

**REPORT OF THE
DEPARTMENT OF EDUCATION
ON
THE FEASIBILITY OF ESTABLISHING
TEACHER CENTERS THROUGHOUT THE COMMONWEALTH
TO
THE GOVERNOR
AND
THE GENERAL ASSEMBLY OF VIRGINIA**



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I. INTRODUCTION

The concept of teacher centers originated in the United Kingdom in the 1960's. By 1970 there were 500 in operation in that country.¹ In the early 1970's the movement appeared in the U. S. and it was reported that by . . . "1974 . . . 4,500 had already been established,"² and that the vast majority of those were supported through private and philanthropic funds. Although it was reported that there were four state systems of teacher centers by that date, only Florida had an operational State Teacher Center System.³

Two themes dominated the teacher center movement: 1) "That as teaching becomes harder, teachers in service need and want help and training . . . focused specifically on their local and individual problems, and 2) that a major source of that help is other teachers; the most mature and creative and experienced and respected and successful of the local teachers."⁴ Those two themes converged in the development of teacher centers whose primary goal was that of in-service education designed to meet the needs of teachers as perceived by teachers.

In 1974 Schmieder and Yarger, two of the most respected researchers on teacher centers, offered this tentative definition of a teacher center:

" . . . a place, insutu, or a changing location, which develops programs directed at the improvement of classroom instruction in which the participating personnel have an opportunity to share successes, to utilize a wide range of educational resources, and to receive training specifically related to the problems of teaching."⁵

The teacher center movement continued to expand in the later half of the 1970's when the federal government in 1976, through section 532 of the Higher Education Act of 1965 as enacted by Section 153 of the Education Amendments of 1976 (P. L. 94-482), authorized the Commissioner of Education to make grants to local educational agencies and to institutions of higher education (IHE) to

assist in planning, establishing, and operating teacher centers. Ninety per cent of the federal funds to be awarded were earmarked for distribution to local education agencies, while ten per cent were to be distributed to institutions of higher education. By the deadline for submissions in the first funding cycle, the U. S. Office of Education had received 481 proposals. Of the 481, 50 were from institutions of higher education.⁶

P.L. 94-482 which authorized the federally sponsored teacher center program adopted the major aspects of the Schmieder-Yarger definition, with the addition of aspects of governance and evaluation. Consequently, a federally funded teacher center became "a site which services teachers from public and non-public schools of a state or an area of a community within the state, in which teachers, with assistance from consultants and experts as may be necessary, may develop and produce curricula, utilize research findings and provide training to improve the skills of teachers to enable them to better meet the educational needs of students."⁷ As can be seen from the accompanying table (Features of P.L. 94-482), federal regulations also required state approval and input, from institutions of higher education, local governing boards for each center, demonstrated needs to be met, a plan for meeting those needs, and a method of evaluation. In essence, the federal government became the funding agent, LEA's became the recipients, and local policy boards composed of at least 50 per cent teachers determined their needs, devised a plan to meet those needs, and evaluated the results. The Commonwealth of Virginia was awarded one of the federal grants.

TABLE I
FEATURES OF P. L. 94-482

- I. Ninety per cent of grants to be awarded to LEA's, 10 per cent to institutions of higher education to plan, establish, and operate teacher centers.
- II. All applications, including renewals, must be reviewed and approved by SEA before consideration for funding. Ten per cent of appropriated funds returned to SEA as compensation for screening applications, providing technical assistance to projects, and disseminating the results.
- III. Local supervisory board composed of a majority of teachers, with representatives from LEA's and institutions of higher education, must approve proposal for funding. Proposal must include budget, needs assessment, a plan to meet those needs, and an evaluation procedure. Local board also supervises, within limits of state and local policies, the budget and all activities of the center.
- IV. Application reviewed by federal and outside experts using established criteria. Duration of grant three years, with funding in second and third years, dependent upon performance and availability of funds.
- V. Office of Education did not predetermine specific activities that each center was to undertake but expected activities to relate to national priorities as well as to local issues as determined by the needs assessment.

By 1980, the political climate had changed. With austerity budgets prevalent and block grants to states imminent, teacher centers had begun to look more to state government and institutions of higher education for continuing support. This process appears consistent since both the state and institutions of higher education have been involved with teacher centers since their inception. In this new posture "Teacher Centers" might be more properly referred to as "Professional Development Centers," a more encompassing term, emphasizing the inclusion of all professional school personnel in in-service activities.

II. CHARACTERISTICS OF STATE SUPPORTED TEACHER CENTER SYSTEMS

At least five states, California, Florida, Georgia, Michigan, and West Virginia, have state-supported systems of teacher centers in various stages of operation, and most other states are beginning to feel "grass roots" pressure for the development of such a system as the Elementary and Secondary Education Consolidation Act of 1981 (block grants) becomes operational.

A. An Analysis of the Five State Systems

All five state systems studied appeared to have similar elements: funding procedures, governance and administration, the use of needs assessments, and evaluation techniques. However, it was determined that the function and relationship of the "similar elements" was, at least in part, determined by the nature of the state legislation that brought them into existence. The literature would suggest that there have been two types of legislation employed in the creation of state teacher systems: mandated and enabling. Mandated legislation requires that teacher centers be created in some particular way, while enabling legislation allows various agencies to implement such centers. In this context, Florida and West Virginia would be considered examples of mandated systems, while California, Georgia and Michigan would be labeled as enabling systems.

Tables II and III list the basic characteristics of the two mandated systems: Florida and West Virginia respectively. While Tables IV, V, and VI note the characteristics of the enabling systems in California, Georgia, and Michigan.

TABLE II
FLORIDA⁸
A Mandated System

The 1973 Florida State Teacher Center Act altered the mission and scope of teacher education institutions from an exclusive emphasis on pre-service education to a more comprehensive responsibility that included in-service education.

A. Funding Procedures

The fiscal agent or recipient of state funds is both the IHE and the local school district and in return must abide by the following:

- 1) Teacher training centers must allocate FTE faculty and non-faculty positions to teacher centers in proportion to FTE credits generated by teacher center courses.
- 2) Participation by university faculty in teacher center activities is to be recognized as equally important as traditional research and scholarly pursuits in determining promotions, salary, and faculty assignments.
- 3) Teacher-training institutions must work through teacher centers to be eligible for state university set-asides for in-service education.
- 4) Universities can compute noncredit student contact hours in teacher centers for state appropriation purposes in the same way that FTE credits are computed.
- 5) School districts must set aside \$5 per student for in-service education. This money may purchase services from universities at a 30 per cent to 70 per cent ratio with the district paying the university for 30 per cent of noncredit activities.

B. Governance and Administration

The act calls for teacher center policy boards with a majority of teachers and representation from local IHE's, LEA's, and other groups. Fiscal agent IHE and school district board recommend director.

C. Needs Assessments

Locally administered needs assessments are employed. Mandated needs from the state are also met.

D. Evaluation Techniques

Internal procedures employed and state budgeting procedures for FTE'S.

TABLE III
WEST VIRGINIA⁹
A Mandated System

West Virginia is in the third year of a mandated program of staff development referred to as "A Systematic Program of Continuing Education for Public School Personnel in West Virginia." The initiative and mandate for the plan came from the West Virginia Board of Education.

