teachers and administrators point to the need for effective inservice programs for educators as the means to combat decreasing public confidence in the quality of our teachers.

Much of the problem with public schools stems from the fact that schools are being asked to educate children with a wide variety of backgrounds, languages, abilities, social adjustments, and talents. These new and more exacting demands make it impractical for school districts, institutions of higher education, and state departments of public instruction to work independently of one another.

However, some collaborative inservice programs do exist, with the common characteristic of having three agencies--a state department of public instruction, a local school district, and an institution of higher education--working jointly for teacher professional development.

An ERIC search to discover collaborative inservice programs involving the three aforementioned agencies yielded only three programs with this common criterion. Upon request, the National Council of States sent <u>Professional Development Sources and Resources</u>, an annotated bibliography on inservice education published in 1979. No new programs were found therein. Numerous leading authorities in the area of teacher inservice were asked to share their knowledge and expertise in the area of collaborative programs involving the three aforementioned agencies as well as criteria for evaluating collaborative programs. This inquiry produced nine responses, only one of which cited a program worthy of consideration (and this was a program already located by the ERIC search). The other eight

respondents were unable to cite programs which fit the necessary criterion.

Altogether, the literature search and the writing to experts yielded the following programs for description and review:

1. Auburn University Continuous Professional Development Program

2. Central Arizona Inservice Consortium

3. The Florida Panhandle Early Childhood Consortium

All the information available concerning these programs was obtained, and each project director was called to gain additional insight. These personal opinions provided valuable information and understanding for each program.

It was hoped that criteria which are essential for the programs' success would emerge from study of each program. The three programs to be reviewed are therefore described in the following order:

1. Membership

2. Origin and development

3. Assumptions

4. Objectives

5. Finance

6. Governance

7. Activities and services

8. Evaluation

Auburn University Continuous
Professional Development Program

Membership

The Continuous Professional Development Program (CPDP)
cooperative consortium is composed of the Alabama State
Department of Education, the Auburn University School of
Education, and ten public school districts.[2]

Origin and Development

Originally entitled "The First-Year Teacher and System-
wide Professional Development Program" the Continuous Pro-
fessional Development Program (CPDP) had its origin in a
series of significant resolutions on the improvement of
teaching adopted by the Alabama State Board of Education
on January 25, 1972. The CPDP was one of two pilot efforts
designed specifically to carry out the intent of the reso-
lutions to improve the quality of teacher education in
Alabama.[3]

In August of 1973, a pilot teacher-education consortium
centered at Auburn University was formed and funded after
the submission of a program proposal by the School of Edu-
cation at Auburn University to the State Department of Edu-
cation. In the fall of 1973 representatives of the Auburn
University School of Education, ten public school districts,
and the Alabama State Department of Education formed a con-
sortium to establish appropriate procedures and engage per-
sonnel to implement State Board resolutions. This group

began as a two-year pilot study.[4] Called the First-Year Teacher Pilot Program, its major objective, at that time, was to assist first-year teachers during the year of transition from student to professional role.[5]

It soon became obvious that the problems of first-year teachers could not be dealt with in isolation nor could the professional problems of other educators be ignored. During the second year of operation the focus as well as the name of the consortium was changed. Subsequently, greater emphasis was placed both on inservice for all educators including those in their first year, and on change and improvement in preservice programs.[6]

The title "Continuous Professional Development Program" (CPDP) was adopted and the global purpose of the program was conceived as the enhancement of the performance of practitioners in education by improving the quality of teacher education, both preservice and inservice.[7]

Assumptions

The content and organizational format of the program were based on two fundamental assumptions:

1. Teacher education should be a continuous growth process beginning when the individual chooses the profession of education as a career and continuing until career retirement.

2. Responsibility and accountability for the continuous development of professional staff members should be assumed jointly and shared equally among local school systems, teacher training institutions, professional organizations, and the State Department of Education.[8]

Objectives

The Continuous Professional Development Program (CPDP)
evolved from a set of resolutions passed by the Alabama
State Board of Education on January 25, 1972. The inten-
tion of these resolutions was to improve the quality of ed-
ucation by increasing the competence of educators. Specific
resolutions called for (1) the improvement of required staff
development programs for all certified personnel, (2) the
establishment of competency-based education at the preser-
vice and inservice levels, (3) the improvement of coopera-
tive efforts among educational agencies, (4) the perform-
ance evaluation of graduates of schools of education, (5)
the establishment of the first year of teaching as an in-
ternship year, and (6) the expansion of research in solving
problems in education.[9]

During the two pilot years, the major emphasis was
placed on developing better inservice education programs.

Four major objectives were delineated for the programs
first year of operation during 1973-74:

1. To provide appropriate professional assist-
    ance designed to enhance the probability
    of success of first year teachers employed
    in the 10 participating school districts.

2. To assist the 10 local school systems with
    the design, implementation, and evaluation
    of their staff development plans for all
    professional employees.

3. To utilize information and knowledge gained
    from program operation to effect improvement
    in the teacher preparation program at Auburn
    University.

4. To assist the State Department of Edu-
    cation with the development of a model
    or models to assist other school systems
    and teacher training institutions in
    Alabama in fulfilling their mutual re-
    sponsibilities for staff development pro-
    grams.[10]

Program objectives for 1974-75 specified that the re-

sources and activities of the program "would be directed

toward the achievement of the following specific objec-

tives:

1. To make available to first-year teachers
    professional services designed to enhance
    the probability of successful role per-
    formance. Specific services to be render-
    ed will be determined from an individually
    based diagnostic-prescriptive process con-
    ducted cooperatively by designated person-
    nel from the LEA, IHE, and SDE.*

2. To assist the LEA's in which first-year
    teachers are employed in planning and imple-
    menting system-wide professional development
    programs. Specific assistance to be render-
    ed will be determined from the needs as
    identified and requests as submitted by LEA
    personnel having responsibility for staff
    development activities.

3. To utilize knowledge and information gained
    from the implementation of the total pro-
    gram as resources for the improvement of
    the teacher preparation program at Auburn
    University.

4. To develop and/or assist in the development
    of a viable model or models for assisting
    the State Department of Education, school
    systems, and teacher training institutions
    in Alabama to fulfill successfully their
    responsibilities with respect to first
    year teachers, and preservice and inservice
    staff development."[11]

The overall major objective of the Continuous Professional Development Program was the improvement of education for students in the public schools of Alabama.

The program planners listed the following beliefs about preservice and inservice teacher education:

> We believe that improving the skills and abilities of educators who work directly with students is the most efficient way to accomplish this task.
>
> We also believe that professional development of educators is continuous. It begins when they enter a teacher education program and ends only when they retire from the profession. To this end, we seek to improve and unify the preservice and inservice aspects of teacher education.
>
> Finally, we believe that preservice and inservice education are the joint responsibility of public schools, teacher education institutions, and state departments of education, and professional organizations. All agencies should share the responsibility for the development of professional educators at all levels.[12]

Finance

During the pilot years 1973-75, the CPDP was supported through financial resources earmarked for implementation of staff development programs allocated to the State Department of Education by the Alabama State Legislature.

Necessary financial resources for program implementation during the first year were allocated to each participating school system, the State Department of Education, and Auburn University through direct grants.

In contract to the budgeting procedures for the program's first year of operation, during 1974-75, the

governing board of the CPDP organized a unified budget in which all monies granted to the consortium were pooled and were administered by the governing board.[13] This change in budgetary procedure was desirable and necessary in order to facilitate the implementation of a unified consortium staff development program as specified in the program proposal document.

Auburn University was designated by the Governing Board as the fiscal agent for the funded program for 1974-75. Governance, control, and administration of the consortium's unified budget became major responsibilities of CPDP's Governing Board.[14]

Approximate budget lines for each of these two years were established: (1) managerial staff, $90,000; (2) field-based staff, $100,000; (3) operations (includes travel, consultant fees, communications, etc.), $150,000; and total, $340,000.[15]

During the years 1975-77, the CPDP was supported by local funds in cash and inkind from the University and in inkind services and personnel from the local school districts. The funds were administered by the CPDP governing board. Since 1977, funding has remained at the same level and continues to be administered by Auburn University.[16]

Governance

During the CPDP's first year of operation (1973-74),
the formulation of policies designed to govern and coordi-
nate program efforts and activities was attempted through
the utilization of four advisory committees as follows:

Planning and Coordinating Committee composed
of one representative from each of the partic-
ipating agencies

Principals' Ad Hoc Committee, composed of one
principal from each of the 10 participating
school systems

First Year Teacher Advisory Council, composed
of one first-year teacher from each of the 10
participating school systems

Inservice Advisory Committee, composed of one
representative from each participating school
system.[17]

A degree of guidance and direction was provided through
input received from each advisory group during the initial
year. However, the need for a more effective method of
decision-making and policy-making became abundantly evi-
dent.

A collective decision was made by the official repre-
sentatives from the agencies involved in the program to
alter the governance structure for the second year of
operation.

Criteria and purposes for the new governance structure
included the following:[18]

1. Parity in the consortium's decision-
    making process would be implemented
    among the participating agencies.

2. The governing body would have authority to develop policies and make programmatic decisions as opposed to functioning in an advisory capacity.

3. Some of the autonomy of each participating agency would necessarily yield to the newly created governing body.

4. Composition of the governing body would be limited to representatives having authority to make legal commitments and agreements for the agencies participating in the consortium program.

5. The participating agencies must ratify the by-laws by which the governing body must function.

The Governing Board of the CPDP established for 1974-75 and continuing to date was composed of the following personnel: the Superintendent from each of the ten participating school districts, the Dean of the School of Education at Auburn University, the State Superintendent of Education, and an Executive Secretary (Ex-Officio Member) who functions as the program's administrative officer under the policy direction of the board. It is a one-man, one-vote board.

To carry out the total responsibilities of program administration, coordination, and research for the 1974-75 year, the consortium's staff, headquartered at Auburn University, consisted of the Executive Secretary, a Program Coordinator, a Director of Research, two Research Assistants (part-time) and a combination Secretary-Bookkeeper.[19]

Each year the Governing Board designs and approves a line-item budget for the consortium with Auburn University appointed as fiscal agent. The board also appoints an Executive Secretary who is responsible for implementation and administration of the Board's policies, programs, and budget. The office of the Executive Secretary is the fiscal point for coordination of inservice activities, research, data collection, and communication among agencies.

Policies of the Continuous Professional Development Program (CPDP) are determined by its Governing Board. The outstanding feature of this Board is that there is parity in decision-making--one person, one vote.[20]

Because the representation of the three agencies on the governing board is unequal, and the functions assumed by university personnel are numerous, the researcher questions whether true parity really exists.

Activities and Services

Activities and services of the CPDP are as varied as the professional needs of its participants. Since October, 1973, the agencies through cooperative efforts have assessed preservice and inservice needs they have developed, field-tested and implemented new programs, and have evaluated the practical and perceptive aspects of these programs.[21]

As an outcome of these efforts, programs now include (1) new, diversified, extended, and more practical

laboratory and field experiences for undergraduate students in education; (2) inservice activities which are participatory workshops; (2) additional training experiences in the teaching of reading at the elementary and secondary levels; (4) greater emphasis on preservice and inservice training in implementing diagnostic and prescriptive teaching, including additional experiences in development of teacher-made materials, use of humanistic classroom management, and use of a variety of techniques for evaluation of learning and instruction; (5) movement toward competency-based programs at the preservice, graduate, and inservice levels; and (6) greater emphasis on human relations skills.[32]

Professional judgements rendered at the conclusion of the first year's operation of the CPDP reinforced the contention that the initiation of improvements in education at the local level must originate in the local school systems. Further, the judgements emphasized the need for more effective ways and means of coordinating the resources and contributions of the three autonomous agencies involved in the cooperative CPDP venture.

Consequently, ten field program coordinators, one for each of the participating public school systems, were employed by the Governing Board and assigned to work full time with staff development activities in their respective

school systems. The field program coordinators were joint appointees of Auburn Univeristy and the local school systems.[23]

During the two pilot years, major emphasis was placed on developing better inservice education programs. In order to accomplish this goal, a survey of needs of public school personnel was conducted. Participants included public school teachers and administrators as well as university and State Department of Education personnel. Based on these needs, professional development programs were initiated at the individual, school, system, and consortium levels. Activities included in the ongoing inservice programs take the form of participatory workshops designed specifically to meet the professional objectives of the personnel involved. A teacher center for improving skills in the individualization of instruction was also developed for use by the CPDP educators. Management, coordination, and updating of surveys were handled through the central office staff of the CPDP. In 1976, a jointly funded and operated media center was undertaken as part of the consortium.

