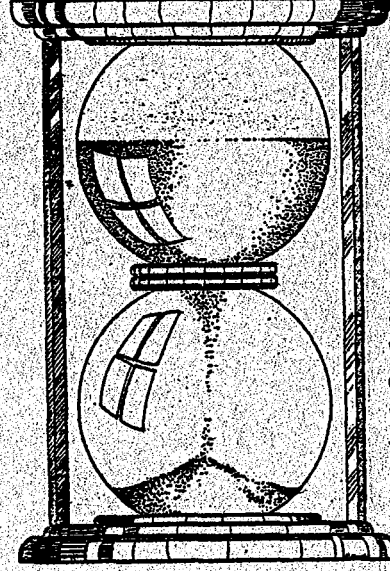


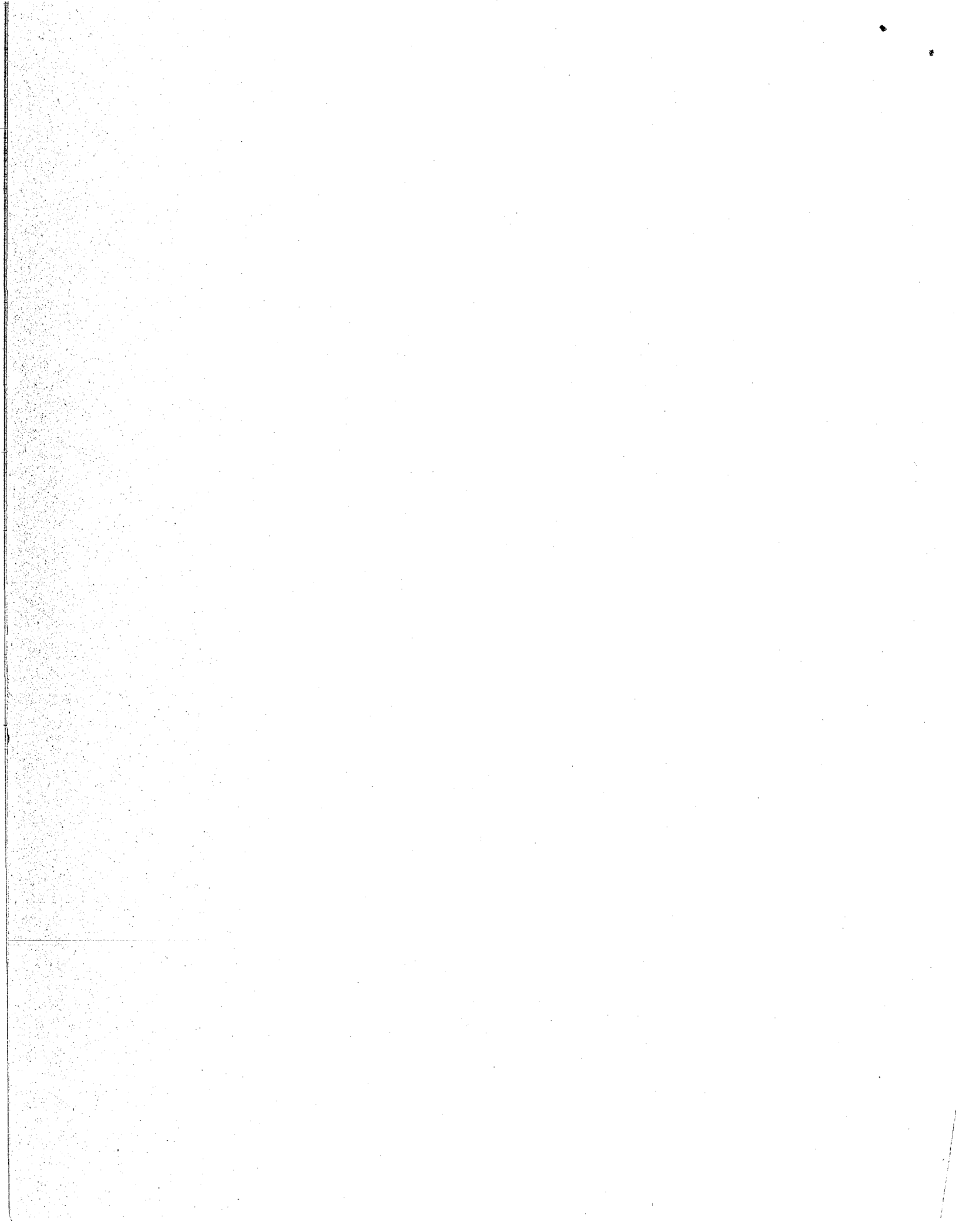
# **An Aggressive Striving for Professionalism**

WILL FEDERAL AND STATE FUNDED  
TEACHER CENTERS PASS THE  
ENDURANCE TEST?