A. Funding Procedures

Partial funding came from federal government as grants to help develop a model program. State funding, a problem, is described as minimal.

B. Governance & Administration

A "Continuing Education Council" in each county, made up of a majority of teachers, with representatives from school administrative personnel and IHE is charged with working with a "coordinator" from the County Office (SEA) to conduct a needs assessment in the area and preparing a three year plan for submission to SEA. The state education agencies Division of Professional Development Systems is responsible for monitoring the plans and activities and providing technical assistance.

C. Needs Assessments

Locally derived needs assessments are required in development of three-year plans.

D. Evaluation

On-going evaluation required of centers' funding agency.

TABLE IV
CALIFORNIA¹⁰
An Enabling System

State legislation of 1977 was an attempt to develop leadership for coherent policies in staff development among the 6 school resource centers, 16 professional development and program improvement centers, and 8 federally funded teacher centers.

A. Funding Procedures

State funded three year pilot project which created the Office of Staff Development, California Department of Education.

B. Governance & Administration

The Office of Staff Development did not interfere or change existing governance of centers, but attempted to create a network of all the various kinds of centers in the state. Power of Office of Staff Development derived from state-mandated programs in special education and bilingual education. As funds for those areas become available, the office helps coordinate efforts of various centers to meet those needs.

C. Needs Assessments

Both local and state needs assessment procedures are employed.

D. Evaluation

The Office of Staff Development is evaluated internally as part of the California State Department of Education Centers follow their own procedures.

TABLE V
GEORGIA II
An Enabling System

In 1973, the Georgia Board of Education adopted a plan for staff development that was an integral part of its certification plan. The certification process in Georgia puts emphasis on a staff development component for beginning teachers and has the potential of influencing staff development activities for experienced educators as well. The state plan for staff development permits cooperation of LEA's and IHE's.

A. Funding Procedures

State funding is available in "seed" amounts which are supplemented from local budgets.

B. Governance & Administration

Local school districts that wish to participate must submit plans to State Department of Education for approval. Approval criteria includes evidence that a cross section of local personnel participated in preparing the plan, a systematic staff development needs assessment has been conducted; a management plan for program design, implementation, and evaluation has been set forth; incentives and funding resources are specified; local school board or cooperative educational service agency board approval has been secured.

C. Needs Assessment

A locally derived staff development needs assessment must be conducted prior to consideration for funding.

D. Evaluation

A locally derived evaluation plan must be included in the plan before it is eligible for state funds.

TABLE VI
MICHIGAN¹²
An Enabling System

In Michigan, the professional development center is viewed as a means for teachers and other educational workers, paraprofessionals, administrators, counselors, and others involved with the education of students, to plan for and participate in meaningful staff development activities. Moreover, the center in Michigan is conceived as a system to provide in-service for school staff which can enhance the performance of students in classrooms.

A. Funding Procedures

Each district (school) is eligible to receive \$25 per professional staff member. Monies allocated from state funds for education. Applicants must apply for funds.

B. Governance & Administration

Applicant for grant is policy board composed of at least 50 per cent teachers. Administrators, IHE, and other LEA's make up the balance. The board appoints coordinator, designates legal fiscal agent, and submits proposal similar to federal grant. Policy board reports to State Department of Education; that agency reports to legislature yearly.

C. Needs Assessment

Each center has developed a needs assessment procedure to identify areas from program planning. Staff has been able to develop and implement procedures to ascertain needs of specific buildings and individual teachers. All centers respond to individual consultation requests from teachers.

D. Evaluation

Because the funding is an annual appropriation, the role of the state legislature is critical and influences the center activities, especially relative to evaluation of the centers and impact on student performance. This means that the centers are obligated to assure yearly appropriation, to engage in activities which can provide data to the State Board of Education, legislature and the governor which show some gain in the academic growth of students. As a consequence, funded centers have special building projects to utilize the building as a unit of analysis. In addition, all three centers keep extensive records of teacher participation in center activities, teacher perceptions of the value of workshops, and teacher perceptions of the degree of implementation and follow-up in the classroom.

B. A Comparative Summary of the Characteristics

1. Governance and Administration

- a. Regardless of whether they were created by mandated or permissive legislation, all state systems of teacher centers called for collaboration between SEA's, LEA's, and IHE's.
- b. The mandated systems (Florida and West Virginia) seem to delegate most of the power to IHE's and LEA's. In Florida, financial control is vested in the IHE's and local boards, and in West Virginia the SEA only monitors the plan and provides technical assistance.
- c. The centers created by permissive legislation appear to place a greater emphasis on SEA's. In both Georgia and Michigan a proposal is submitted to the SEA for approval, and the SEA makes the grants and evaluates the performance of the center. Procedures follow closely the federal system outlined for 94-482.
- d. California might be categorized as an "emerging" state system. An office in the SEA was established to monitor an on-going system of private and federally funded centers.

2. Funding

State teacher center systems vary considerably in the nature of their funding. There appears, however, to be two basic practices determined by the origin and control of funds: 1) funds controlled by LEA's and IHE's, and 2) funds controlled by SEA's.

a. Funds Controlled by LEA's and IHE's

Florida appropriates \$5 per pupil designated for professional development to LEA's. LEA's can then purchase professional in-service education from IHE's. IHE's make in-kind contributions in the form of a maximum of four full-time faculty positions valued at \$80,000. Control of funds rests with IHE's and LEA's.

b. Funds Controlled by SEA's

- 1) Michigan appropriates \$25 per professional school staff member for professional development. The funds reside in the SEA. Each school district is eligible for the funds, but must create a "local policy board" and submit a plan similar to federal guidelines. Approval of plan rests with SEA.
- 2) Georgia appropriates funds to SEA for the development of teacher centers. LEA's wishing to participate submit plans similar to federal guidelines for funding. Local districts are expected to supplement state funds.
- 3) Both West Virginia and California had extensive involvement in the federal Teacher Center Project and appropriated funds to create new offices in the SEA charged with developing "coherent" systems or "networks." State funding has been minimal in both instances. Control by SEA of centers has also been minimal.

3. Needs Assessment

All of the state systems investigated employed needs assessments to help develop plans for in-service education in teacher centers. Although the needs assessments were locally administered, their origin varied considerably. In Florida, a state-developed needs assessment is used, while in California state and local needs assessments are used. West Virginia, Georgia, and Michigan use locally developed needs procedures.

4. Funding Practices

In all instances, evaluation techniques employed by State Teacher Center Systems must be viewed in two ways: 1) as a justification for continued funding, and 2) as an attempt to measure the effectiveness of their plans for in-service education.

Florida requires internal procedures to measure program effectiveness and employs state budgeting procedures to compute FTE equivalence to maintain funding. Georgia and Michigan require a locally derived evaluation plan to be submitted before funding is approved. Such a plan must measure the effectiveness of the programs employed. Normal accounting practices must be reported to the state. It should be noted that the effectiveness of the evaluation procedure employed in Georgia and Michigan has a direct bearing on future appropriations.

III. UNIQUE FEATURES OF TEACHER CENTERS

The current primary emphasis of teacher centers is in the realm of in-service education. Other agencies, notably IHE's, LEA's, and SEA's, also engage in post-professional in-service activities. This portion of the report will attempt to determine to what extent in-service education is unique to teacher centers.