Inservice activities were usually practical workshop experiences developed to meet the objectives stated by participants. Workshops were designed to include participants from only one school or district or expanded to include persons from several districts if common interests

and objectives were expressed.

Emphasis was placed on participatory activities such as "teachers helping teachers." Thus, consultants were drawn from all agencies involved including the public schools. When desirable, consultants from outside the consortium were employed.

Public school and State Department personnel assisted the University by providing information concerning needed changes in the preservice programs. The State Department of Education also used information from the other agencies in CPDP relative to certification and program approval changes.[24]

It appeared to the researcher that Auburn University and the local school districts carried out the program and services with little input from the State Department of Education.

Evaluation

Since 1973, the CPDP has accomplished several basic goals:

1. The governing board, unified budget, and operational concepts have proved to be workable as well as desirable.

2. Cooperatively planned and implemented staff development programs have been and are being conducted in and across the ten local school districts. These programs

are based on expressed needs of teachers and are usually skill-oriented workshops that provide actual experience that will improve competence in the areas of need. Consultants for these workshops have been drawn mainly from the consortium--State Department of Education personnel, University faculty, public school teachers and administrators--but consultants from agencies outside the consortium membership have been employed when needed.

3. CPDP information relative to changes needed in the teacher preparation program at Auburn University has been synthesized, and indicated changes are being implemented. Major changes thus far in the program have involved increased emphasis on competencies in the areas of reading, teacher-made materials, media, legal responsibilities of educators, human relations skills, classroom management, and evaluation skills. Many of these changes are being implemented not only in the classroom but also in the increased and more diversified field laboratory situations.

4. The State Department of Education has begun revising program approval procedures and certification requirements. These revisions are generally based on the development and findings of the CPDP.

5. Development of procedures for formative and summative evaluation of teacher-education students and follow-up evaluation of graduates is under way.

6. Research in the areas of problem identification and solution at all levels of teacher education has become more systematic.

7. The necessary components for an adaptable model that can be employed in other situations to establish cooperative, continuous professional development programs have been developed.

8. Cooperative media and purchasing systems are becoming operational.

9. An inservice teacher center and a preservice teacher center have been developed and implemented.

10. A new middle-school program is being cooperatively developed using CPDP resources.

One outgrowth of improved inservice has been the heavy, active participation of Auburn University faculty onsite in the public school districts. Another outcome was the joint definition of needed improvements in Auburn University's preservice training program. These two factors have led to a second major impact: that of extensive program revisions in the School of Education during the first two years of the CPDP's operation. Changes currently operational include additional offerings in (1) teaching of reading at both the elementary and secondary levels, (2) development of teacher-made materials, (2) use of media as an instructional aid, (4) humanistic techniques of

classroom management, (5) techniques of cognitive and affective evaluation of learning and instruction, and (6) practice in human relations skills.

After validating the appropriateness and practicality of the teacher center for improving individualized instruction with public school educators, the center was modified for use in the undergraduate training program. It was used experimentally with selected groups of students, revised again, and is currently used as a training experience for all undergraduate students in the basic educational psychology course.[25]

Other improvements tied to CPDP and currently being used in the School of Education include additional module experiences for both elementary and secondary education majors and the revised, expanded, and diversified field experiences. In this latter effort the ten public school districts were instrumental in providing guidance and assistance in development of the program.

Another innovation under way is the development of a special middle-school program which utilizes the personnel and facilities of both Auburn University and one of the public school districts of the CPDP.

A third area of impact was the improvement of relationships among the three agencies involved. Not only is the CPDP a truly cooperative, parity-based operation but

its members are constantly expanding their involvement and mutually dependent responsibilities. Currently under way is a jointly funded and operated media center.

The last currently known impact of the CPDP is at the state level. Data gained through the CPDP operation are being utilized in the revision of state certification and program approval requirements. Furthermore, eight additional consortia for Right to Read have been established in Alabama using the CPDP as their basic organizational model. It is expected (and supported by the State Superintendent) that the CPDP model will become the inservice/preservice model for the state in the near future.[26] At the time of this writing, however, this was not the case.

The only attempt at formal evaluation of the Continuous Professional Development Program was conducted prior to 1976 and is presented in full below.[27]

Data collected relative to the affective impact of the CPDP indicate the following:

Inservice (state-wide comparative survey using a random sample of 2400 educators):

1. Teachers from inside the consortium have a more favorable attitude about attending inservice than do teachers from outside (p=0.02).

2. More teachers from inside the consortium feel that the objectives of their inservice programs are specific than do teachers from outside (p=0.05).

3. More teachers from inside the consortium feel that their inservice programs are relevant to felt needs of teachers than do teachers from outside ($p=0.0001$).

4. More teachers from inside the consortium feel that their inservice programs are well planned than do teachers from outside ($p+0.002$).

5. More teachers from inside the consortium feel that follow-up of inservice activities is adequate than do teachers from outside ($p=0.0001$).

6. Teachers from inside the consortium feel that inservice programs arise from studies of teachers' needs and problems more often than do teachers from outside ($p=0.0001$).

7. More teachers from inside the consortium feel that orientation activities for new classroom teachers are adequate than do teachers from outside ($p=0.0001$).

Preservice (includes perceptions of students who have participated in both "old" and "new" course work in education):

1. I prefer new experiences to "regular" classes (yes = 90%).

2. I feel the new experiences are more practical than "regular" classes (yes = 93%).

3. I feel I learn more in the new experiences than I did in "regular" classes (yes = 89%).

4. I want to participate in more new experiences (yes = 90%).

5. I would like to teach as I am being taught in these new experiences (yes = 93%).

Responses of faculty currently involved in teaching courses including center experiences, modules, etc. are as enthusiastic as the students involved. Faculty have also expressed enthusiastic support of University participation in inservice activities. They approve of a two-fold task-- teaching inservice teachers new skills and refreshing their own knowledge about the current scene in public education as an aid to improvement of their University offerings.

State Department of Education approval and enthusiasm are evidenced by their participation in the CPDP, their use of CPDP findings in certification and program approval re- visions, and their adoption of the CPDP model for other consortia across the state.

In talking with Dr. Alan D. Cleveland, Coordinator of Education Extension at Auburn University, the researcher found that there has been no formal evaluation since the aforementioned. When Dr. Cleveland was asked how he knew the program was succeeding, he replied that the program has continued to be funded for ten years and that should be the best measure of success. In its ten years, the CPDP has not expanded to include any more school districts.

The researcher questions whether the evaluation re- sults signify the program to be a success, because of the very low level of significance of the data presented.

Central Arizona Inservice Consortium

Membership

The Central Arizona Inservice Consortium (INSERV) is
composed of the Arizona Education Association, the Arizona
State Department of Education, the College of Education at
Arizona State University and nine school districts as fol-
lows:

Chandler Unified School District

Kyrene Elementary District

Madison Elementary District

Phoenix Elementary District

Phoenix Union High School District

Tempe Union High School District

Washington Elementary District

Roosevelt Elementary School District

Paradise Valley Unified School District

Origin and Development

The Teacher Corps project and the staff of the College
of Education at Arizona State University during the 1977-78
school year explored ways to develop a more collaborative
approach to inservice education. A two-day workshop involv-
ing the above-named school districts, the Arizona State De-
partment of Education, the Arizona Education Association
and Arizona State University was held in the summer of
1978 to explore this concept. The "Interim Council for

Inservice Education" was a major outgrowth of this work-
shop.

The Interim Council worked during the fall of 1978 to
specify the governance and purpose for a permanent organi-
zation. By-laws were written and in January of 1979, the
members of the workshop became the charter members of
INSERV.

During the 1979-80 school year, Roosevelt Elementary
School District and Paradise Valley Unified School District
joined the consortium bringing the total number of local
districts to nine.[28]

Assumptions

Functioning under the acronym INSERV, the Central
Arizona Inservice Consortium is dedicated to addressing
the following propositions:

1. Educators, whether technicians, skilled crafts-
persons, artists: innovators or theorists, have univer-
sally recognized the importance of inservice activities
as an integral part of their professional responsibilities.

2. Improving education is inherently related to im-
proving personnel. The preservice preparation is both
general and specific in nature. The amount and complexity
of this material, coupled with the difficulties of estab-
lishing the many dimensions of the professional role of
the educator, make it virtually impossible to acquire

adequate skills in preservice teacher education as it is
presently structured.

3. In today's complex society, the varieties of
knowledge and skills to function effectively in different
areas have established the need for a shift in inservice
education from a concept built around professional compe-
tence to one of continuous professional development.

4. The need for collaboration and sharing among the
College of Education, school districts, the State Depart-
ment of Education, and professional education associations
is evident. The combined efforts of all facets of the
educational enterprise must be channeled toward developing
more effective techniques and skills and toward profession-
al development of all personnel. The shared approach can
result in better professional knowledge and research, in
improved educational opportunities for all learners and in
greater unity among all those who share society's number-
one task--education of all citizens. Each of the partners
has unique insights and unique contributions to make and
likewise share specifically in the results attained.

The facilitation of collaborative relationships be-
tween agencies and institutions involved in teacher train-
ing is seen as a step resulting in improved teacher-
training strategies. Working collaboratively with school,
university, and community personnel, the institutions in-
volved are likely to build training programs more

responsive to local needs and to develop materials and
techniques which will improve the performance of both
teacher and child.[29]

Objectives

INSERV has functioned since 1979 as a formal organi-
zation dedicated to promoting improved inservice activities
among members.

The consortium determined five areas as appropriate
for programs. Objectives were written for each area and an
activity plan to achieve the objectives was outlined. The
following are the five function areas and goals, the objec-
tives for each function area, and the activity plan for
1980-81 developed to achieve these objectives.

1. Clearinghouse. INSERV will function as a
    clearinghouse for professional development
    issues, information, and programs among
    members:

    -Continue Inserv-Info, the newsletter
     and official communications vehicle
     for the organization.
    -Establish a communications network to
     and from the Executive Committee and
     the administration and teachers of the
     districts.
    -Establish a professional hotline ser-
     vice for referral on inservice needs.
    -Co-sponsor informational workshops on
     state-mandated educational topics.
    -Develop information packets regarding
     four mandated educational topics for
     distribution to both members and non-
     members in the educational community.

2. Coordination of Inservice Efforts. INSERV
    will serve as a vehicle for collaboration
    of professional development among its mem-
    bers.

-Develop a process for identifying educa-
tional issues and needs of districts.
-Share needs identified by districts for
possible coordinated efforts.
-Coordinate with the professional develop-
ment programs of each member to make
significant programs of information avail-
able to all members.
-Explore ways to assist the continuation of
the State Department of Education's consul-
tant cadre effort within the INSERV member
districts.
-Coordinate with staff development compo-
nents of both the State Title IV proposal
and the Special Education plan.
-Develop other ways to share resources.

3. Inservice Programs. INSERV will sponsor pro-
grams of inservice at the administrative level
for the managers and coordinators of teacher
inservice education. These programs will be
aimed at assisting in reforming and improving
present practices in the planning and deliv-
ery of teacher inservice education.

-Plan and provide a program for the adminis-
trative level within the membership.

4. Development. INSERV will focus on three
organizational areas: legitimization of
INSERV, internal management, and fund pro-
curement.

-Seek legitimizing and sponsoring INSERV
by the districts.
-Develop the staffing and Council members
needed.
-Seek additional funding for consortium
needs.

5. Evaluation. INSERV will develop and conduct
evaluation and assessment of the progress and
attainment of INSERV goals.

-Develop evaluations for all INSERV work-
shops or other sponsored activities.
-Develop criteria for reviewing inservice
activities submitted for INSERV approval.
-Develop process for monitoring the pro-
gress and attainment of INSERV goals.[30]

Finance

Funding is limited at present and is an issue to be
dealt with in the near future. Each district contributes
$60 for operations as well as researcher-release time to
attend meetings, workshops, and to consult with others.[31]
Both Arizona State University and the State Department of
Education have contributed duplication and consultant ser-
vices as well as time of their staff. The College of Edu-
cation and now the Teacher Corps project have funded the
salary of the Executive Director. Each member has demon-
strated willingness to be creative in finding inkind areas
of contribution when needs existed. This has been suffi-
cient to the present date; however, more ambitious projects
will probably require increased funding. The consortium
plans to apply for outside funding as well as internal.