Experts engaged in the management and governance of teacher centers will discuss the present status of their programs. Each specialist will identify success indicators that mark exemplary programs.

Prepared for the Sixth Annual National Inservice Conference  
November 16, 1981  
Hyatt Regency Hotel  
New Orleans, LA  
Coordinated by: AFT Teacher Center Resource Exchange



TEACHER CENTERS: WILL THEY PASS THE ENDURANCE TEST?

NCSIE CONFERENCE

A G E N D A

MODERATOR: PAT WEILER, DIRECTOR  
AFT TEACHER CENTER RESOURCE EXCHANGE

WORKSHOP OVERVIEW: DR. ALLEN SCHMIEDER, DIRECTOR  
TEACHER CENTER PROGRAM  
U. S. DEPARTMENT OF EDUCATION

SUCCESS INDICATORS:

INDISPENSABLE LINK TO THE  
WORLD OF TECHNOLOGY

JACQUELINE VAUGHN, CHAIRPERSON  
AFT TEACHER CENTER ADVISORY GROUP  
AFT VICE PRESIDENT

THERESA LORIO, ASSISTANT DIRECTOR  
DETROIT CENTER FOR PROFESSIONAL  
GROWTH AND DEVELOPMENT

MARK ROSENBAUM, DIRECTOR  
NASSAU COUNTY REGIONAL TEACHER  
CENTER

COLLABORATION WITH HARVARD  
ET AL

DOROTHY BILLINGTON, FACILITATOR  
HARTFORD TEACHER CENTER

DR. JOHN VAN BUREN, DEAN  
HOFSTRA UNIVERSITY SCHOOL OF  
EDUCATION

IMMEDIATE RELATIONSHIP  
BETWEEN THE INSERVICE  
PROGRAM TO CLASSROOM NEEDS

MONA SHERMAN, DIRECTOR  
HAMMOND TEACHER CENTER

INDISPENSABLE LINK BETWEEN  
HOME AND SCHOOL

PERCELL THOMAS  
DISTRICT OF COLUMBIA TEACHER CENTER

A DIFFERENT VIEWPOINT:  
ROOTED IN THE UNIVERSITY

JERRY OLSON, DIRECTOR  
CHICAGO TEACHER CENTER

ELAINE SISSELMAN, POLICY BOARD  
MEMBER  
DADE COUNTY TEACHER EDUCATION  
CENTER

ROBERT TESTA, PROFESSOR  
FLORIDA INTERNATIONAL UNIVERSITY

MINI-GROUP SESSIONS:

TWO SESSIONS - 20 MINUTES EACH

WRAP UP SESSION:

Teacher Center Resource Exchange

**AFT** 11 Dupont Circle  
Washington, D C 20036  
202 797 4461



## AFT TEACHER CENTER RESOURCE CENTER

11 Dupont Circle  
Washington, D.C. 20036

Funded by the U.S. Department of Education, the AFT Teacher Center Resource Exchange provides technical assistance to teachers, administrators, and universities and colleges of education personnel for the development and operation of teacher center programs. During the past three years, teacher center leaders have had an opportunity to share information regarding exemplary programs and promising inservice practices. Through the nine Teacher Center: How To modules, special emphasis has been placed on collaboration between teachers and university staff. The project has established dialogue, which challenges teacher educators to envision new models for preservice as well as inservice education for teachers. Resources are made available through the Teacher Center Clearinghouse. More than one hundred university personnel receive materials regularly from the Clearinghouse.

University representatives and teacher center leaders participate in conferences scheduled by the AFT Teacher Center Resource Exchange. A recent two-day session was directed by George Denmark, Dean of Education at the University of Kentucky. His paper entitled, "A Case for Extended Teacher Preparation Programs," stimulated discussion on the relationship between preservice and inservice programs. The American Federation of Teachers has long advocated an internship program for beginning teachers, and the teacher center is the most likely meeting place for master teachers and teacher educators as they initiate the beginning teacher into the school district in the 1980s. Participants cited special plans for the beginning teachers in England where "inductees" spend one day a week with master teachers visiting classrooms, working in the teacher center, or taking a course.