The abundant, pro-teacher center literature emphasizes five factors which make teacher centers "unique."¹⁰

1. A non-threatening governance procedure which includes a majority of teachers on the policy board.
2. A flexible structure that can respond rapidly and effectively to the needs of participants.
3. A willingness to handle individual teacher problems.
4. An emphasis on increasing teacher competency, thereby helping keep good teachers in the classroom.
5. A field based program--a desire to work with teachers in the field.

An analysis of policies and practices of other agencies delivering in-service education reveals many similarities.¹¹ Both LEA's and IHE's are moving in the direction of including teachers on policy boards and almost all IHE's have some mechanism (directed studies, individual study plans, etc.) to handle individual problems that teachers face. In addition, IHE's for years have promoted extension and field service activities. An analysis of college catalogues also reveals that IHE's in the state offer advanced programs that are designed for the teacher who wants to remain in that position, i.e., master's in elementary education and early childhood education.

Clearly the factors suggested by teacher center advocates do not in themselves make the in-service function of teacher centers unique. Yet

interviews with the teacher center staff and teacher participants evokes genuine "statements of uniqueness" and "a pride of ownership" that must be explained by further analysis. To do so, a distinction must be made between the function of in-service and the delivery system employed to augment in-service. LEA's, IHE's, SEA's, and teacher centers all function in the realm of in-service. However, the degree and intensity to which teacher centers view this as their primary task has fashioned a "unique delivery system" for in-service in which teachers see themselves as the architect, participant, and beneficiary of the system. Consequently, the "delivery system" evokes a sense of ownership, pride, and accomplishment that the participants see as the "uniqueness" of teacher centers.

IV. THE NEED FOR THE CONTINUATION OF TEACHER CENTERS IN VIRGINIA

Three factors appeared to emerge in the recent past to create a need for teacher centers (professional development centers) in Virginia and for the continuation of the Professional Development Center of Southwest Virginia (PDCSV):

1. a state mandate,
2. a recognition of unique regional and local differences, and
3. a demonstrated ability on the part of the Professional Development Center of Southwest Virginia (formerly the District M Teacher Center) to deliver effective in-service education.

A. A State Mandate

Standard 9D of the 1980-82 Standards of Quality for Public Schools in Virginia states that, "Each school division shall provide a program of professional development for instructional personnel. This program shall be designed to help all personnel increase proficiency in performing responsibilities."¹³ In essence, the standard requires each school division to provide, not an activity, but a "program of development" not just for teachers but for all instructional personnel.

The magnitude of the task is graphically displayed in Table VII which describes the results of the "States Needs Assessment" conducted for its Comprehensive System of Professional Development. It should be noted that the table depicts the in-service needs for only one topic, educating the handicapped.

Standard 9D makes no mention of the complexity of the problem of in-service education which LEA's, SEA's, and IHE's have been grappling with for years, nor does it make allowance for funding, size of school

division, or other local and regional differences. When those factors are considered, the continuation of the PDCSV and the need for additional centers throughout the Commonwealth becomes clear.

TABLE VII**Number of Personnel Needing Retraining**

Content Areas	General Education		Special Education	
	Instructional	Support	Instructional	Support
DIAGNOSTIC PROCEDURES	11,218	1985	2619	1985
Instructional Procedures	10,988	1614	3461	1614
Implementation of 94-142	18,653	4067	3523	4067
IEP	14,240	3280	3950	3280
LRE	13,339	2740	2926	2740
Alternative Environments	8,540	2049	1962	2049
Procedural Safeguards	10,842	2799	2433	2799
Use of Surrogates	6,170	1628	1460	1628
Priorities Served	9,099	1781	1338	1781
Nondiscrimination testing	7,835	2018	1639	2018
Characteristics of Exceptionality	15,846	2844	1964	2844
Medical Aspects of Exceptionality	5,884	3429	1211	3429
Criteria for Determining Handicapping Conditions	14,182	2624	2252	2624
Screening Procedures for Detecting Handicapping Conditions	17,442	3121	2397	3121

This projection is based on 80% of the number of personnel receiving in-service training during 1978-79 as reported by the LEA in its updated six year plan.

(From State CSPD, FY 1981-83)

B. A Recognition of Local and Regional Differences

The PDCSV was funded for the 1981-82 academic year by the Virginia State Department of Education, in part, to enable eight school systems and two IHE's to work cooperatively to do what no one entity had the resources to accomplish; namely, to begin to develop a program of in-service education for an entire region of the state.

As an illustration, assume that the superintendent of District "X" has 105 professional staff and that the superintendent of District "Y" has 330. Assume as well that both superintendents 1) wish to be in compliance with Standard 9D, and 2) have read of practices in other states, and from their respective state funds " earmark" \$25 per staff member for professional development. Superintendent "Y" would have \$8,250 and superintendent "X" would have \$2,625 to work with. Although, superintendent "Y" is clearly in a better position, neither has enough to develop, implement, and evaluate a total program of staff development. Clearly even more schools would have to collaborate to implement such a program.

To alleviate the economic burden upon the eight school divisions that agreed to work with the project, the Virginia State Department of Education funded the PDCSV. The eight school divisions to be impacted, number of schools in each division, and the approximate number of professional staff in each is found in Table VIII. A description of the region can be found in Appendix A.

An analysis of the PDCSV grant proposal reveals to the Virginia State Department of Education that 1) the stated objectives and procedures for implementation emphasize a service for all professional educators--a reflection of the name change from "District M Teacher Center" which is

in compliance with Standard 9D; 2) an aspect of collaboration between LEA's, and IHE's under the direction of the SEA which is crucial to the economical implementation of any program of professional development; 3) the use of a representative local advisory committee which is consistent with all state plans, and 4) a multi-faceted evaluation system that measures success in terms of objectives from three vantage points-- participants, LEA's, and IHE's. A summary of the features of the proposal for the PDCSV can be found in Table IX.

TABLE VIII
FEATURES OF IMPACTED SCHOOL DISTRICTS

<u>School Division</u>	<u>Number of Schools</u>	<u>Approximate Number of Professional Personnel</u>
Carroll County	16	330
Floyd County	5	120
Galax City	2	100
Giles County	11	260
Grayson County	11	165
Montgomery County	18	650
Pulaski County	13	445
Radford City	5	150

TABLE IX

PROFESSIONAL DEVELOPMENT CENTER OF SOUTHWEST VIRGINIA¹⁴ PROPOSED BUDGET: \$85,000

A. Objectives of Project

- 1) To promote curriculum improvement in Kindergarten through twelfth grade classrooms by providing opportunities for educators to broaden or strengthen curricula, develop instructional materials, and review resource materials.
- 2) To develop a continuous support system for educators through the varied educational experiences that lead to personal and professional growth.
- 3) To improve the quality of education for children by focusing on the self-directed continuing education of the professional educator.
- 4) To involve the community and institutions of higher education in strengthening the education process.
- 5) To study the feasibility of establishing teacher centers throughout the Commonwealth in accordance with Senate Joint Resolution No. 134 and report the findings.