Governance

The Central Arizona Inservice Consortium has developed
a set of by-laws and is formally governed by these through
an intergovernmental agreement approved by all member insti-
tutions. Two governing bodies have responsibility for the
goals and activities of INSERV.

The representative body, called the INSERV Council, is
composed of thirty-one representatives: two representatives
from each school district (one teacher, one administrator),
two representatives from the Arizona Education Association,

two representatives from the Arizona Department of Education, and nine representatives from Arizona State University.[32]

The Council has overall governance responsibility and meets formally twice a year. From this body is drawn the Executive Committee, composed of one representative from each school district keeping a balance of administrator representatives and teacher representatives, one representative from the Arizona Education Association, one representative from the Arizona Department of Education, and three representatives from Arizona State University.

The Executive Committee is the active working and decision-making body of the consortium. It meets monthly throughout the school year and directs the work of any ad hoc committees. Currently five committees are working on each function area. Membership for these committees is drawn from the larger council group to encourage more active participation and also to utilize this resource.[33]

Activities and Services

Many INSERV activities and services are outlined in the above-listed function areas and goals. Much of the efforts of the Executive Committee centered around developing the goals and defining the staff development issues that INSERV would concern itself with. Their efforts were important in that this representative group became committed to the goals. However, beyond a certain point their discussions became nonproductive until members could translate

the broad goals into specific activities to implement.

Since the potential range of activities for the consortium was enormous, it was difficult to select the most productive or worthwhile activities for INSERV to become involved. A helpful guide was to consider any given activity in view of a few guiding principles expressed as follows:

1. We are seeking methods for improving inservice education both through increased coordination and through improved delivery systems.

2. We are very aware that effective staff development has a big impact on overall improvement of schools.

3. We will work from the base of what is known about effective inservice (principles) and have that guide us in all our activities.[34]

In its first year (1978-79) INSERV wrote and accepted by-laws, organized and appointed standing committees, and held four workshops. In 1979-80 the newsletter and official communications vehicle of the consortium INSERV-INFO began monthly publication. A consortium-wide needs assessment project was collected and conducted along with numerous inservice programs. INSERV was the prime sponsor of two

meetings in which more than 250 teachers and administrators participated.

The Central Arizona Inservice Consortium made the following recommendations for others interested in a collaborative approach to inservice education.

-An executive director or some other arrangement for staff time and leadership should be formally provided.

-Time should be spent to determine the goals of the consortium, and what its members really want out of it.

-The goals of the consortium must be derived by the core representative group, reflecting the fact that the process of developing the goals is just as significant as the goals that are developed.

-Clear objectives and specific activities should be written based on the goals. People have trouble grasping the concept of a network unless they have activities that they can link to it.

-A good communications network to the key decision-makers within each member institution should be established, as their understanding and support are vital.

-Key decision-makers in each institution should be educated to the program goals and kept informed of their progress.

-Services of the network that benefit members should be established. Good response to requests for internal funding can be built in this way.

-Some temporary funding support base should be sought until the credibility and productiveness of the consortium can be established.[35]

Evaluation

There is no formal evaluation on the INSERV consortium.
One of the five function areas of the program is evaluation,
and, according to Dr. Lester Snyder of Arizona State Univer-
sity, evaluative criteria is currently being developed.

The information on this consortium is limited at this
writing. However, the researcher believes that this program
merits future study by anyone considering a consortium as
a means of improving teacher professional development.

Florida Panhandle Early Childhood Education Consortium

Membership

The Florida Panhandle Early Childhood Education Con-
sortium includes the following members:

The University of West Florida

Florida State University

Florida A & M University

Bay County Teacher Education Center

Okaloosa County Teacher Education Center

Panhandle Area Educational Cooperative Teacher
    Education Center (Jackson, Holmes, Washing-
    ton, Liberty and Gulf County Districts)

Escambia County School District

Santa Rosa County School District

Florida Department of Education[36]

Origin and Development

The program was initiated in 1970 when the early child-
hood faculty at the University of West Florida hosted

a regional meeting of selected early-childhood educators representing day care, public, and private schools. At that conference an organization known as the West Florida Council of Early Childhood Educators was formed to exchange information and ideas that would enhance educational opportunities for young children and their teachers. Continuous interaction among representatives of multiple institutions initiated and sustained collaborative efforts.

During the five-year period of this organization's existence (1970-1975), considerable time was devoted to keeping abreast of state efforts to improve the quality of young children's educational opportunities. This group responded when the Florida Legislature mandated that teachers of young children have inservice training in (a) diagnostic-prescriptive teaching in mathematics and language and (b) working with teacher aides, paraprofessionals, and volunteers in classroom (Public Education Act of 1975).[37] Also, the Florida Board of Regents required that universities allocate increased resources to inservice education.

As a direct result of regional meetings, an agreement to collaborate in the development of early-childhood education inservice programs was reached in 1976.

The Florida Panhandle Early Childhood Education Consortium provided the umbrella for two groups within the

consortium--i.e., a Steering Committee made up of Teacher Center Directors, inservice directors, and university representatives, and a task force made up of early-childhood educators from each participating district and university.

Assumptions

The following assumptions concerning professional development were made by the Panhandle Consortium:

1. Teachers, while unique individuals, share common professional needs and interests.

2. Teachers need experiences which enable them to extend understandings of and actions on theories to which they subscribe.

3. Teachers perceive relevance in inservice education when it is directly related to their professional responsibilities in the classroom.

4. Teacher learning is positive when there is a professional support system which contains growth expectations individually modified in process and rate.

5. Teachers must learn at their present level of development.

6. Teachers construct their own meanings from their experiences.

7. Teachers' concerns provide a natural entry
   point into their professional development.

8. Teachers who make decisions concerning the
   content and the procedures they use partici-
   pate more fully in the process.[38]

Objectives and Goals

The Consortium body set for its own direction the
following general objectives:

1. Address the requirements for inservice
   education as set forth in the Early Child-
   hood section of the Florida Public Educa-
   tion Act of 1975.

2. Create long-term alliances among those
   agencies and institutions which hold vested
   interest in the inservice education of teach-
   ers in order to maximize the efforts of each
   through pooling of monies, facilities, and
   human resources.

3. Provide a vehicle through which teacher
   preparation is implemented as a consortium
   of experiences which are initiated at the
   preservice level and extended through the
   provision of effective inservice education.

4. Develop a framework within which agency and
   institutional representatives who hold diver-
   gent responsibilities collaborate fully in

the development of an inservice, field-
based plan for certification in early-
childhood education.[39]

Finance

Monies available for budgetary purposes were accrued
through the Teacher Education Center funding formula of the
Florida Department of Education, except for those monies
coming from the two individual school districts.[40]

Source	Value or Amount
Okaloosa County Teacher Education Center -- 20 days of UWF faculty involvement valued @	$ 3,650.00
Bay County Teacher Education Center--20 days of UWF faculty involvement valued @	3,650.00
P.A.E.C. Teacher Education Center--20 days of F.S.U./ F.A.M.U. faculty involvement valued @	4,400.00
Escambia County School District	2,500.00
Santa Rosa County School District	2,500.00
Total Budget	$16,700.00

Governance

The Florida Panhandle Early-Childhood Education Con-
sortium was composed of two groups within the consortium:
(a) a Steering Committee made up of Teacher Center Direc-
tors, inservice directors, and university representatives,
and (b) a 15-member Study Work Task Force. The Steering

Committee assumed the following responsibilities:[41]

1. Identification of personnel who were
   knowledgeable in the field of early-
   childhood education and who would serve
   as task force leaders and liaison per-
   sons with school districts.

2. Determination of the means to meet the
   time and financial obligations for con-
   sortium activities.

3. Delineated specific district needs and
   translation of those needs into a set of
   changes to guide the efforts of the Task
   Force.

4. Provision of direction and logistical
   support for the Consortium.

The work of the ten-member Steering Committee, coord-
inated through the Teacher Education Center office of the
University of West Florida, addressed its charges and ac-
complished each of them through shared decision-making.[42]

The researcher found it noteworthy that although the
Florida Department of Education was a member of the con-
sortium it had no representative on the Steering Committee.

A 15-member Study Work Task Force (SWTF) was made up
of early-childhood educators from each participating
district and university. This body was responsible for
fulfilling the charges developed by the Steering Committee.

The work of the task force developed in a three-phase sequence: (a) sharing information concerning inservice plans that counties had mounted through individual inservice programs; (b) identifying and selecting core competencies in each of the three inservice need areas designated in the law; and (c) writing inservice components designed to develop the competencies selected.[43]

Activities and Services

The work of the task force was divided into four phases, each phase representing one year of the project. Phase I involved the identification of competencies needed by K-3 teachers in the following areas:

1. Diagnostic and prescriptive teaching in mathematics,

2. Diagnostic and prescriptive teaching in language arts,

3. Utilization of aides, paraprofessionals, and volunteers in the classroom.[44]

The Task Force then translated the competencies into suggested inservice components. Directed toward inclusion of major aspects of the three areas, the 58 inservice components were designed in the following manner:

1. Area of instruction

2. Name of component

3. Length of component

4. Competency target

5. Competency

6. General Objective

7. Specific Ojbective

8. Description of component

9. Evaluation of competency

10. Resources[45]

(See Appendix D for sample component.)

Phase II of the project involved the initiation of the delivery of the inservice components which were designed in Phase I of the collaborative effort. While not all the 58 components were delivered, many were used in toto throughout the Panhandle. Segments of one or more components, in some instances, were used in order to meet the needs of the participants, which was the intent of the Study Task Force from the beginning.[46]

Consultants from universities and local school districts were used in the implementation of components. An attempt was made to match the consultant and the component in order to provide the participants with the best knowledge and skill.

SWTF was provided with the evaluations from the participants and the consultants and facilitators of each component delivered. Participants rated the components on a scale of poor, fair, good, or excellent. A study of the

evaluations shows the majority of the components rated on the good/excellent side of the scale. Such ratings indicate that the participating teachers felt their needs were being met.

Each consultant was given an opportunity to respond to a questionnaire evaluation instrument. The evaluations were designed to provide evidence from each consultant about the effectiveness of the role established for the consultant, the usefulness of the organization of the component, the attitudes of the participants toward the activity, and the follow-up on the job.

Phase III involved the process of establishing a field-based certification project for K-3 teachers who were already certified to teach in Florida's public schools. Two counties, Okaloosa and Bay, chose to participate in the field-base certification program during the first year.[47] The project was also competency-based in that a set of ten competencies were utilized as performance criteria.

The field-based certification project was conceived as a four-stage process: Preassessment, Instruction, Evaluation, and Certification.[48] The first three phases were the cyclical components of the program. Each participant repeated the three phases as often as necessary in the development and demonstration of competence.

Preassessment. During preassessment the teacher-made estimates of personal competence in each of the ten

competency areas designated by SWTF. Each teacher made decisions concerning where and how her work would begin. It was assumed that beginning points for individuals would differ, that growth rates would vary, and that progress toward certification recommendations would differ. It was also assumed that competency profiles at the time of recommendation would not be identical, and that certain teachers would already possess competence in each of ten areas; therefore, the demonstration of competence could constitute a total program for such individuals.[49]

The Instructional Phase. The instructional phase was a time when all resources available to the participant through course offerings, special meetings, and workshops scheduled for inservice education were tapped. Additionally, workshops and/or seminars, individual study, and one-to-one interaction with SWTF enabled the teacher to focus on the development of knowledge and skill related to the competencies. However, the individual participant's self-study was regarded as the most critical aspect of the instructional phase.[50]

The seminars were developed to meet specialized needs of participants as those needs were identified by participants or faculty. The location, duration, and time scheduling of meetings were determined by mutual agreement of participants.

The Evaluation Process. Evaluation teams utilized a Portfolio/Profile process in order to determine plans of work for participants and ultimately to recommend individuals for certification.[51]

The first evaluation team meeting was called by the teacher when she had collected evidence to verify competence in one or more of the ten areas. Team meetings were held as often as necessary for the purpose of evaluating the individual participant's collected data. Each team was made up of three members (minimum) to five members (maximum). Composition of the teams included the teacher, the university faculty member, and the faculty associate.[52] Options were open for the teacher to select the principal of the school, an Okaloosa County Supervisor, or a peer.[53] The determination of when to call an evaluation team meeting was at the discretion of the teacher with counsel from the faculty members assigned to her.