Teachers as researchers has been a recurring theme in the AFT Teacher Center Resource Exchange literature and scheduled seminars. An ongoing exchange through discussion, seminars, and publications with the Teacher Corps Program has linked teacher center directors with Teacher Corps personnel who share experiences and insight. The most recent exchange with Lee Morris, from the University of Oklahoma, has established the theme for the coming year. Research, Adaptation, and Change, a publication he edited challenges teacher center leaders to literally take the knowledge base off the library shelves and bring it into the classroom. University professors and teacher center leaders must collaborate if this goal is to be realized.

A number of the special collaborative models for the involvement of higher education personnel in teacher center programs described in this publication have been shared during teacher center seminars as well as through Clearinghouse publications. Teacher center leaders place special emphasis on the collaborative process whereby teachers and university professors develop courses scheduled at the teacher center for graduate credit. Because teachers have identified credit courses as one important teacher center activity, careful

consideration is given to coordinating the theory with the real life of the classroom teacher.

Contact for Further Information

Patricia Weiler  
(202) 797-4461



WHY COLLABORATION? EXPERIENCES OF THE  
DISTRICT OF COLUMBIA TEACHER CENTER

Jimmie Jackson  
District of Columbia Teacher Center

Institutions of Higher Education continue to play a vital role in the preparation of teachers. Original legislation that authorized teacher centers required collaboration of professional organizations, Boards of Education, and Institutions of Higher Education in the planning of staff development for classroom teachers. This legislation led to the active involvement of classroom teachers with higher education in the scrutiny of inservice programs.

The District of Columbia Teacher Center established a committee of classroom teachers, deans of education, faculty advisors and teacher center staff to explore the feasibility of offering courses, workshops, lectures, and seminars that would be relevant to classroom teachers. This collaborative effort included Howard University, Catholic University, University of the District of Columbia, University of Maryland, University of Virginia, George Washington University, Trinity College, and American University.

Classroom teachers indicated on a survey that their interests were in the areas of reading, human relations, supervision and special education. Three Master's programs were then negotiated with George Washington University so that the D.C. Teacher Center was the degree-granting agent through the University. All of these courses are taught at the teacher center. In addition, the courses can be offered at a lower rate for teachers through the Teacher Center.

In designing courses to be offered at the Center, the planning committees considered many areas of concern to teachers. The most profound criterion was that the content meet the needs of classroom teachers in terms of the requirements, application, and usefulness. Very effective relationships have been established with the area universities in meeting this objective. Programs, dates, time, and assistance are readily available to classroom teachers. There is a congenial atmosphere for studying that includes a library with available resources and references easily accessible to teachers. Teachers can also type and xerox papers at the teacher center site. While the availability of these resources may seem trivial, they are essential to teachers who work full time. The flexible hours and dates are very helpful to teachers who want to continue or update their education.

This collaborative arrangement encourages the opportunity to re-evaluate the teacher education curriculum. Most of the participating university faculty listened to the cries of the teachers as the teachers discovered that their real needs had not been satisfied in the areas of management, record keeping and

day-to-day activities. This willingness to listen by university faculty was clearly shown by the agreeable attitude for providing courses and redesigning courses and curriculum to meet the everyday needs of teachers.

The collaboration also provides a chance for faculty and students at the university to learn at the center. Teacher education majors have been sent to the center to review curriculum and become aware of classroom settings in the D.C. Public Schools. Many attend the workshops on classroom management and request assistance with writing objectives. Through collaboration, the university faculty become aware that some education courses do not meet the needs of beginning teachers. The need to revitalize and restructure teacher education curriculum and courses so that they are more reality based has been realized. University faculty also have the opportunity to assist classroom teachers in rethinking methodology and pedagogical techniques. The interaction has been fantastic for both university based faculty and classroom teachers in the shared learning environment of the Center.

The collaboration offers an ongoing needs assessment in terms of what is practical and relevant in the classroom. This input from classroom teachers provides teacher education faculty with first-hand information and insight into what is generally expected of teachers in today's classrooms. Better guidance for prospective teachers is often the result. Making the teacher education curriculum and guidance more relevant for the practitioner can best be fulfilled with collaboration between teacher educators and classroom teachers.