B. Procedures of Implementation:

- 1) Assess the needs of the educators in the area.
- 2) Design a program of professional development offerings that include workshops, courses, conferences, and institutes.
- 3) Offer professional growth and development opportunities for individual teachers through consultant teacher training sessions, mini-awards, and response to individual requests.
- 4) Announce and promote in-service programs for educators offered by universities, school divisions, Virginia Department of Education, and the Professional Development Center.
- 5) Promote cooperative educational research opportunities for educators in the area.

C. Advisory Committee

Composed of representatives of local school divisions, institutions of higher education, school division administrators, school boards, fiscal agent, and parent-teacher organizations.

D. Evaluation

- 1) Participant evaluation of workshops, courses, and conferences.
- 2) Consultant evaluation of workshops and courses.
- 3) Follow-up participant evaluation of classroom application of center's activities.
- 4) Annual evaluations of program by the advisory committee, local school superintendents, and university deans.

C. A Demonstrated Ability

The evidence would suggest that the PDCSV was founded for 1981-82, because it had not only the potential to achieve its goals, but as the District M Teacher Center it had demonstrated the ability to do so. Appendix B includes the letters of support that were included in the grant proposal. Those letters can be divided into two categories, letters from deans of schools of education and letters from superintendents.

1. Letters from Deans of Schools of Education

The geographical region served by the PDCSV includes two IHE's committed to education; Virginia Polytechnic Institute and State University (VPI&SU) and Radford University. The deans from both schools followed a similar pattern in constructing their respective letters of support. Both stated the mission of their school and concluded that their mission was compatible with the mission of the center. Since both IHE's are concerned with in-service and appear at times to be competing with the center in that area, one must conclude that the center had been successful in forging a "collaborative effort" for the delivery of in-service education.

An analysis of the records of the center (District M) indicate several successful endeavors in that area:

- a) Both IHE's were represented on the policy board.
- b) Successful workshops were conducted by faculty from each institution; i.e., the discipline workshop conducted by VPI&SU and the gifted and talented conference conducted by Radford University.
- c) On at least two occasions, faculty from IHE's were participants, not leaders in in-service programs.

2. Letters from Superintendents

Six superintendents submitted letters recommending the continuance of the center with state funding. Generally, their letters share two characteristics: they refer to specific projects and praise those projects for the benefits derived for both participants and eventually students. Specifically, the letters refer to 1) the variety of in-service offerings, 2) the sharing of information, 3) the use of minigrants, and 4) the resource center.

Records of the center confirm the superintendents' comments. At least 11 different kinds of meetings, workshops, etc., were employed, including:

1. Individual consultations;
2. A Teachers Fair (Displayed teacher-made instructional aids);
3. Competency-based instruction project for vocational education teachers;
4. Workshops on instructional games;
5. Newspapers in education workshops;
6. Freebee frolics;
7. Conference on the gifted and talented;
8. The Virginia Writing Project;
9. Cardboard carpentry;
10. How to work more effectively with parents;
11. Individualizing math and language arts in special education.

The center also made the general public and teachers aware of activities through newspaper articles, developing its own newsletter, "Keynotes," which was sent to every teacher in the service region and publishing two source books, The Teacher Fair Ideas Book and Writing Miscues.

The minigrants project, mentioned by superintendents, was developed as an incentive program in which 10-20 grants of approximately \$200 each were awarded to local school personnel to develop projects that were of immediate use in the classroom. Appendix C is a list of the recipients and the title of their projects.

The Resource Center, which was also mentioned by the superintendents, is a lending library of over 170 titles consisting of books, filmstrips, and other materials which contain ideas on how to teach more effectively. As an additional service, the Resource Center contains a human resource file. Records indicate that teachers have borrowed from the Resource Center 189 times (see Appendix D).

D. The Need for Additional Centers

Although school districts throughout the commonwealth vary in size, geographic location, and the proximity of cultural resources, all systems are being asked to develop programs of professional development to be in compliance with Standard 9D. Budgeting for such a program and the availability of the professionals to implement the program at a district level are acutely inadequate.

There are 61,805 teachers in the commonwealth serving 1,031,403 children in kindergarten through the 12th grade. If one concludes, as the evidence suggests, that the PDCSV, formerly the District M Teacher Center, has done a creditable job in promoting and delivering in-service education for the 2,000 teachers in its service area, then 59,805 teachers are not in a position to acquire its services. Clearly, there is a need throughout the Commonwealth for

more centers. The final section of this report will consider the most appropriate method of funding, administering, and evaluating such a network of professional development centers.

V. APPROPRIATE METHODS OF FUNDING, ADMINISTERING AND EVALUATING TEACHER CENTERS

An analysis of the available literature suggests that successful state professional development centers (teacher centers):

1. are adequately funded;
2. are regional in nature and serve a large number of educators;
3. are collaborative in design and function;
4. are flexible agencies; and
5. involve local educators to the degree that there is a feeling of "ownership" and "personal and professional pride."

If one accepts these characteristics as worthwhile goals for a Virginia state system, recommendations can be made for funding, administering, and evaluating professional development centers.

A. Type of Legislation Required

Historically, two kinds of legislation have been employed by state legislatures to create professional development centers: mandated and enabling. Mandated systems in effect create "institutions" not agencies. Although such a system has the potential to serve a large number of teachers, the recent literature would suggest that genuine collaboration between IHE & LEA's has not been very successful¹⁴ and that even though local educators are on advisory boards, it is difficult to generate the "feeling of ownership" this is the unique characteristic of centers.

Enabling legislation has, on the other hand, been used to produce state systems that appear equally capable of serving a large number of teachers while providing for a greater degree of flexibility and collaboration.

Recommendation

The Virginia State Department of Education seek "enabling legislation" to create a state system of professional development centers.

B. Funding Procedures

The problems associated with funding are complex and appear to affect every aspect of a center's activities. The amount of funding available determines, in part, the number of centers and ultimately the number of educators served. The origin and degree of control required by the source of funds will effect collaborative efforts, flexibility in programming, evaluation techniques employed, and the degree of ownership felt by participants.

1. Amount of Funding and Number of Centers

The concept of professional development centers is in itself relatively new. The development of state systems of centers is newer still. A careful analysis of the literature reveals that most state systems of centers are actually committed to developing centers and are proceeding slowly as needs are manifested and funds are available. In most systems, success, as measured in terms of achievement of objectives, is also employed as a criterion for continued funding.

Recommendations

- a. That the PDCSV be continued in 1982 at approximately \$100,000 if evaluation warrants it.
- b. That two additional centers be funded in 1982 at approximately \$100,000 each.

- c. That additional centers be created as needs arise and funds are available.

2. Origin and Administration of Funds

In all state systems studied, the origin of a portion of operating funds was the state legislature. The legislature made appropriations to either the SEA or directly to the LEA or IHE. The agency receiving those funds was in fact the fiscal agent and must exercise considerable control in the disbursement of public funds. Since professional development centers must maintain flexibility so as to respond quickly to the needs of participants, control of funds has been a critical issue in many state systems.

It should also be noted that state systems which employed the "enabling legislation model" appeared to follow closely the procedures adopted by the federal government in implementing Public Law 94-482. In those procedures, the federal government exercised control in the selection of recipients for awards, the periodic evaluation of program activities, and budgetary review.