Evaluation team meetings were chaired by the university faculty member. The teacher assumed the leadership role in presenting and documenting their evidence. The total team assumed responsibility in raising issues, valuing and projecting a plan of action.

Certification. The evaluation team recommended certification to the University of West Florida faculty member who was a member of the team by presenting evidence to the Chairman of the Department of Studies in Education,

including both individual participant projections for further work and a profile of the participant. Each evaluation team member then signed the recommendation for certification.[54]

The Faculty. The Certification Project Faculty was made up of university faculty and faculty associates from the Okaloosa County School District, whose functions were to conduct general meetings as needed; to plan and conduct small-group seminars or workshops as similar needs of participants were identified; to serve as resource persons during individual interaction with teachers; to plan and recommend specific activities to teachers; to observe in classrooms as a means of verification of competencies; to serve as members of evaluation teams to review evidence presented by teachers; to serve on evaluation teams in the recommendation of teachers for certification.[55]

Teacher responsibilities were to assess personal competencies utilizing ten identified competency areas, to collect evidence to support the presence of each competency, to request assistance from faculty as needed, to implement plans of work as agreed upon by evaluation team, and to call evaluation team meetings for review of evidence.

Phase IV of the program involved the continuation of the Portfolio Approach for Teacher Certification in Okaloosa and Bay Counties and expansion to other consortium members.

The report stated that 80 teachers have completed the program in Northwest Florida.[56]

The researcher contacted Dr. Gordon Eade, the Project Director by phone to discuss the project. Dr. Eade stated that the project was never funded at the level which he felt was needed, although each participating group allocated resources and time. He also stated that the Florida Department of Public Instruction was really only involved in reviewing the content of the proposal and doing consulting work when asked.

Evaluation

To document the effectiveness of the collaborative effort two types of data were considered: (a) the attitudes and the processes which enabled the consortium to move through the stage of cooperation into full collaboration, and (b) the products or results which may be attributed to the collaborative effort.[57]

The university faculty collected actual comments of participants regarding the program. Comments, when appropriate, were utilized to revise program procedures. Positive comments outweighed negative ones significantly. Selected comments follow:[58]

> "I became more aware of my importance as a teacher."

> "I learned to use record keeping as a teaching tool."

> "I became more knowledgeable about growth
> and development of children and the use
> of materials."

> "I became much more confident that I was
> doing a good job."

Negative comments related primarily to feelings of
insecurity concerning getting started with the process and
how best to document competence.

A follow-up survey was also utilized. In September
1981 after 80 teachers in two districts had completed the
certification program, 46% responded to a program evalua-
tion. Of those responding, 86.5% judged that the program
had been "very" beneficial to them as classroom teachers.
Thirteen and one-half percent judged the program as being
of "some" benefit to them as teachers. No responses were
reported for the "little" or "none" categories on the ques-
tionnaire.[59]

In addition, an attempt was made to document whether
specific instructional objectives were accomplished. (See
Appendix E).

Other inferential evidence which suggests program
effectiveness was the 1979 Special Recognition Award by
the Florida Association of Teacher Educators. The award
was for "an innovative and creative program in teacher edu-
cation." Further, as a result of the decade's work, the
Field-Based Early Childhood Certification Program was
awarded program approval status by the Department of

Education Certification Division in May 1980.[60]

Two specific actions within the State of Florida have served to place the Portfolio Approach of the field-based certification program in a position of prominence as a model for the reconstruction of teacher education as a dynamic, interactive activity.

One such action was legislative. The legislative action, Florida CSSB 338 entitled Teacher Certification/ Supervised Teaching (Chapter 8;-243), added a provision, effective July 1, 1982, requiring successful completion of one year of supervised teaching.[61] The second action was taken by the Florida State Board of Education in establishing rules for the implementation of the legislation incorporating the Portfolio Approach as a central element of the Florida Beginning Teacher Program.[62] The description of the Portfolio Approach drawn up by the Department of Education paralleled the approach which had been developed at the University of West Florida.

Conclusion

The purpose of this chapter was to describe the three collaborative programs found in the literature. These programs involve a school district, a university, and a state department of public instruction working cooperatively to improve teacher professional development through inservice. The program descriptions yielded several similarities which will be explored in Chapter III.

ENDNOTES TO CHAPTER II

[1]Stanley N. Wellborn, "Give Us Better Schools," U.S. News & World Report, 10 September 1979, p. 31.

[2]"A New Day for Education in Alabama," (Auburn, Alabama: Auburn University, m.d.).

[3]Jack E. Blackburn, "The Continuous Professional Development Program, (Auburn, Alabama: Auburn University, 1975), p. 1.

[4]Linda Trentham and Robert Mayfield, "Auburn's Continuous Professional Development Program," (Auburn, Alabama: Auburn University, 1976), p. 2.

[5]"A New Day"

[6]"A New Day"

[7]Blackburn, p. 2.

[8]Blackburn, p. 2.

[9]Trentham and Mayfield, p. 2.

[10]Blackburn, p. 2.

[11]Blackburn, pp. 5-6.

[12]Blackburn, pp. 1-7.

[13]Trentham, p. 6.

[14]Blackburn, p. 6.

[15]Trentham, p. 5.

[16]Trentham, p. 6.

[17]Blackburn, p. 3.

[18]Blackburn, p. 4.

[19]Blackburn, p. 5.

[20]"A New Day"

[21]Trentham and Mayfield, p. 3.

[22]Trentham and Mayfield, p. 4.

[23]Blackburn, p. 7.

[24]"A New Day"

[25]Trentham and Mayfield, p. 6.

[26]Trentham and Mayfield, p. 5.

[27]Trentham and Mayfield, pp. 7-8.

[28]Bonnie Rabe, "Networking for Improved Staff Development Programs," Paper presented to National Council of State on Inservice Education Collaborative Governance," 7-11 December 1980, 15 pages, p. 13.

[29]Rabe, p. 6.

[30]Rabe, p. 5.

[31]Rabe, p. 4.

[32]Rabe, p. 4.

[33]Rabe, p. 14.

[34]Rabe, p. 5.

[35]Rabe, p. 15.

[36]Florida Panhandle Early-Childhood Consortium, Report of Study Task Force: Phase I, (June 1976), pp. 5-6.

[37]Gwenith L. Terry and Gordon E. Eade, "The Florida Panhandle Early Childhood Consortium," (Pensacola, Florida: University of West Florida, October 1976), p. 2.

[38]Gwenith L. Terry, "The Field-Base Orientation Program in Early Childhood Education," (Pensacola, Florida: University of West Florida, 1981), p. 8.

[39]Terry, pp. 5-6.

[40]Terry, p. 7.

[41]Study Task Force, p. 8.

[42]Terry, p. 3.

[43]FPECEC, Study Task Force Report: Phase I

[44]FPECEC, Study Task Force Report: Phase I

[45]FPECEC, Study Task Force Report: Phase I

[46]FPECEC, Study Task Force Report: Phase II (June 1977), p. 9.

[47]FPECEC, Study Task Force Report: Phase III (June 1978) p. 11.

[48]"Phase III," p. 11.

[49]"Phase III," p. 12.

[50]"Phase III," p. 12.

[51]"Phase III," p. 13.

[52]"Phase III," p. 13.

[53]"Phase III," p. 14.

[54]"Phase III," p. 14.

[55] "Phase III," p. 14.

[56] FPECEC, Study Task Force Report: Phase IV, (June 1979) p. 10.

[57] Terry and Eade, p. 8.

[58] Terry, p. 12.

[59] Terry, p. 12.

[60] Terry, p. 14.

[61] Terry, p. 14.

[62] Terry, p. 14.

CHAPTER III

COMMONALITIES OF MULTI-AGENCY COLLABORATIVE PROGRAM
FOR TEACHER PROFESSIONAL DEVELOPMENT

Introduction

Teachers, administrators, school board members, and college professors need to know what criteria are desirable for the development of a collaborative inservice program for teacher professional development. Although criteria do not dictate the substance and the essence of inservice programs, they do suggest standards and characteristics. They also set forth principles for decisions about the conditions and circumstances of planning and operation.

This chapter identifies common characteristics found in the description of collaborative inservice programs in Chapter II. The researcher believes that this identification of commonalities is essential in the development of criteria for a multi-agency collaborative inservice plan designed for teacher professional development. Using the same format that was followed in describing the identified collaborative programs which are multi-agency in design, the following areas were searched for common characteristics: membership, origin and development, objectives and goals, finance, governance, activities and services, and evaluation.

Membership

The design of this study called for researching multi-agency collaborative programs composed of the following: one or more institutions of higher education, a state department of education, and local school districts. Other commonalities found in the research are (a) that all programs had from 9 to 10 local school districts comprising its membership, and (b) that all school districts tended to be classified as rural school districts.

Origin and Development

All programs identified had as their origin the intent to improve the quality of teacher education. The collaborative program in each case was the outgrowth of all parties coming together to discuss the question of what to do about improving the existing condition of teacher professional development through inservice. It is worth noting that in each case the university initiated the meetings to discuss the possibility of a collaborative program; it was also noted that two of the three programs came into being shortly after the state board of education or the state legislature had mandated that the qualifications of teachers be improved.

Objectives

The common objectives identified by the research in a multi-agency collaborative program are as follows:

1. To improve the quality of current inservice programs.

2. To create an alliance among agencies and institutions

which hold a vested interest in the inservice education of teachers.

3. To develop a framework of collaboration.

4. To sponsor inservice education to improve teacher professional competencies.

Finance

The multi-agency collaborative programs were very different in the area of finance. However, all program directors stated that financing of the collaborative effort was extremely difficult and a continual problem. Another commonality was that the board which was appointed to govern the program administered all monies. Although not practiced in any of the identified programs, all documentation from the programs stressed that financing needs to be constant and that all participating agencies need to share in the expense of the collaborative effort. It was believed that sharing contributed to the feeling of ownership which is needed if the collaborative effort is to reach its potential.

Governance

The issue of governance of a multi-agency collaborative effort had several clear elements of commonality, as follows:

1. A governing board with an executive director, who was always housed at the institution of higher education.

2. By-laws developed to govern the collaborative efforts of the consortia.

3. Persons on the governing board from each agency who helped govern and develop consortia by-laws, etc.

4. Parity among the participating agencies, as stated in by-law. (Although written reports and personal phone calls to program directors did not indicate the presence of parity, each program director believed it was a concept worth striving toward.)

Activities and Services

The activities and services of each collaborative effort and the manner in which they were carried out varied greatly depending upon perceived needs of the governing board. But numerous commonalities existed. The programs had similar activities during the first year of operation, which was spent developing by-laws, developing a system of governance, and conducting a needs assessment by which to devise future inservice. This was always done by a committee composed of persons from each participating agency.

Each developed an inservice program designed to meet identified individual teacher needs. All programs made use of consultants to deliver the inservice programs and consultants were drawn from all agencies involved, including public schools. Furthermore, each governing board attempted to keep lines of communication open concerning the activities and accomplishments of the consortia through the use of newsletters sent to the people that the consortia served.

Evaluation

The evaluation component of each collaborative effort proved the most similar. Unfortunately, this commonality is not seen as one to be considered when developing a plan for multi-agency collaboration. No formal evaluation has been done on the effectiveness of these programs. All are reported as successes in the literature and by consortium directors, but each admitted that none had been evaluated based on a research design.

Summary

It was hoped that, when commonalities that exist within functioning multi-agency collaborative programs for teacher professional development, were identified, a plan of action could be devised. The identified commonalities could be used to develop criteria to help enhance the possibilities for success of future multi-agency collaborative endeavors. It is recommended that any agencies undertaking multi-agency collaboration aimed at teacher-professional development consider the recommendations stated by the Central Arizona Inservice Consortium. These are as follows:

1. An executive director or some arrangement for staff time and leadership should be formally provided.

2. Time should be spent determining the goals of the consortium, and what its members really want out of it.

3. The goals of the consortium must be derived by the

core representative group, reflecting the fact that the process of developing the goals is just as significant as the goals that are developed.

4. Clear objectives and specific activities should be written based on the goals. People have trouble grasping the concept of a network unless they have activities that they can link to it.

5. A good communications network should be established with the key decision-makers within each member institution, as their understanding and support are vital.

6. Key decision-makers in each institution should be educated to the program goals and kept informed of their progress.

7. Services of the network that benefit members should be established. Good response to requests for internal funding can be built in this way.