Since colleges and universities are facing intensified competition, the development of innovative, creative and attractive programs will be important. In the past, many teachers have believed that the teacher education curriculum was designed by professors who had been out of the classroom for 10-20 years. Collaboration offers the opportunity for both teacher educators and teachers to participate in the assessment and modification of teacher education programs. This collaborative process also will encourage classroom teachers to be more appreciative of the talents of university faculties.

When students are not satisfied with their undergraduate education, they are often insecure in their performance. Thus, the curriculum must be re-examined. While the curriculum should not be changed just for the sake of change, it must be improved. Students entering a classroom as the teacher must believe that they have received the best education possible in undergraduate school. Programs must serve the real needs of students. Teachers should be able to evaluate teacher education curriculum and the application of it in the classroom. The extent to which teachers and teacher educators collaborate may determine the survival of some institutions. Teacher centers encourage such collaboration.



## THE FIRST OPERATIONAL YEAR 1980-81

### 1. Purpose and Development

The Hammond Teacher Center First Year Operational Grant Proposal was developed by the Hammond Teacher Center Policy Board and submitted in March, 1980. The purpose of the grant was to design and implement professional growth opportunities which would help teachers meet the ongoing educational needs of their students. The First Year Operational Grant was funded in July of 1980.

A permanent location was established at Miller School in Hammond. The director was hired on a part-time basis in April, 1980, and assumed full-time status in September, 1980. The Teacher Center issued bulletins and calendars to teachers in public and parochial schools in Hammond during the Spring of 1980 to inform teachers about the project and the tentative calendar for activities which would begin in September. The Teacher Center opened its doors on schedule, September 8, 1980, with a complete schedule which included a variety of workshops and activities. (See Appendix B for a detailed schedule of Teacher Center activities.)

Approximately 1,500 participants have taken part in Center activities between September, 1980, and January, 1981. The Hammond Teacher Center has become a responsive agent in the community, providing services for teacher, parent, and community organizations. Teachers from the parochial and pre-schools in Hammond have been included in programs and activities. Indiana University Northwest and Purdue University Calumet have co-sponsored credit courses through Teacher Center workshops. The Teacher Center now prepares to continue during its second year of operation to expand its effective response as a service agency for educators and parents in Hammond.