Recommendations

- a. Adequate funds for professional development centers be appropriated by the legislature as a part of its appropriation for the SEA.
- b. The SEA award the available funds as competitive yearly grants in the amount and number mentioned above.
- c. The SEA exercise control in the selection process and by requiring annual program and budgetary review.

C. Administrative Structure

In all instances studied, a local advisory board (called by different names) made up of representative educational personnel was an integral part of the administrative structure. In all states studied except Florida, the board had to be functioning prior to the application for funds.

1. Size, Composition and Selection of Advisory Boards

To promote the concepts of "ownership" and collaboration, local advisory boards have tended to be large. Nearly two thirds of 37 boards studied by Yarger and Mertens had more than 15 members. Typically, a majority are teachers and there are provisions for other local professional educators and IHE's. Most frequently, the teachers are elected by their peers or professional association; while the other educational professionals and IHE members are appointed.¹⁵

Recommendations

- a. That the applicants for grants demonstrate the existence of a functioning, representative advisory board when application is submitted.
- b. That the advisory board consist of a majority of teachers and the remainder be distributed between other professional educators (guidance, principals, supervisors, etc.), and representatives of IHE's.
- c. That the teachers be elected by their peers and that the other professional educators and IHE representatives be appointed by the appropriate administrative official (superintendent or dean).

2. Functions of Advisory Board

Yarger and Mertens noted that in federal programs the local boards were referred to as policy boards and attempted to delineate their authority over personnel, program development evaluation and budget preparation even though they could not expect to "assume legal authority in these areas."¹⁶ The literature suggests that although local boards want and need to be active in the above-mentioned areas, their primary function is advisory.

Recommendations

- a. That the advisory board approve the original grant and all subsequent continuation grants.
- b. That the advisory board in its approval of the grant recommend to the SEA:
 - 1) a project director to manage the operation of the center, coordinate programs and budget, and collect evaluation data;
 - 2) an evaluation procedure;
 - 3) a budget adequate to fund the program;
 - 4) a fiscal agent;
 - 5) that the advisory board in its approval of the grant also demonstrate a needs assessment procedure, and
 - 6) the ability to assess and meet the needs of education in in-service education.
- c. That the advisory board review procedures and goals for the operation of the center, and report its findings to the director.
- d. That the advisory board review fiscal management procedures to see that the center complies with fiscal management guidelines established by the state and the designated fiscal agent and report its findings to the director.

D. Evaluation

Ideally, evaluation procedures should be designed to measure the achievement of program objectives. All state systems studied employed evaluation procedures for that purpose. In most state systems, political necessity required that the results of evaluations also be used to justify continuation of funding. In addition, Florida also required budgetary review in terms of FTE's generated.

Recommendations

1. That the SEA evaluate the proposals to establish professional development centers in terms of:
 - a. the needs assessment procedure;
 - b. the ability of the participants, including the recommended director and fiscal agent;
 - c. the proposed evaluation procedure including the data base to be used and its design;
 - d. the adequacy of the budget; and
 - e. collaborative nature of the advisory board.
2. That the professional development center evaluate its effectiveness annually as described in its proposal and submit its findings to the SEA.
3. That the SEA, using the submitted evaluation and on-site visitations, formally evaluate the progress of the professional development center and report its findings to both the professional development center advisory committee and state superintendent.
4. That the fiscal agent (IHE), recommended by the advisory committee and approved by the SEA, use normal and regular budgetary and reporting practices as required by state law and regulations.

NOTES

1. An interesting account of the development of centers in the United Kingdom can be found in: Thornbury, Robert, Ed., Teacher Centres, Agathon Press, NY, 1973.
2. Schmieder, Allen A., and Yarger, Sam J. Ed., "Teacher/Teaching Centers," Journal of Teacher Education, (Special issue) 24, No. 5, Spring, 1974.
3. The article previously cited in #2 defined a state system as one that would be permitted by current legislation.
4. Teacher Centers and the Teacher Centers Program, Summary of Key Points, Jan., 1981. Obtained from SEA.
5. Yarger, Sam J., "Inservice Education and Teacher Centers," In Commissioners Report to the Education Profession, 1975-76, Teacher Centers.
6. Mertens, Sally and Yarger, Sam, A Content Analysis of the First Teacher Center Program Proposals, 1980.
7. From the "Justification for Virginia Teacher Centers." Obtained from SEA.
8. Information concerning the Florida plan was obtained from: "The Involvement of Higher Education in Federally Funded Teacher Centers," Amy Bean in The Role of Higher Education in Teacher Centers. AACTE, 1981.
9. Information concerning the West Virginia, California and Georgia plan was obtained from: Bricton, Paula, "An Analysis of State Supported Teacher's Centers Research on Establishing Teacher Centers: Four Perspectives," American Education Research Associates, Annual Meeting, 1979.
10. Ibid.
11. Ibid.
12. Information concerning the Michigan plan was obtained from: State of Michigan, "Enrolled Senate Bill No. 1109," Regular Session 1980 and Bricton, Paula, "An Analysis of State Supported Teacher's Centers. Research in Establishing Teacher Centers: Four Perspectives." American Education Research Associates, Annual Meeting, 1979.
13. State Department of Education, Standards of Quality for Public Schools in Virginia 1980-81, Commonwealth of Virginia.

14. Krueser, Christine, "Universities and Teacher Centers: Lessons from Florida," Action in Teacher Education, V. 2, N. 2, pp. 83-88, Sept., 1980, and "Universities and Teacher Education Centers in Florida," Office of Education, Washington, D.C., Teacher Corps.
15. Mertens, Sally and Yarger, Sam J., A Content Analysis of the First Teacher Centers Program Proposals, Clearing House on Teacher Education, p. 10, 1981.
16. Ibid., p. 11.

APPENDIX A

Carroll County. The following statistics for Carroll County, which is located in the eastern fringe of the Appalachian Region, characterize the sociological features of the study area. The county population is 23,092 (1970 census). Fifty percent of the families have children under 18 years of age and 22 percent have children under 6 years of age. The fertility ratio (children under 5 years per 1000 women aged 15 to 49 years) is 332 which has resulted in a stabilized population. Approximately 60 percent of the adult population has less than an eighth grade education. Eighty-five percent of the county is rural and fifteen percent is classified as residential, industrial and commercial. The industrial community consists of construction, light manufacturing (textiles), furniture, electronic components and agriculture. The majority of the wage earners commute to work in heavy industry in Pulaski County and at the Radford Arsenal located in Montgomery County. The Arsenal is approximately 40 miles away and within the past three years there have been drastic cutbacks in employment at the Arsenal. As of May, 1976, 2.4 percent of the population received some sort of public assistance.

Floyd County. Floyd County, a mountainous plateau through which the Blue Ridge Parkway winds its way, has a population of approximately 9,775 as of 1970. Approximately 30 percent of the 3,701 families have children under 18 years of age, while 15 percent have children under 6 years old. The median school year completed is eight. Twelve percent of the 1970 census population are high school graduates and one percent are college graduates. Nearly half of the county is forested, leaving dairying and beef cattle production as the first and second largest income producing

enterprises. Manufacturing consists mainly of several saw mills and planing mills, and two garment factories located in Floyd. There is an established commuter pattern between work centers in Roanoke, Radford and Galax where employment is available in the textile, chemical, hosiery and furniture industries.