8. Some temporary funding support base should be sought until the credibility and productiveness of the consortium can be established.[1]

The researcher feels that if a plan for multi-agency collaboration includes the aforementioned commonalities, the agencies will avoid some of the pitfalls that have befallen past multi-agency collaborative efforts designed to address continued teacher professional development.

ENDNOTES TO CHAPTER III

[1]Bonnie Rabe, "Collaborative Governance: Networking for Improved Staff Development Programs," paper presented to National Council of States on Inservice Education," December 1980, p. 13.

CHAPTER IV

A PLAN FOR MULTI-AGENCY COLLABORATION

The education profession is no different from any other
human enterprise, in that the quality of the process and
product is directly related to the commitment, coordination,
and expertise of those individuals comprising the enterprise.
Education is a people business and as such, it is a highly
complex profession. As society changes, as values shift, as
knowledge continues to explode, as the world shrinks and
outerspace expands, expectations for and demands upon educa-
tion and the educator change.[1]

The increased attention to inservice education has
brought about a move to reform it, for in its traditional
form it has been found wanting. Teachers, administrators, and
the public are known to be dissatisfied with it. Their dis-
satisfaction is documented in at least two fairly recent
surveys--a representative sample of teachers (Bartholomew,
1976)[2] and a sample of teachers from California, Georgia,
Michigan and twenty-one urban/rural projects around the nation
(Howey, 1978).[3] The indictment of inservice education con-
tains the following counts articulated by teachers and teacher
educators:

1. Not enough emphasis is placed on improving school
   programs or teacher performance.

2. Teachers' urgent, day-to-day needs are not addressed.

3. Inservice education while required of teachers, is imposed and delivered by non teachers.

4. Many principles of effective-teaching have been violated.

5. Inservice education has been fragmented, unsystematic, devoid of a conceptual framework.[4]

Other claims against inservice education are that it has usually been conducted outside the classroom, on the teacher's personal time, and/or at the teacher's personal expense. It has not been a "first order of business" either for the teacher or the school district. In the school district's budget, it has been a highly vulnerable item, desirable if possible, expendable if not.

Some school districts have attempted to develop their staffs in isolation from the resources of the university, other school districts, and the state department of public instruction. Some have done an adequate job; however, most have found it to be an overwhelming task without the necessary resources in terms of adequate staffing, consultant time, and a conceptual framework. School districts also duplicate inservice efforts that could be planned collaboratively at great savings. Considering each of the institutions that typically provide inservice education (school districts, institutions of higher education, and state departments of education), it seems unreasonable for each not to

capitalize on the resources of the others, and for all not to gain in the process. Multi-agency collaboration is a concept which should be implemented in order to improve teacher professional development. After reviewing several plans and finding both problems and similarities, the researcher proposed the following plan for multi-agency collaboration, based upon personal experiences and the literature reviewed for this study.

Teacher Professional Development Plan

The plan is based on a systems approach, composed of five major components which link together to form the operating structure which is Teacher Professional Development. These five components are Governance, Substance, Delivery, Model, and Evaluation.

The Governance component is composed of the decision-making structures which legitimize and govern. The Substance component is composed of the content of the teacher professional development activities. The Delivery component is that part of the system which brings together the substantive component and the professional teacher, and includes the selection of staff and the arrangements needed to deliver the model component. The Model component consists of the various types of teacher professional development activities. The Evaluation component consists of the type of studies used to assess the effectiveness of teacher professional development efforts. The figure on the next

page shows the five interdependent components of teacher professional development.

The System of Teacher Professional Development
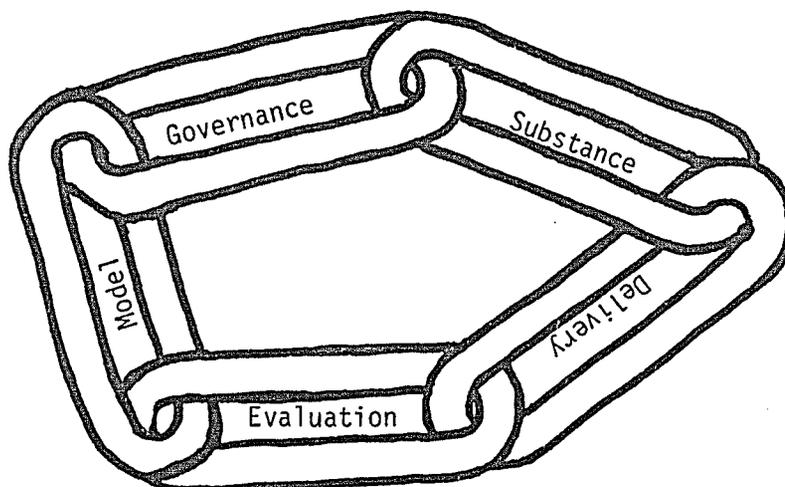
The five components of the system interact with one another. The effectiveness of the system depends on the productive interaction of all of these components. A weakness in one part is magnified because it undermines the power of the other parts, but improvement in one part alone will not appreciably improve teacher professional development. The parts must be effectively meshed.

The Governance Component

The premise which guides this researcher's program for teacher professional development is that multiple agencies will and should be involved in any governance system, and that any professional development plan will be successful to the extent that all agencies collaborate. Determining the

roles that each agency will play is necessary for the establishment of a coherent structure and process. Any governance system involving multi-agency collaboration for teacher professional development must contain the following criteria:

1. Parity--that is situationally determined, according to program involved, the decision to be made, the entities involved, the time and resources available and the legal constraints present.

2. Representation from all levels of decision-making.

The governance structure proposed has two levels. The first level, an Executive Council, is made up of the following members:

1. Superintendent from each collaborating school district

2. Dean of the School of Education from each collaborating school of higher education

3. Staff Development Coordinator from State Department of Public Instruction

The second level in the governance structure is called a Representative Council, to be composed of the following:

1. Person in charge of Teacher Professional Development from each collaborating school district

2. Professor from institute of higher education with expertise in the area of teacher professional development activity being developed

3. Consultant from the State Department of Public

Instruction in the area of Teacher Professional

Development activity being developed

4. Teacher from each collaborating school district that possesses knowledge in the area of teacher professional development activity being developed.

The Executive Council will have the following responsibilities:

1. to create and maintain teacher professional development activities

2. to govern professional development

3. to govern teachers

4. to develop by-laws by which to govern multi-agency collaborative efforts

5. to finance and dispense money

6. to elect a chairman to represent group

7. to establish appropriate representative councils

8. to develop and conduct a needs assessment annually to be administered in the spring for the following year.

The Representative Councils act as an advisory council to the Executive Council, with the following responsibilities:

1. Elect a chairman to represent the group to the Executive Council

2. Determine the substance of teacher professional development activities

3. Determine the delivery system for teacher profes-

sional development activity

4. Select model system for teacher professional development activity

5. Establish and evaluate the evaluation system of teacher professional development

6. Develop and conduct needs assessment for teacher professional development in area being developed

7. Advise the Executive Council through its chairman.

The researcher envisions several advisory councils functioning simultaneously to achieve the desired multi-agency plan of teacher professional development.

The governance here proposed is based upon a compilation of ideas presented in the literature search and the three multi-agency programs which have been reviewed.

Finance. The financing of teacher professional development activities is the responsibility of the Executive Council. This area of governance has been and is extremely lacking in present programs of teacher professional development.

The present funding for teacher professional development must change. The amounts allocated for teacher professional development are inadequate. By way of example, the State of North Carolina, using state funds and federal flow-through monies, only allocated $47.21 per teacher for professional development during 1983-84. A typical school district in North Carolina spends less than .05% of its total budget

for teacher professional development. In contrast companies such as ITT spend on the average of $1,500 per professional employee for professional development.[5] The multi-agency programs reviewed all reported financing to be a major problem.

Although it is generally recognized that the school professional has an individual responsibility for maintaining competency, the public should share in that responsibility by ensuring that personnel and resources remain adequate to meet current needs. This idea of shared responsibility was a commonality of the three programs reviewed. To this end, it is recommended that the Executive Council:

1. Assess each school district one percent of its total operating funds to support a planned multi-agency collaborative effort for teacher professional development activities.

2. Assess schools of education one percent of its funds for teacher professional development activities.

3. Assess the State Department of Public Instruction one percent of its funds for teacher professional development to be divided based on number of teachers in each school district making up the collaborative effort.

4. Pool and administer all monies to carry on the agreed-upon activities of the multi-agency collaborative effort for teacher professional development.

The Substance Component

The substance component in this system refers to the content of the professional development activity. The Representative Council which has been established by the Executive Council will decide upon the substance of the professional development activity; however, the substance of any teacher professional development activity must concern itself with the following essential factors:

1. The establishment of content scope.

2. The establishment of an amount of time to deliver content.

3. The establishment of the mode of instruction which will be used.

4. The development or purchase of materials to be used in the activity.

5. The development of a plan for follow-up.

6. The cost of the activity.

The content of any professional development activity must be related to the goals which are established by the Executive Council. The substance of all teacher professional development activities must be tied to persistent and significant local problems of instruction that are identified in the needs assessment phase of program development. In this way, teacher professional development activities are directly related to student and teacher needs and goals. The need for this is acutely expressed by current dissatisfaction with

teacher-professional development. The Executive Council should give final approval to any professional development activity.

All professional development activities must focus upon one or a combination of three primary objectives:

1. Increasing teacher technical skills
2. Enriching teacher knowledge in areas of certification, learning theory, or child psychology
3. Altering of teacher attitudes and beliefs regarding good teaching

Model Component

The model component consists of the various forms of teacher professional development ranging from sabbaticals to intensive on-site activities. The mode is the mechanisms by which teacher professional development activities are delivered. Teachers learn in a variety of ways and can benefit from a wide variety of avenues to self-improvement. These will include workshops, conferences, college courses, visitations, staff exchange, sabbaticals, individual or group study or research, publications, and curriculum committees. All the reviewed literature stressed that no one type of teacher professional development activity can meet the needs of all teachers. The model component must be as varied as the teachers participating in the activity. All teachers must not be required to participate in the same kind of activity, but they should be allowed to participate in those modes in which

they feel most comfortable. However, all modes should meet
the established criteria for the teacher professional develop-
ment activity which they have undertaken. Increasingly,
teachers want to be thought of as professionals and one
characteristic of a professional is that one takes upon one-
self the responsibility for controlling and maintaining
quality. If teachers are seriously committed to attaining
professional stature, then they must recognize and fulfill
their collective responsibility for teacher professional
development activities.

Delivery Component

The delivery component is that part of the system which
brings together the substantive component and the profes-
sional teacher. It also includes the selection of staff and
the arrangements needed to deliver the model component.

Possible interfaces vary greatly, depending on the mode.
Professional development activities can be arranged individ-
ually by grade level, by department, by total school faculty,
or by common interest groups. Interfaces should provide a
smooth meshing of the needs of the teacher in the classroom,
the thrust of the school district, and the demands of society
on the profession. The Representative Council, in order to
accomplish this, must

1. Conduct teacher professional development activities
   as part of the teacher work day when at all possible;
   consider extending school day and year; mandate

teacher work days as teacher professional development days

2. Request that Executive Council restrict funds to professional activities which the Representative Council considers sufficiently intense, comprehensive, and long lasting to accomplish the established goals of the collaborative effort

3. Develop a catalog for participating teachers which contains the following:

   a. A listing of professional development activities for the year

   b. The substance of the professional development activity

   c. The Model Component

   d. The person or persons delivering substance

   e. When and where professional development activity will occur

4. Provide for follow-up of activities

Several of the ideas presented above are based upon the common characteristics found in the multi-agency programs reviewed. The key to the delivery component is a plan that calls for continuous delivery of programs for teacher professional development.

Staff. The staff factor of the delivery component is very important to the successful implementation of a plan for

teacher professional development. The Representative

Council, after determining professional development needs for

the multi-agency collaborative effort, must

1. Identify persons from within and outside of the

   collaborative effort who are excellent at present-

   ing the desired content

2. Identify persons from within and outside of the

   collaborative effort who are excellent at follow-

   through activities

3. Assure that institutions of higher education which

   participate in the multi-agency collaborative

   effort compensate university personnel involved in

   the effort for field work at the same rate as campus

   assignments. Travel time must be included as part

   of the assignment

Teachers must have an integrated complex of activities,

so that, in addition to being introduced to a new approach or

idea and seeing it demonstrated, they are given classroom

follow-through that permits personal exploration of the new

approach or idea and provides assistance in trying it out.