Giles County. Giles County also is typical of the Appalachian Region. Giles County is located in the rugged ridge and valley province of southwestern Virginia. Less than 3 percent of the land is used for residential, industrial and commercial development and most of this development has occurred in the proximity of U.S. Route 460 and State Route 100. Agricultural development is marginal and most of the county is forested. The population of Giles County is 16,741 (1970 census). Approximately 9 percent of the population receives some type of welfare assistance and as of July, 1976, Giles County had the third highest unemployment rate (12.3 percent) of all the counties in Virginia. This high unemployment rate is not surprising because many workers were employed at the Radfore Arsenal before recent furloughs. The existing major industry in Giles County is pretty much limited to power generation and light (textile) industry.

Grayson County. With a population of 16,324 (1970 census) Grayson County is most typical of Appalachian localities. Ninety-eight percent of the county is rural and, like Floyd, draws its major income from dairy and beef cattle production. Light industry offers employment via commuting in textile and furniture plants. As of March, 1977, the unemployment figure was 8.1 percent according to the Virginia Employment Commission. As in other poor counties in the Appalachian region, a relative large number of people receive welfare assistance. For instance, 4.5

percent of the population receives food stamps and 4 percent are on Medicaid.

Montgomery County. The largest, the most industrialized, and the most populated county in the project area, Montgomery County, has a 1975 census report of 56,808 persons. Also within the valley and ridge province, the County's growth in the past ten years has been toward an urbanized community, particularly around the two towns of Blacksburg and Christiansburg, and the City of Radford. Though 66 percent of the County is forested, industry employs 31 percent of the working population, with education employing 16 percent, retail trade 8 percent and agriculture 7 percent. While surrounding counties still experience high unemployment, Montgomery County had 6.6 percent of its workforce unemployed. School age population has increased steadily over the past five years, though last year's increase was at a decreasing rate. The median school year completed by persons 25 years of age and over is 11.5.

Pulaski County. Pulaski County has a population of 29,564 people with 12,000 residents in the town of Pulaski. There are several small communities of under 2,000 population. The County is rural in nature and the major occupations include furniture manufacturing, textile manufacturing and defense industry. The unemployment rate has been high during the past couple of years but recently the job market seems brighter. The present unemployment rate is approximately 3 percent. However, the 1970 census showed that 14.9 percent of the households in the County had incomes less than the poverty level. The statewide per capita income between 1970-1975 was \$5,786, while Pulaski, like other localities in the project area, was considerably lower (\$4,216). The school division has had a

stable school population for the past years. Approximately 8,000 children are served by thirteen schools in the County. During the 1976-1977 school year, forty-three percent of the high school graduates enrolled in a type of higher education, and 68 percent of all graduates had a salable skill. The median school year completed is 9.9; and 22 percent of the adult population are high school graduates and 6 percent are college graduates.

Cities of Galax and Radford. Of the two cities in the project area Galax is the smaller, with a population of 6,500. Radford, on the other hand, has 11,597 inhabitants. Both cities are urban centers surrounded by rural farm land and the Piedmont Mountains. Furniture manufacturing, upholstering and minor fabrication are the chief industrial enterprises in Galax. Over 40 percent of the citizens of Radford work in the local foundry, textile plants, and explosives manufacturing at the Radford Army Ammunition Plant. The current unemployment rates, while having improved over the past three years, stand at 3.8 percent and 5.3 percent for Galax and Radford respectively. Both school systems are experiencing a slight declining tendency in school age population, while the overall non-school age population has increased slightly. Citizens receiving welfare assistance in Galax constitute 6.83 of the population; in Radford the comparable figure is 3.71 percent.

Oak Hill Academy. Oak Hill Academy is a private co-educational, boarding high school for students in grades 8 through 12, with a post-graduate program. Located in the beautiful mountains of southwest Virginia, it is affiliated with the Virginia Baptist General Association. It is accredited by the State Department of Education of Virginia and by the U.S. Government, Department of Justice, for the teaching of foreign students. Oak Hill considers all students for admission with regard

to race, creed, sex or national origin.

In the classroom, Oak Hill provides small classes with individual attention and help where it is indicated, incorporated with a program to identify strengths and weaknesses of each person in order to help them overcome the weakness and develop their particular strengths. Oak Hill Academy has a capacity for 200 students. Dedicated teachers, properly certified by the Virginia State Department of Education, as well as house-parents and other staff members work closely with students in many capacities.

V. INSTITUTIONAL AND PERSONNEL CAPABILITIES

In addition to the wide resource pool of excellent classroom teachers with skills and ideas to share with their colleagues, the area to be served by this Center includes two major IHE's. Each of these institutions is committed to the success of this Teacher Center; their unique resources are already well developed and will provide facilities, materials, equipment, and training/development services for this project. These capabilities are described in the following paragraphs:

APPENDIX B



September 16, 1981

Ms. Joan M. Scheeler
Director
Professional Development Center
of Southwest Virginia
P.O. Box 5886
Radford University Station
Radford, Virginia 24142

Dear Ms. Scheeler:

The School of Education at Radford University is committed to the concept of IHE's, LEA's, and communities working together for the improvement of education for all children. We are further committed to the concept that in-service education is a total educational responsibility of all the aforementioned parties.

I would like to take this opportunity to indicate my continued support of the Professional Development Center and look forward to continued collaboration on the delivery of in-service programs.

Sincerely,

Alan H. Wheeler
Dean

AHW/ml



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 2400

OFFICE OF THE DEAN (703) 961-6116

August 26, 1981

Ms. Joan Scheeler
Director
District M Teacher Center
P. O. Box 5886
Radford University Station
Radford, Virginia 24142

Dear Ms. Scheeler:

This letter is to express support of the College of Education at Virginia Tech for the continuation and enhancement of the District M Teacher Center. The faculty and administration are, as representatives of the land-grant university of the Commonwealth, committed to providing continuing education to professional educators in every section of Virginia. This mission is entirely compatible with our unique charter. We take seriously this responsibility. As such, we pledge to you and your colleagues our attentive support during this upcoming year.

Very truly yours,

A handwritten signature in black ink, appearing to read "R. M. Smith".

R. M. Smith
Dean

RMS/ad

cc: Dr. E. B. Howerton
Dr. Josiah Tlou

RADFORD CITY SCHOOLS

**OFFICE OF SUPERINTENDENT
1612 WADSWORTH STREET
RADFORD, VIRGINIA
24141**

September 23, 1981

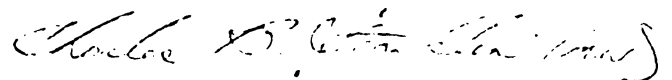
Professional Development Center
Mrs. Joan Scheelor, Director
Radford University Station
Radford, Virginia 24142

Dear Mrs. Scheelor:

The Radford City School Board has voted its support for Professional Development Center project. It is our feeling that such a center is vitally needed to support the instructional program in our schools. New demands are constantly being placed on the teaching profession. I see the Center as means of assisting teachers to meet those new requirements that are being placed by Standards of Quality and the general public.

Please be assured of our continued support of Center efforts to further improve the quality of our teaching staff.

Sincerely yours,



Charles B. Franklin,
Division Superintendent

CBF/nm
Attachments



Montgomery County Public Schools

Christiansburg, Virginia 24073 • Telephone 703-382-4901

August 25, 1981

Mrs. Joan Scheeler, Director
Professional Development Center
PO Box 5886
Radford University Station
Radford, Virginia 24141

Dear Joan:

I can recommend the Professional Development Center to anyone with great sincerity and pride. It has been a pleasure to watch and assist in its development over the past few years.

Without a doubt, the Center has provided many area teachers with valuable and timely inservice opportunities that would have been difficult to provide otherwise.

It is hoped that the Professional Development Center will continue to be a valuable aid in the growth of Montgomery County's teachers.

Best wishes for continued success.

Sincerely,

A handwritten signature in cursive script, reading "Arnold J. Saari".

Arnold J. Saari
Superintendent of Schools

AJS:b

Galax, City Schools

OFFICES- 223 LONG STREET
P. O. BOX 855
GALAX, VIRGINIA
24333
TELEPHONE (703) 236-2911

M G DAVIS
SUPERINTENDENT
RICHARDSON

ROGER B SHARPE
ADMINISTRATIVE ASSISTANT
OWEN L. BURKS
GENERAL SUPERVISOR
M THOMAS MAYBERRY
DIRECTOR OF FEDERAL PROGRAMS

August 31, 1981

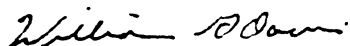
Joan Scheeler
Acting Director
District M Teacher Center
P. O. Box 5886
Radford University Station
Radford, VA 24142

Dear Ms. Scheeler:

This letter is in support of the Professional Development Center which will serve teachers in our area of the state. We feel that valuable service was rendered to our teachers here at Galax by its predecessor the District M Teacher Center under the new concept additional service may be available for teachers in this area. In addition, the center serves as a vehicle for the sharing of information among the teachers of its varying member school division.

If state funds are available, I would recommend that the center be funded so it can continue the work that has been started.

Sincerely,



William G. Davis
Superintendent

WGD/sw

Giles County Public Schools

ROUTE 1, BOX 52
PEARISBURG, VIRGINIA 24134
(703) 921-1421

HAROLD ABSHER, JR.

DIVISION SUPERINTENDENT

August 25, 1981

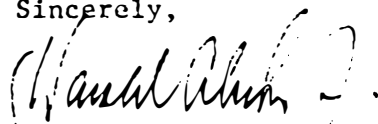
Ms. Joan Scheeler, Director
Professional Development Center
P. O. Box 5886
Radford University Station
Radford, Virginia 24142

Dear Ms. Scheeler:

The purpose of this letter is to inform you of our feelings about the Professional Development Center (formally the District M Teachers Center), which you presently direct. We have been pleased with the variety of in-service activities that the Center has provided for our personnel in the past. We feel fortunate to have an additional organization in our area to provide staff development opportunities for us.

We would like to see the Center operate indefinitely because of the contribution it is making in our locality.

Sincerely,



Harold Absher, Jr.
Division Superintendent

HA/sb

FLOYD COUNTY SCHOOL BOARD
FLOYD, VIRGINIA 24091

OF THE SUPERINTENDENT

August 26, 1981

Mrs. Joan Scheeler, Acting Director
Professional Development Center
Box 5886
Radford University Station
Radford, Virginia 24142

Dear Mrs. Scheeler:

I understand in recent telephone conversation with you that Federal Funds for the Professional Development Center are no longer available. Certainly, I hope that the State will be able to pick up the funding and enable continuing operation of the Center.

As an educational leader of Floyd County, I wish to stress that the Center has been of service to Floyd County schools in providing In-Service Education, Mini-Grants and also a very valuable resource center.

Sincerely,



Berchard L. Hatcher
Division Superintendent

BLH/sav

CARROLL COUNTY PUBLIC SCHOOLS

P. O. BOX 456
HILLSVILLE, VIRGINIA 24343

OFFICE OF SUPERINTENDENT



TELEPHONE 728-3191

August 25, 1981

Professional Development Center
P. O. Box 5886
Radford University Station
Radford, Virginia, 24142

Dear Ms. Southerland:

In behalf of the Carroll County School System, I would like to express our support for the Professional Development Center at Radford University. This center has helped local school systems to improve the quality of instruction offered to students.

If I or any member of my staff may be of assistance, please do not hesitate to call on me.

Sincerely,

A handwritten signature in cursive script that reads "R. T. Phillips".

R. T. Phillips, Ed.D.
Division Superintendent

RTP:bm

Pulaski County School Board

KENNETH J. DOBSON, DIVISION SUPERINTENDENT

Pulaski, Virginia

24301

August 25, 1981

Mrs. Joan Scheeler, Director
Professional Development Center
Box 5886, Radford University Station
Radford, Virginia 24142

Dear Mrs. Scheeler:

The Pulaski County Public Schools support the Professional Development Center which has operated the past three years as the Teacher Materials Center at Radford University.

We have seen positive results in working with our Pulaski County teachers because of the programs and services offered through the Center, and we feel that its continued operation will further enhance the educational programs here in Pulaski County.

Sincerely,

Kenneth J. Dobson
Division Superintendent

KJD/hjd

APPENDIX C

MINI-AWARDS GRANTED TO DATE

(Summer 1980)

<u>Title</u>	<u>Applicant</u>
An Enrichment Program in Life Science for the Gifted/Talented	Barbara N. Bell
After the IEP: A Lesson Plan Format	Beth K. Shelor
Writing Miscues: Diagnosis and Treatment	Rick Hughes
Visual Perceptual Motor Development Program	Cathy Barrett
Integrating Career Education into the Kindergarten Curriculum	Betty Stubblefield
Unit Organization - Mathematics	Loralie Parks
Microscope Lab Manual	Carrie B. Dugger
Floyd County History	Eris Wade, Bonnie Smith, and Barbara Rutrough
Curriculum Guide and Progression of Skills in PE for Dublin Elem. School, K-5	Wallace Bruce, Marie McCraw, and Donna Campbell
Metric System (6th Grade Science)	Jan Marks and Connie Turner
Behavior Incentives Program	Ellen Walach
Learning Centers for T/G in Math Lab or Classroom	Dorothy Deeb, Virginia Dixon, Sue Elliott, June Clowes, and Kathy Wilkerson

(Fall 1980)

A Language Arts-Based Career Education	Judith Self and Carol A. Bailey
Development of a Physical Fitness Obstacle Course	Warren Murphy, Robert Holland, Joseph Smith, and Roger Fillmore
Team-teaching Demonstration Project	Marion Goldwasser, Janet Stevens, and Sandra Davis

A Coordinated Program in
Language Arts and Life
Science for TAG Students

S O D A ** 1980

Learning Pacs for Language
Arts and Math

The Civil War: A Multisensory-
Multimedia Approach

Programming Teachers for the
TRS-80

Art Project Guide for the 12-22
Year Old Trainable Mentally
Retarded

ARC Welding Handbook, Agri-
culture Library, and Tree
Identification Kit

County Wide Curriculum for
the Seventh Grade Virginia
Studies Course

Barbara Bell and Mary
White

Jacqueline D. Spaulding

Launa Kay Blackburn

Nanette Johnson and
Leisa Stanger

Sue D. Elliott, Dorothy
Deeb and Virginia Dixon

Kathryn F. Turnauer

Mark Layne, David Showalter
and Stephanie Phelps

Cindy Young, Debbie Atwood,
Ruthie Griggs, Tim Caldwell,
Edna Jacksbon, Brenda Collins,
Ted Webb, Dr. Bernard Talley,
and Owen Bowman