Evaluation Component

While none of the multi-agency programs reviewed con-

tained an evaluation component, it is the opinion of the

researcher that perhaps no other component in the system is

as important. The researcher believes that evaluation is the

most powerful tool in teacher professional development.

Evaluation is essential both for assessing the degree of success of past teacher professional development activities and for guiding the direction of future problems. Evaluation also serves as an accounting of the effectiveness of money spent and as a justification for future financing of teacher professional development activities.

Evaluation poses special problems in teacher professional development. How are gains to be assessed? Should the work of the workshop staff be rated? Should teacher opinions on the value of the activities be solicited? Should tangible evidence of different teaching behavior be sought, or should students be tested to determine whether learning achievement has increased?

The evaluation devices for teacher professional development must contain all of the above. The devices must be linked to particular program objectives. Multiple assessment procedures are also necessary. The evaluation component must be constructed, administered, and evaluated by agency personnel trained in research design, namely, those in schools of education and the state department of public instruction.

The evaluation devices must be based on sound research design and be both formative and summative in nature. The evaluation component must include the following:

1. The development of evaluation criteria for reviewing all teacher professional development activities

before they are presented.

2. The development of evaluations for all workshops
   and other activities for teacher professional de-
   velopment.

3. The development of a process for monitoring the
   process and attainment of the teacher professional
   development system.

The plan which is presented here is consistent with the
findings of research and theory on teacher professional de-
velopment. The ideas in the plan correspond with significant
goals established in the literature.

The governance component proposed in the plan is consis-
tent with the established bureaucratic model developed by
Gross in The Managing of Organizations[6] and reaffirmed by
Brubaker and Nelson in their book, Introduction to Educa-
tional Decision-Making.[7] It is also drawn from ideas pre-
sented in the professional organization model proposed by
Macdonald in The High School in Human Terms: Curriculum
Design.[8]

The desision-making responsibilities which were assigned
in the governance structure are consistent with the views
held by Drucker in his book entitled Management.[9] Some of
these ideas are presented in the chapter, "Strategies,
Objectives, Priorities and Work Assignments." They are
also consistent with the views held by Simon in his book en-
titled Administrative Behavior[10] and by Wagner in his

instructional Manual entitled "A Design for Leadership."[11]

The substance component is based on the ideas presented by Howsan in an essay in Governance by Consortium,[12] the model proposed by the Florida Panhandle Early Childhood Consortium, and the principals of inservice proposed by the James Report, Teacher Education and Training, in England in 1972.[13] The delivery component proposed in the plan is consistent with plans proposed by Massanari in his work entitled Demonstration of Delivery Systems for Inservice Education.[14] It also addressed concerns established by the American Federation of Teachers relative to delivery of teacher professional development activities. The delivery component adequately answers the issues relative to the selection of staff which are outlined in the book, Issues in Inservice Education dealing with "How is Inservice Education Delivered" by Yarger.[15]

The model component of the study draws heavily from ideas present in the Phi Delta Kappa Fastback entitled Teacher Centers and Inservice Education.[16] The model component enhances the needs for various forms of teacher professional development that have been advocated by Rubin in his work, Professional Development Perspectives on Preservice and Inservice Education.[17] The views expressed in the model component address all areas which Edelfelt[18] feels are crucial for the successful implementation of a plan for teacher professional development. They also reflect the thinking of

Getzel's[19] concern for development of effective programs for educational practitioners. The model component also reflects the wide spread belief that people learn in different ways and in different environments.

The evaluation component proposed by the researcher is based on the work of Stufflebeam[20] which simply states that school system should be accountable to its constituents for the programs that it provides and this requires that programs be evaluated. The methods of evaluation proposed represent the two types of evaluation which educational research suggests for measuring educational programs.

The plan which this researcher developed was submitted to nine recognized authorities in the field of teacher professional development for their reactions (see Appendix F). All persons responding to the plan stated that the plan seems complete, is well-organized, and is suitable for implementation. These recognized authorities are composed of university faculty, directors of multi-agency programs for teacher professional development, and staff development leaders in the departments of public instruction of several states.

The plan encompasses the recommendations of Drummond and Allen for an alternative plan for the continuous preparation of a teacher.[21] It also compares favorably to the 29 established criteria developed by Edelfelt for inclusion in a plan for teacher professional development.

Conclusion

Society places constant pressure on schools to provide adequate and appropriate instruction. In an attempt to respond to these demands, various educational agencies have devoted their energies to the problem of the continuing professional development of teachers. The researcher felt a need for the increased study of existing systems of teacher professional development and for their improvement. This study was undertaken for the purpose of reviewing existing programs of multi-agency collaborative efforts and to develop a plan of collaboration for teacher professional development which involves local school districts, institutions of higher education, and state departments of public instruction.

A summary of studies found that teachers, administrators, and the public are generally dissatisfied with present teacher professional programs. Numerous attempts to improve teacher professional development have been made, but few programs have shown merit. It is the opinion of the researcher that a promising strategy for continuing professional development is multi-agency collaboration among local school districts, universities, and state departments of public instruction.

The study began with a review of significant literature in the area of collaborative teacher professional programs involving local school districts, universities, and state departments of public instruction. A systematic search

yielded three multi-agency collaborative programs involving these three agencies.

Each of the three multi-agency collaborative programs revealed by the literature search was reviewed based upon the following criteria found common to the three programs: membership, origin and development, assumptions, objectives, finance, governance, activities and services, and evaluation.

Information utilized by the researcher in this review was obtained from written documents provided by the collaborative agencies. The review of the Auburn University Continuous Professional Development Program, the Central Arizona Inservice Consortium and the Florida Panhandle Early Childhood Consortium revealed several commonalities. The researcher surmised that these commonalities should be considered when a multi-agency collaborative teacher professional development plan is being developed.

Based upon the findings of the research and personal experiences in the area of teacher professional development, the researcher proposed a systems approach for multi-agency teacher professional development composed of five interdependent components: (1) Governance, (2) Substance, (3) Delivery, (4) Model, and (5) Evaluation.

The future for teacher professional development is very encouraging. People are beginning to sense that continuous professional development is the major route to better education. It provides the best possible means of disseminating

new ideas. It constitutes a powerful vehicle for promoting desirable social change. It facilitates continuous readjustment to public expectations, and it is an indispensable element in equalizing educational opportunity. A plan for multi-agency collaboration may be the best approach to achieving the desired outcome: a teacher who continues to develop as a professional.

ENDNOTES TO CHAPTER IV

[1]Bonnie Rabe, "Collaborative Governance: Network for Improved Staff Development Programs," paper presented to National Council of States on Inservice Education, December 1980, p. 2.

[2]Bernard R. Bartholomew, "A National Survey Highlights the Issues," Today's Education, November/December 1976, pp. 80-84.

[3]Kenneth R. Howey, "Inservice Teacher Education: A Study of the Perceptions of Teachers, Professors and Parents About Current and Projected Practices," paper prepared for the annual meeting of the American Educational Research Association, Toronto, Canada, March 1978.

[4]M. Johnson, "Professional Development: Inservice Education, Priority for the '80s," paper prepared for National Council of States on Inservice Education, 1980.

[5]Telephone interview with Earle J. Harper, North Carolina Department of Public Instruction, 6 January 1984.

[6]Bertram M. Gross, The Managing of Organizations, (Glencoe, Illinois: The Free Press of Glencoe, 1964), p. 49.

[7]Dale L. Brubaker and Roland H. Nelson, Introduction to Educational Decision-Making (Dubuque, Iowa: Kendall/ Hunt Publishing Company, 1972).

[8]James B. Macdonald, "The High School in Human Terms: Curriculum Design," in Humanizing the Secondary School, edited by Norman K. Hamilton and J. Galen Saylor (Washington, D.C.: Association of Supervision and Curriculum Development, 1969) p. 48.

[9]Peter F. Drucker, Management (New York: Harper and Row Publishers, 1974), pp. 102-120.

[10]Herbert A. Simon, Administrative Behavior (New York: Free Press Publishers, 1976), pp. 1-123.

[11]Ivan D. Wagner, A Design for Leadership, n.p. (1975), pp. 4-15.

[12]Robert B. Howsan, "Governance of Teacher Education by Consortium," in Governance by Consortium, edited by John H. Hansen (Syracuse: The Multi-State Consortium on Performance-Based Teacher Education, 1974).

[13]Alexander M. Nicholson, et al., The Literature on Inservice Teacher Education, (Syracuse, New York: Syracuse University, 1978), p. 84.

[14]Karl Massanri, "Demonstration of Delivery Systems for Inservice Education," in Inservice Education Demonstrating Local Programs, edited by Roy A. Edelfelt (Bellingham: Western Washington University, 1980).

[15]Sam J. Yarger and Sally K. Mertens, "How is Inservice Education Delivered?" in Issues in Inservice Education, (New York: National Council of States on Inservice Education, 1976), pp. 35-45.

[16]Harry H. Bell and Peightel, Teacher Centers and Inservice Education, (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1976), pp. 10-16.

[17]Louis J. Rubin, Professional Development Perspectives on Preservice and Inservice Education, (Syracuse: Syracuse University National Center, 1978).

[18]Roy A. Edelfelt, ed., Inservice Education: Criteria For and Examples of Local Programs (Bellingham: Western Washington University, 1977), pp. 9-26.

[19]J. W. Getzels, "Education for the Inner City: A Practical Proposal by an Impractical Theorist," School Review, 75 (1967): 283-299.

[20]D. L. Stufflebeam, et al., Educational Evaluation and Decisionmaking (Itasca, Illinois: F. E. Peacock Publishers, 1971).

[21]W. H. Drummond and W. C. Allen, Statement of Standards for Preparation of School Professional Personnel Leading to Certification. (Olympia, Washington, State Department of Public Instruction, 1968).

BIBLIOGRAPHY

Agne, R., and Ducharme, E. R. "Inservice and Continuing Education: The Need for A Better Mousetrap." Peabody Journal of Education, 1978, pp. 90-98.

Allen, Dwight W. "In-Service Teacher Training: A Modest Proposal." In Improving In-Service Education, pp. 190-210. Edited by Louis J. Rubin. Boston: Allyn and Bacon, 1971.

Bartholomew, Bernard R. "A National Survey Highlights the Issues." Today's Education, November/December 1976, pp. 80-84.

Bell, Harry H. and Peightel. Teacher Centers and Inservice Education. Bloomington: Phi Delta Kappa Educational Foundation, 1976.

Blackburn, Jack E. "The Continuous Professional Development Program." Auburn University, 1975.

Brubaker, Dale L. and Nelson, Roland H. Introduction to Educational Decision-Making, Dubuque, Iowa: Kendall/ Hunt Publishing Company, 1972.

Calhoun, Thomas. "Throwaway Teachers?" Educational Leadership, February 1975, p. 312.

Davies, Hopkin M. and Aquino, John T. "Collaboration in Continuing Professional Development," Eric Clearinghouse 26 (Fall 1975).

Drucker, Peter F. Management. New York: Harper & Row Publishers, 1974.

Drummond, W. H. and Allen, W. C. Statement of Standards for Preparation of School Professional Personnel Leading to Certification. Olympia, Washington: State Department of Public Instruction, 1968.

Edelfelt, Roy A., ed. Inservice Education: Criteria For and Examples of Local Programs. Bellingham: Western Washington University, 1977.

Edelfelt, Roy A., ed. Inservice Education Demonstrating Local Programs. Bellingham: Western Washington University, 1980.

Edelfelt, Roy A. and Johnson, Margo, eds. Rethinking
    Inservice Education. Washington, D.C.: National Edu-
    cation Association, 1975.

Gross, Bertram M. The Managing of Organizations. Glencoe,
    Illinois: The Free Press of Glencoe, 1964.

Florida Panhandle Early Childhood Education Consortium.
    Report of Study Task Force: Phase I, June 1976.

Florida Panhandle Early Childhood Education Consortium.
    Report of Study Task Force: Phase II, June 1977.

Florida Panhandle Early Childhood Education Consortium.
    Report of Study Task Force: Phase III, June 1978.

Florida Panhandle Early Childhood Education Consortium.
    Report of Study Task Force: Phase IV, June 1979.

Getzels, J. W. Education for the Inner City: A practi-
    cal Proposal by an Impractical Theorist." School
    Review, 75: (1967): 283-299.

Graybeal, William S. Inservice Education Alert. Washington,
    D.C.: National Education Association, 1978.

Harper, Earle J. North Carolina Department of Public In-
    struction. Telephone interview, 6 January 1984.

Harris, Ben M. Improving Staff Performance Through In-
    Service Education. Boston: Allyn and Bacon, 1980.

Hermanowica, Henry J. The Pluralistic World of Beginning
    Teachers. National Education Association, 1966.

Howey, Kenneth R. "Inservice Teacher Education: A Study
    of the Perceptions of Teachers, Professors and Parents
    About Current and Projected Practices." Paper pre-
    pared for the annual meeting of the American Educa-
    tional Research Association, Toronto, Canada, March
    1978.

Howsan, Robert B. "Governance of Teacher Education by Con-
    sortium." In Governance by Consortium. Edited by
    John H. Hansen. Syracuse: The Multi-State Consortium
    on Performance-Based Teacher Education, 1974.

Johnson, M. "Professional Development: Inservice Educa-
    tion, Priority for the '80s." Paper prepared for Nation-
    al Council of States on Inservice Education, 1980.

Macdonald, James B. "The High School in Human Terms: Curriculum Design." In Humanizing the Secondary School. Edited by Norman K. Hamilton and J. Galen Saylor. Washington, D.C.: Association for Supervision and Curriculum Development, 1969.

Massanri, Karl. "Demonstration of Delivery Systems for In-service Education." In Inservice Education Demonstrating Local Programs. Edited by Roy A. Edelfelt. Bellingham: Western Washington University, 1980.

Mortenson, Robert A. and Grady, Michael P. "Collaborate Decision-Making Model for Inservice Education." Paper presented to American Association of Colleges for Teachers Education, Chicago, 27 February-2 March 1979.

Nadler, Barbara and Myrna, Merron. "Collaboration: A Model for Survival for Schools of Education." Journal of Education 162 (4 November 1980): 56.

A New Day for Education in Alabama. Auburn, Alabama: Auburn University, n.d.

Nicholson, Alexander M., et al. The Literature of Inservice Teacher Education. Syracuse, New York: Syracuse University, 1978.

Porter, John. "In-Service Education Perceptions from a State Education Agency." Educational Digest, February 1978, p. 43.

Rabe, Bonnie. "Collaborative Governance: Networking for Improved Staff Development Programs." Paper presented to National Council of State on Inservice Education, 7-11 December 1980.

Rubin, Louis J., ed. Improving In-Service Education Proposals and Procedures for Change. Boston: Allyn and Bacon, 1971.

Rubin, Louis J., Professional Development Perspectives on Preservice and Inservice Education, Syracuse, New York: Syracuse University, 1978.

Simon, Herbert A. Administrative Behavior. New York: Free Press Publishers, 1976.

Stufflebeam, D. L., et al. Educational Evaluation and Decision-Making. Itasca, Illinois: F. E. Peacock Publishers, 1971.

Terry, Gwenith. "The Field-Base Orientation Program in Early Childhood Education." Pensacola: West Florida University, 1981.

Terry, Gwenith L. and Eade, Gordon E. "The Florida Panhandle Early Childhood Consortium." Pensacola: West Florida University, October 1976.

Trentham, Linda and Mayfield, Robert. "Auburn's Continuous Professional Development Program." Auburn, Alabama: Auburn University, 1976.

Wagner, Ivan D. A Design for Leadership. n.p., 1975.

Wellborn, Stanley N., "Give Us Better Schools." U. S. News and World Report, 10 September 1979, p. 31.

Yarger, Sam J. and Mertens, Sally K. "How is Inservice Education Delivered?" In Issues in Inservice Education. New York: National Council of States on Inservice Education, 1976.

APPENDIX A

Sections of PL 95-561 - The Education Amendments of 1978 - that provide specific support for in-service education programs for teachers are as follows:

TITLE II. BASIC SKILLS IMPROVEMENT

Part A. National Program

Section 205. Instruction in Basic Skills
The Secretary shall provide assistance, in accordance with section 204, for activities designed to demonstrate improved delivery of instructional services in the areas of reading, mathematics, and oral and written communication, including—

. . . .

(5) Preservice training programs for teaching personnel including teacher aides and other ancillary educational personnel, and in-service training and development programs, designed to enable such personnel to improve their ability to teach basic skills;

. . . .

Part B. State Basic Skills Improvement Program

Section 224. The Secretary is authorized to enter into agreement with State educational agencies for the carrying out by such agencies of leadership and training activities designed to prepare personnel throughout the State to implement programs which have been demonstrated in that State or other States to be effective in overcoming deficiencies in the basic skills, and to develop and implement statewide plans for improving the skills of children, youth, and adults in reading, mathematics, and oral and written communication. The activities authorized by this section shall be limited to—

. . . .

(4) in-service training programs for local administrators, instructional personnel, and other staff members involved in instruction in basic skills; . . . .

TITLE III. SPECIAL PROJECTS

Part A. General Provisions

Section 303. Commissioner's Discretionary Projects
(c) The Commissioner is also authorized from the amount available for the purpose of this section to make grants and enter into contracts for (1) the development of curricula and the dissemination of information relating to the improvement of teaching energy conservation to elementary and secondary school children, and (2) the training of personnel to teach energy conservation to such children . . . .

Part B. Metric Education

Section 312. Program Authorized
(a) The Commissioner shall carry out a program of grants and contracts to encourage educational agencies and institutions to prepare students to use the metric system of measurement. Activities assisted under this part may include— . . . .

(2) training educational personnel to carry out programs in the use of the metric system; . . . .

Part E. Consumer Education

Section 333. Program Authorized

. . .

(b.) (1) Funds appropriated for grants and contracts under this part shall be available for such activities as--

. . . .(D) Preservice and in-service training programs and projects (including fellowship programs, institutes, workshops, symposiums, and seminars) for educational personnel to prepare them to teach in subject matter areas associated with consumer education.

Part G. Law-Related Education

Section 347. Program Authorized
(d) Funds appropriated for grants and contracts under this part shall be available for activities such as:—...
　　(4) training for educators and law-related personnel in the substance and practice of law-related education, including preservice and in-service seminars, workshops, institutes, and courses. . . . *

Part H. Environmental Education

Section 353 (2).
Funds appropriated for grants and contracts under this part shall be available for such activities as—
. . .
　　(D) Preservice and in-service training programs and projects (including fellowship programs, institutes, workshops, symposia, and seminars) for educational personnel to prepare them to teach in subject matter areas associated with environmental quality and ecology or to develop interdisciplinary strategies and programs of environmental quality and ecology and for public service personnel, Government employees and business, labor, and industrial leaders and employees; . . .

Part M. Population Education

Section 392 b. Funds available for grants and contracts under subsection (a) shall be available for such activities as—
　　(1) Preservice and in-service training programs and projects (including fellowship programs, institutes, workshops, symposiums, and seminars) for educational personnel to prepare them to incorporate population concepts into a broad array of subject fields such as geography, history, science, biology, social studies, and home economics; . . . .

TITLE IV. EDUCATIONAL IMPROVEMENT, RESOURCES, AND SUPPORT

Part C. Improvement in Local Educational Practices

Section 431 (a). The amounts allotted to each state under section 403 for the purpose of this part shall be used to provide assistance to local educational agencies within the State for activities that will improve the educational practices of those agencies including—
. . .
　　(7) professional development programs for teachers, administrators, and other instructional personnel in the schools of such agencies:
　　. . .

TITLE VI. STATE LEADERSHIP

Part B. Strengthening State Educational Agency Management

Section 522. Program Requirements
Each State which desires to participate in programs under this part shall submit to the Commissioner a State plan which sets forth in such detail as the Commissioner prescribes the purposes for which funds provided under this part will be used by the State educational agency. The plan shall also set forth— . . .
　　(2) a comprehensive plan for the coordination of Federal and State funds for training activities for educational personnel in the State including preservice and inservice training, which plan shall be developed with the involvement of teachers, professional associations, institutions of higher education, and other interested individuals and organizations.

TITLE VII. BILINGUAL EDUCATION PROGRAMS

Part A. Financial Assistance for Bilingual Education Programs

Section 721 (a). Funds available for grants under this part shall be used for—

...

(3) (A) the establishment, operation, and improvement of training programs for personnel preparing to participate in, or personnel participating in, the conduct of programs of bilingual education and (B) auxiliary and supplementary training programs, which shall be included in each program of bilingual education, for personnel preparing to participate in, or personnel participating in, the conduct of such programs; ....

Section 723. (a) (1). In carrying out the provisions of clauses (1) and (3) of subsection (a) of section 721, with respect to training, the Commissioner shall, through grants to, and contracts with, eligible applicants, as defined in subsection (b), provide for—

(A) (i) training, carried out in coordination with any other programs training auxiliary educational personnel, designed (1) to prepare personnel to participate in, or for personnel participating in, the conduct of programs of bilingual education, including programs emphasizing opportunities for career development, advancement, and lateral mobility, (II) to train teachers, administrators, counselors, paraprofessionals, teacher aides, and parents, and (III) to train persons to teach and counsel such persons, and (ii) special training programs designed (I) to meet individual needs, and (II) to encourage reform, innovation, and improvement in applicable education curricula in graduate education, in the structure of the academic profession, and in recruitment and retention of higher education and graduate school facilities, as related to bilingual education; and

(B) the operation of short-term training institutes designed to improve the skills of participants in programs of bilingual education in order to facilitate their effectiveness in carrying out responsibilities in connection with such programs.

TITLE IX. ADDITIONAL PROGRAMS

Part A. Gifted and Talented Children

Section 904. (a) From the amounts available in any fiscal year under section 903(b) (2), the Commissioner shall make grants to State educational agencies for the Federal share of the cost of planning, developing, operating, and improving programs designed to meet the educational needs of gifted and talented children at the preschool, elementary, and secondary levels. Such programs may include in-service training of personnel to teach such children.

Section 905. (a) From the amounts available in any fiscal year under section 903(b) (1) the Commissioner may—

(1) make grants to State educational agencies, local educational agencies, institutions of higher education, and other public and private agencies and organizations, to assist them in establishing or maintaining programs or projects designed to meet the educational needs of gifted and talented children including the training of personnel in educating gifted and talented children or in supervising such personnel;

Part E. Ethnic Heritage Program

Section 953. Each program assisted under this part shall—

(1) (A) develop curriculum materials for use in elementary or secondary schools or institutions of higher education relating to the history, geography, society, economy, literature, art, music, drama, language, and general culture of the group or groups with which the program is concerned, and the contributions of that ethnic group or groups to the American heritage; or

(B) disseminate curriculum ma-

terials to permit their use in elementary or secondary schools or institutions of higher education throughout the Nation; or

(C) provide training for persons using, or preparing to use, curriculum materials developed under this part; . . . .

APPENDIX B

Education of Handicapped Children R-45

Comprehensive System of Personnel Development

Sec. 121a.380 Scope of system.

Each annual program plan must include a description of programs and procedures for the development and implementation of a comprehensive system of personnel development which includes:

(a) The inservice training of general and special educational instructional, related services, and support personnel;

(b) Procedures to insure that all personnel necessary to carry out the purposes of the Act are qualified (as defined in Sec. 121a.12 of Subpart A) and that activities sufficient to carry out this personnel development plan are scheduled; and

(c) Effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices and materials developed through those projects.

(20 U.S.C. 1413(a) (3).)

Sec. 121a.381 Participation of other agencies and institutions.

(a) The State educational agency must insure that all public and private institutions of higher education, and other agencies and organizations (including representatives of handicapped, parent, and other advocacy organizations) in the State which have an interest in the preparation of personnel for the education of handicapped children, have an opportunity to participate fully in the development, review, and annual updating of the comprehensive system of personnel development.

(b) The annual program plan must describe the nature and extent of participation under paragraph (a) of this section and must describe responsibilities of the State educational agency, local educational agencies, public and private institutions of higher education, and other agencies:

(1) With respect to the comprehensive system as a whole, and

(2) With respect to the personnel development plan under Sec. 121a.383.

(20 U.S.C. 1412(7) (A); 1413(a) (3).)

Sec. 121a.382 Inservice training.

(a) As used in this section, "inservice training" means any training other than that received by an individual in a full-time program which leads to a degree.