APPENDIX D

PROFESSIONAL DEVELOPMENT CENTERS
LENDING LIBRARY MATERIALS

Administrator Style Effect on Teacher Behavior and Morale
Adults Teaching Adults
A New Generation of Leadership- Education for the Gifted in Leadership
Artists, Teachers, Perspectives
The Audio Visual Equipment Directory 1976-77
The Catalog of Free Things
Centers Galore (copy I)
Centers Galore (copy II)
Centers Galore (copy III)
Centers Galore (copy IV)
Change for Children
Children's Play and Playgrounds
Classroom Management for the Elementary Grades
Collections- A Newsbook of Vocabulary Activities
Conference Book
Conference Time for Teachers and Parents
Creating a Learning Centered Classroom
Curriculum Improvement in Small Rural Schools
Developing Creativity in the Gifted and Talented
Descriptions of Teacher In-Service Education Materials in Career Education
Descriptions of Leader In-Service Education Materials in Individualized Instruction
Descriptions of Teacher In-Service Education Materials in Motivation
Descriptions of Teacher In-Service Education Materials in Special Education
Directed Reading- Newsboard III
Discipline or Disaster?
Edison Science Kits
Education in Action
Educational Motion Pictures
Educators Guide to Free Audio and Video Materials- 1978
Educators Guide to Free Science Materials- 1978
Educators Guide to Free Tapes, Scripts and Transcriptions- 1976
Everyday Enrichment for Gifted Children at Home and School
Filmstrip Production Guide
Following Directions (set of two cassettes)
Following Directions (duplicating book)
Free and Inexpensive Learning Materials

Free and Inexpensive Learning Materials (copy II)

Freebies

Free Stuff for Kids

599 Free Things for Teachers

Grading and Grade Placement

The Great Learning Book

Gifted and Talented Students- What Research Says to the Teacher

Giving Kids a Piece of the Action

Handbook on Interpretive Reading and Discussion

I am Loveable and Capable

Ideas for Urban-Rural Gifted/Talented- Case Histories and Program Plans

The Identification of the Gifted and Talented

Identifying Sequence- Newsboard IV

The Importance of Parent Involvement (set I of Parent Involvement)

Improving Behavior

In-Service Education: Criteria for and Examples of Local Problems

In-Service Education: Demonstrating Local Programs

Integrating Handicapped Students Into the Regular Classroom- Parts I and II

Keeping Your Personal Journal

Knowledge Base of Research and Development Outcomes in Reading

Learning Disabilities- What Research Says to the Teacher

Learning Together and Alone

Maintaining Sanity in the Classroom

Merrimath (copy I)

Merrimath (copy II)

Motivation in Teaching and Learning- What Research Says to the Teacher

Motivating Today's Students

Motivation- What Research Says to the Teacher

National Career Directory

NEA Focus: Standardized Testing

Newsbook of Capitolization- Activities and Games

Newsbook of Reading Comprehension Activities

Newspaper Terminology- Newsboard I

Newspapers 5 W's- Newsboard II

Parent-Teacher Communication (set IV of Parent Involvement)

Parent-Teacher Cooperation

Pete's Dragon- Colorforms Adventure Set

Planagement

Planning, Conducting, Evaluating Workshops- Handbook
Planning, Conducting, Evaluating Workshops- Workbook
Preparing for the IEP Meeting: A Workshop for Parents (CEC)
Producing Workshops, Seminars, Short Courses
Providing Programs for the Gifted and Talented: A Handbook
Reaching Teenagers
Reading Can Be Dynamic, Relevant, and A Lot of Fun
Ready, Set, Go!
Recycle the Newspaper
Research in Arts Education
Resolving Classroom Conflict
Rethinking In-Service Education
Safari Cards (animal encyclopedias collection)
Schooling In Isolated Communities
Second Whole Kids Catalog
Selected Social Studies Skills- 88 Reinforcement Lessons for Secondary Students
Social Studies Objectives- National Assessment of Educational Progress
Special Kids' Stuff
Stress, Distress and Growth- Handbook
Stress, Distress and Growth- Manual
Super Treasury of Valuable Things You Can Get Free or Next to Nothing
Teachers and Testing
The Teachers Choice
The Teachers Choice (copy II)
Teacher's Gold Mine
Teaching Achievement Motivation
Understanding Word Meanings- Newsboard V
Using Student Team Learning
Vocational Education
What Color Is Your Parachute?
What's Black and White and Red All Over?
Yours for the Asking

· ADDITIONS TO LENDING LIBRARY

August, 1980:

Creative Food Experiences for Children
Feed Me I'm Yours
Free Stuff for Cooks
Let's Cook Today
Selecting Materials for Instruction
The Taming of the C.A.N.D.Y. Monster (copy 1)
The Taming of the C.A.N.D.Y. Monster (copy 2)
Ten (10) Minute Field Trips
What's to Eat and Other Questions Kids Ask About Food
Yellow Pages of Learning Resources
The Kid's Cookbook Yum! I Eat It

September, 1980:

Communication as a Second Language
 Air Waves & Beyond
 Ideas
 Language
 Mass Communication
 Print

Day In, Day Out
Developing Skills in Critical Thinking
Fact, Fantasy, and Folklore
Games Without Losers
How 2 Gerbils, 20 Goldfish, 200 Games, 2000 Books & I Taught
 Them How To Read
I Can Make A Rainbow
If You Are Trying To Teach Kids How To Write, You Gotta Have This Book
Kids' Stuff
 Reading & Language Experiences Intermediate & Jr. High
 Reading & Language Experiences Primary

101 Activities for Teaching Reading
101 Fantastic Fun Shop Favorites
Making Things
Making Things Book 2
Snips & Snails & Walnut Whales
Sticks & Stones & Ice Cream Cones

ADDITIONS TO LENDING LIBRARY

September 1980:

An Activities Handbook for Teachers of Young Children
Big Rock Candy Mountain
Center Stuff for Nooks, Crannies & Corners
Children Are Children Are Children
Cowstails & Cobras
Creative Math Experiences for the Young Child
Economy Size
Future Think
I Am Not A Short Adult
Keep Earth Clean Blue & Green
Kids' Stuff Math
Kids' Stuff Reading & Writing Readiness
Kids' Stuff Social Studies
McDonald's Nutrition Action Pack
Mini-Center Stuff
Miniguides
More Center Stuff for Nooks, Crannies & Corners
Nooks, Crannies and Corners
Opening Your Class with Learning Stations
Pin It, Tack It, Hang It
Poetry Pack Rat
Reading for Survival in Today's Society
Rose, Where Did you Get That Red?
Southwest Virginia Writing Project - 1980
Sunship Earth
Teaching with Creative Dramatics
This Book is About Time
The Book of Think
The I Hate Mathematics Book
The Only Earth We Have
The Reading Corner
The Reading Idea Book
The Teacher's Planning Pak & Guide to Individualized Instructi
The You and Me Heritage Tree