(b) Each annual program plan must provide that the State educational agency:

(1) Conducts an annual needs assessment to determine if a sufficient number of qualified personnel are available in the State; and

(2) Initiates inservice personnel development programs based on the assessed needs of State-wide significance related to the implementation of the Act.

(c) Each annual program plan must include the results of the needs assessment under paragraph (b) (1) of this section, broken out by need for new personnel and need for retrained personnel.

(d) The State educational agency may enter into contracts with institutions of higher education, local educational agencies or other agencies, institutions, or organizations (which may include parent, handicapped, or other advocacy organizations), to carry out:

(1) Experimental or innovative personnel development programs;

(2) Development or modification of instructional materials; and

(3) Dissemination of significant information derived from educational research and demonstration projects.

(e) Each annual program plan must provide that the State educational agency insures that ongoing inservice training programs are available to all personnel who are engaged in the education of handicapped children, and that these programs include:

(1) The use of incentives which insure participation by teachers (such as released time, payment for participation, options for academic credit, salary step credit, certification renewal, or updating professional skills);

(2) The involvement of local staff; and

(3) The use of innovative practices which have been found to be effective.

(f) Each annual program plan must:

(1) Describe the process used in determining the inservice training needs of personnel engaged in the education of handicapped children;

(2) Identify the areas in which training is needed (such as individualized education programs, non-discriminatory testing, least restrictive environment, procedural safeguards, and surrogate parents);

(3) Specify the groups requiring training (such as special teachers, regular teachers, administrators, psychologists, speech-language pathologists, audiologists, physical education teachers, therapeutic recreation specialists, physical therapists, occupational therapists, medical personnel, parents, volunteers, hearing officers, and surrogate parents);

(4) Describe the content and nature of training for each area under paragraph (f) (2) of this section;

(5) Describe how the training will be provided in terms of (i) geographical scope (such as Statewide, regional, or local), and (ii) staff training source (such as college and university staffs, State and local educational agency personnel, and non-agency personnel);

(6) Specify: (i) The funding sources to be used, and

(ii) The time frame for providing it; and

(7) Specify procedures for effective evaluation of the extent to which program objectives are met.

(20 U.S.C. 1413(a) (3).)

Sec. 121a.383 Personnel development plan.

Each annual program plan must: (a) Include a personnel development plan which provides a structure for personnel planning and focuses on preservice and inservice education needs;

(b) Describe the results of the needs assessment under Sec. 121a.382(b) (1) with respect to identifying needed areas of training, and assigning priorities to those areas; and

(c) Identify the target populations for personnel development, including general education and special education instructional and administrative personnel, support personnel, and other personnel (such as paraprofessionals, parents, surrogate parents, and volunteers).

(20 U.S.C. 1413(a) (3).)

Sec. 121a.384 Dissemination.

(a) Each annual program plan must include a description of the State's procedures for acquiring, reviewing, and disseminating to general and special educational instructional and support personnel, administrators of programs for handicapped children, and other interested agencies and organizations (including parent, handicapped, and other advocacy organizations) significant information and promising practices derived from educational research, demonstration, and other projects.

(b) Dissemination includes:

(1) Making those personnel, administrators, agencies, and organizations aware of the information and practices;

(2) Training designed to enable the establishment of innovative programs and practices targeted on identified local needs; and

(3) Use of instructional materials and other media for personnel development and instructional programming.

(20 U.S.C. 1413(a) (3).)

Sec. 121a.385 Adoption of educational practices.

(a) Each annual program plan must provide for a statewide system designed to adopt, where appropriate, promising educational practices and materials proven effective through research and demonstration.

(b) Each annual program plan must provide for thorough reassessment of educational practices used in the State.

(c) Each annual program plan must provide for the identification of State, local, and regional resources (human and material) which will assist in meeting the State's personnel preparation needs.

(20 U.S.C. 1413(a) (3).)

Sec. 121a.386 Evaluation.

Each annual program plan must include:

(a) Procedures for evaluating the overall effectiveness of:

(1) The comprehensive system of personnel development in meeting the needs for personnel, and

(2) The procedures for administration of the system; and

(b) A description of the monitoring activities that will be undertaken to assure the implementation of the comprehensive system of personnel development.

(20 U.S.C. 1413(a) (3).)

Sec. 121a.387 Technical assistance to local educational agencies.

Each annual program plan must include a description of technical assistance that the State educational agency gives to local educational agencies in their implementation of the State's comprehensive system of personnel development.

(20 U.S.C. 1413(a) (3).)

APPENDIX C

STATE LEGAL STANDARDS FOR PROVISION OF IN-SERVICE TRAINING*

In most of the states that have in-service training programs, the training takes place at the district level. Most of the states have developed statutes and/or regulations dealing with training programs. However, this figure is deceptive since many of these district programs apply to teachers in certain subject areas only. The net result is that very few states have a broad and well-developed program of in-service training.

Although some states have a defined training program, only a few discuss teachers' attendance requirements at these programs. In only a very few states are there regulations requiring all teachers to attend training sessions. In two states the district board selects the teachers who must attend a training session.

Description of Headings for Chart on In-Service Training

Statutory Requirements for In-Service Training—
The legislature requires that the state education agency or the district provide in-service training.

Annual District Conference The state requires that each district sponsor an annual training conference which is customarily held at the beginning of each school year.

District Must Provide Training—Besides the annual conference, the State requires that the district provide other in-service training.

District Selects Teachers for Training -When a district sets up a training program, the district also selects those teachers who must participate in the training.

All Teachers Must Attend Training--When a district sets up a training program, all teachers must attend.

* * * * * * * * * *

Footnotes for Chart on In-Service Training

(a) Arizona—State Board of Education provides training at the request of the school district.

(b) Arkansas, Louisiana, Wyoming—in-service training for special education programs.

(c) Connecticut—in-service training for alcohol and drug education program.

(d) Idaho—district school board may establish requirements.

(e) Iowa—determined by the education agency administration.

(f) Mississippi—The school district shall have a policy which ensures continuous professional growth for all teachers.

(g) New Mexico- provided by district with state approval.

(h) New Mexico--degree credit allowable to teachers who participate.

(i) North Dakota—Teachers must earn a minimum of two semester hours at the graduate level or attend four approved conferences or workshops.

(j) Oregon—training for accident prevention.

(k) Pennsylvania—for vocational education personnel.

M—Mandatory
D—Discretionary

IN-SERVICE TRAINING

States	Statutory requirements for in-service training	Annual district conference	District must provide training	District selects teachers for training	All teachers must attend training	No provisions
Alabama		M	X		X	
Alaska	X					
Arizona	(a)					
Arkansas	(b)					
California	X		X			
Colorado	X		X		X	
Connecticut	(c)					
Delaware						X
Florida	X	D				
Georgia					X	
Hawaii						X
Idaho	(d)					
Illinois	X				X	
Indiana	X			X		
Iowa	(e)					
Kansas						X
Kentucky	X	D				
Louisiana	(b)					
Maine	X					
Maryland	X					
Massachusetts						X
Michigan	X		X			
Minnesota	X					
Mississippi			(f)			
Missouri	X		X			
Montana	X					
Nebraska	X		X			
Nevada		M	X			
New Hampshire						X
New Jersey	X	D	X			
New Mexico		D	(g)		(h)	
New York	X	M	X			
North Carolina	X				X	
North Dakota	X	(i)		X		
Ohio	X				X	
Oklahoma						X
Oregon	(j)					
Pennsylvania	(k)	D				
Rhode Island						X
South Carolina		M				
South Dakota			X			
Tennessee		M	X			
Texas						X
Utah						X
Vermont						X
Virginia	X	D	D			
Washington	X					
West Virginia	X					
Wisconsin						X
Wyoming	(b)					
District of Columbia						X

APPENDIX D

FLORIDA PANHANDLE INSERVICE COMPONENT

COMPONENT NUMBER: 1
COMPONENT STATUS: New
TYPE OF COMPONENT: U, E, B
AREA OF INSTRUCTION: Early Childhood Education
NAME OF COMPONENT: Effective Utilization of Adults in the Classroom
LENGTH OF COMPONENT: 6-12 Hours
COMPETENCY TARGET: Administrators, Teachers, Auxiliary Personnel
COMPETENCY: Ability to understand the growth and learning processes of children and youth, and develop approaches which enable learning to take place

GENERAL OBJECTIVE(S): To provide participants with the opportunity to update their knowledge of the patterns of human growth and development.

SPECIFIC OBJECTIVE(S): Given a list of physical, social and emotional characteristics of child behavior the participants will be able to correctly match them to categories of human growth and development.

DESCRIPTION OF COMPONENT: A consultant, knowledgeable of patterns of growth and development, will present information relative to the categories of human growth and development and will discuss physical, social and emotional characteristics related to specific categories.

The consultant will utilize a multi-media approach and will allow adequate time for participants to become familiar with and knowledgeable of realistic expectations that may be established for students.

EVALUATION: Completion of evaluative instrument designed to assess accomplishment of specific objectives or successful completion of evaluative instrument in recommended module.

RESOURCE(S): Consultant and/or

Recognizing How Children Develop - B2 Module

Source: PAEC

APPENDIX E

ACCOMPLISHMENT OF INSTRUCTIONAL
OBJECTIVES RESPONSES

(N = 38)

As a result of participation in
the program, did you improve: Percentage of Responses

	None	Little	Some	Much
1. ...in the use of multiple and flexible grouping?	2.6	10.5	36.8	50.0
2. ...in student/teacher planning?	2.6	18.4	52.6	26.3
3. ...in use of real and concrete experiences and materials?	3.5	6.3	47.4	44.7
4. ...in use of learning centers as a major instructional strategy?	2.6	5.3	50.0	42.1
5. ...in use of student choices in selection of instructional activities?	0.0	21.6	45.9	32.4
6. ...in use of multi-level materials?	0.0	5.6	55.5	38.9
7. ...in observation and record keeping of student behaviors?	2.7	8.1	35.1	54.1
8. ...in diagnosing and pre-scribing for student strengths and needs?	0.0	10.5	50.0	39.5
9. ...in setting up and maintaining a safe and healthy learning environment?	2.7	13.1	34.2	50.0
10. ...in your knowledge of cognitive and physical development of young children?	0.0	2.7	47.3	50.0
11. ...in building students' self-concept?	0.0	2.7	52.6	44.7
12. ...in parent-teacher relationships?	0.0	15.8	55.3	28.9
13. ...in self analysis and self directing?	0.0	0.0	28.9	71.1

APPENDIX F

LEADING AUTHORITIES

Gordon E. Eade
University of West Florida
8101 Monticello Drive
Pensacola, Florida 32504

Roy A. Edelfelt
National Education Association
1201 16th Street, NW
Washington, DC 20036

Dr. Robert E. Gabrys
West Virginia Department of Education
Division of Professional Development Systems
Charleston, West Virginia 25305

J. Earle Harper, Associate Director
Division of Standards and Staff Development
Department of Public Instruction
Raleigh, North Carolina 27611

Mary Louise Holly
Assistant Professor
Kent State University
Kent, Ohio 44242

Kenneth R. Howey, Associate Professor
College of Education
University of Minnesota
Minneapolis, Minnesota 55435

Mr. Richard Lalley
School Administrative Unit 32
84 Hanover Street
Lebanon, New Hampshire 03766

Barbara Nader
Rutgers University
New Burnswick, New Jersey

Bonnie Rabe
Arizona State University
Teacher Corps
1032 E. Greenway
Tempe, Arizona   85282

APPENDIX G

LEADING AUTHORITIES' SURVEY FORM

8 Tuscola Avenue
Waynesville, North Carolina
March 5, 1984

I am presently a doctoral student at the University of North Carolina at Greensboro working toward a degree in School Administration. I have chosen as my dissertation topic "Teacher Professional Development: A Plan for Multi-Agency Collaboration." As part of my study, I would like for you to review the enclosed plan for multi-agency collaboration for its completeness and for soundness of possible implementation.

Thanks for taking time to review the enclosed material and returning the enclosed form.

Sincerely,

Douglas N. Barker

DNB/ph
Enclosure

_____ YES _____ NO PLAN SEEMS COMPLETE

_____ YES _____ NO PLAN SEEMS SOUND FROM
                                 IMPLEMENTATION POSSI-
                                 BILITY

SUGGESTIONS FOR IMPROVEMENT: _____

_____

_____

_____

_____

_____

_____

RUTURN TO:

DOUG BARKER
8 TUSCOLA AVENUE
WAYNESVILLE, NORTH CAROLINA 28786