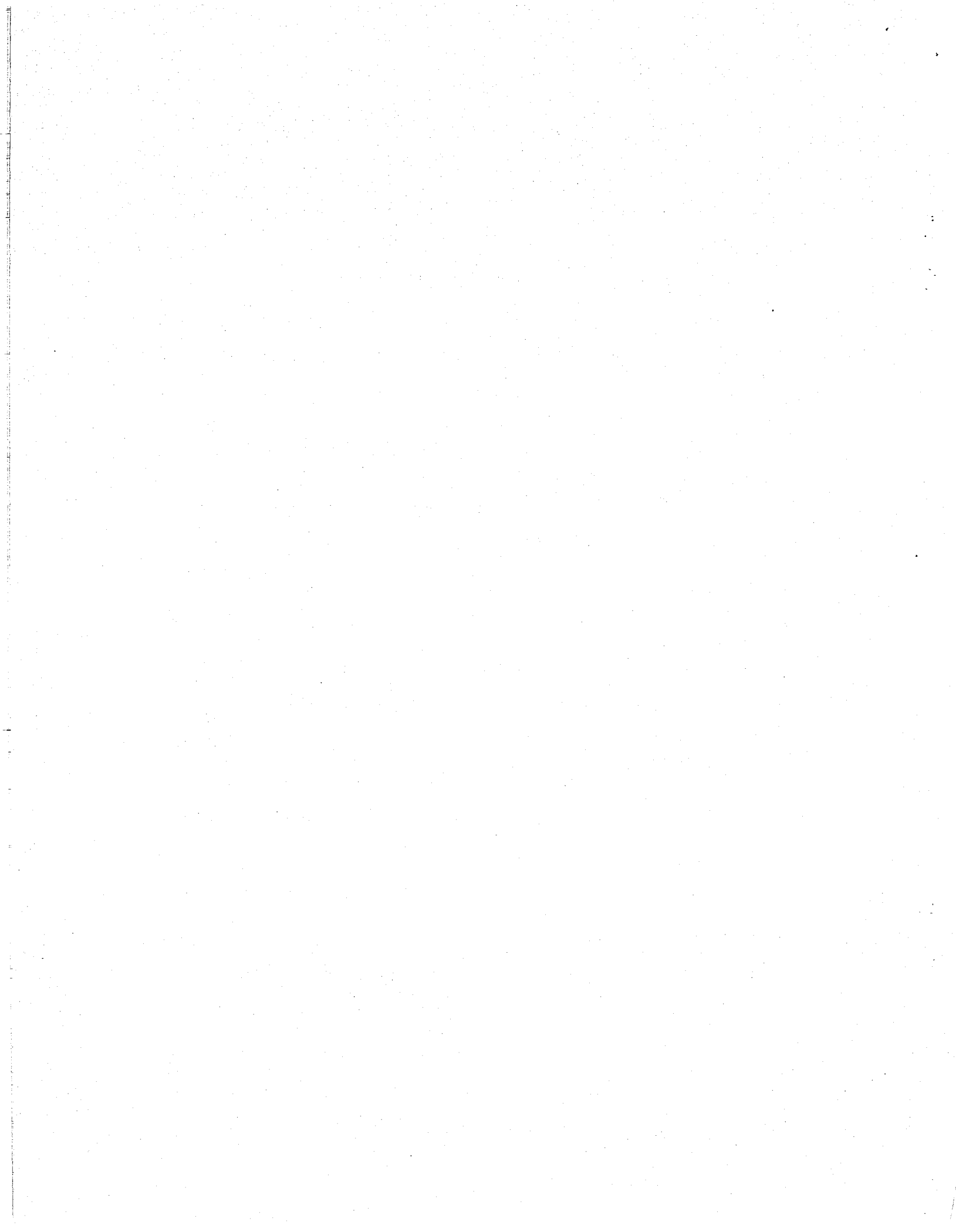


OBJECTIVE i: TO CONTINUE THE DEVELOPMENT OF POLICIES AND PROCEDURES FOR THE EFFECTIVE GOVERNANCE OF THE TEACHER CENTER PROJECT BY THE POLICY BOARD.

Governance and Implementation. The Policy Board has met monthly throughout the first operational year. Development of policies and procedures have continued and plans of action for each objective have been implemented. (Appendix A, Objective 1; sections A and B.)

Teacher Center Staff. A job description was created for the role "Coordinator," later changed to "Director," of the Hammond Teacher Center. Notice of vacancy was advertised in Teacher Center Newsletter Vol. I, Nos. 1 & 2, and posted on office bulletin boards in all Hammond schools as well as in the Hammond Teacher Federation Newsletter. Mona D. Sherman, basic reading teacher at Morton High School, was hired on a part-time basis in April, 1980. She began full-time direction of the Center in September, 1980. (A job description is located in Management Plan). A full-time clerk-typist, Pam DeWitt, was hired in September. The position was advertised by the School City of Hammond. Two program coordinator positions were advertised in the Hammond Teacher Center Newsletters, Hammond Teacher Federation Newsletters, and in all Hammond Schools by the Personnel Department. Virginia Jemiola, special education teacher at Eggers Middle School, and Gardest Gillespie, industrial arts teacher at Hammond High School, were hired in November, 1980. Vitaes of the director and program assistants appear in the Management Plan on page 70. Resource teachers are hired as the need arises by the Center.

On-Site Visitations and Conferences. During the planning and first operational year, members of the Policy Board visited six teacher centers. These on-site visits were made at teacher centers in Lafayette, Indianapolis, Columbus, and Gary, Indiana; Chicago, Illinois; and Great Rivers, Wisconsin. Two presentations were made by the Director at State Wide Conferences:

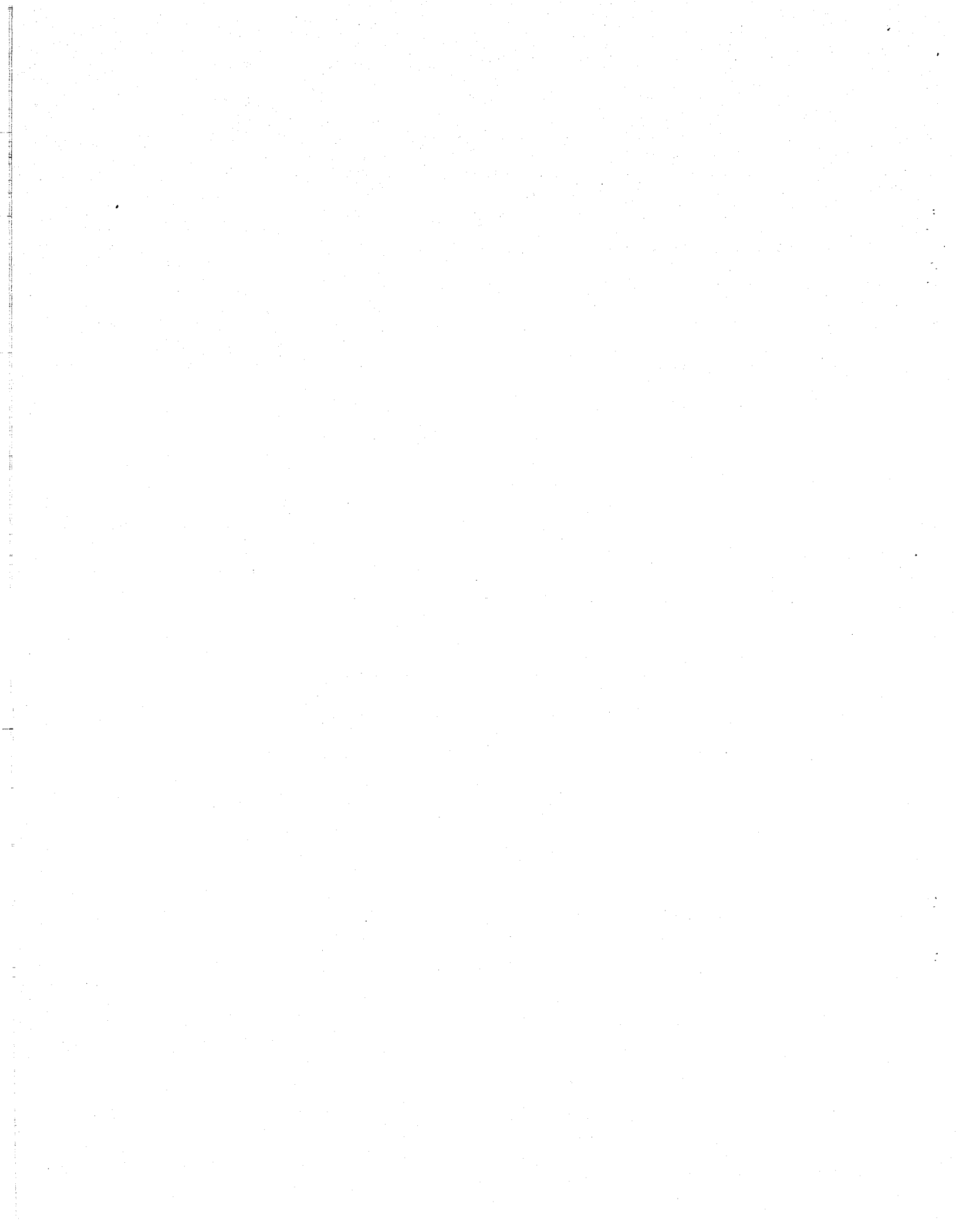


21

"Why Come to the Teacher Center?", Northwest Region, Indiana Association for the Education of Young Children, Hammond, Indiana, April 4, 1981; and "The Role of the Teacher Center: Reading in the Schools," Indiana State Reading Teachers Conference, March 28, 1981, Indianapolis, Indiana. Conferences participated in by Policy Board members and the Director included Mid-West Cluster meetings in LaCrosse, Wisconsin, and Chicago, Illinois; American Federation of Teachers Technical Assistance Conferences, and the Syracuse Documentation Conference, July 1980, New Orleans, Louisiana. The Director participated in a Director's Internship Program sponsored by the Office of Teacher Centers, Department of Education, Washington, D.C., August 1980.

Locally. Teacher Center "Awareness Programs" were offered during faculty conferences at all Hammond schools by the Director from September 1980 to June 1981. Presentations were made for the Hammond Parent Teacher Association, Hammond School Board, Hammond Administrators, the Administrators of the Diocese of Gary Schools, and the Hammond Area Reading Council.

Policy Board Member Orientation. In December 1980 a training session for orienting new Policy Board members was held. At this time, as originally scheduled in the Policy Manual, one-third of the Board members was replaced with new personnel (Appendix A, Objective 1; section E).



23

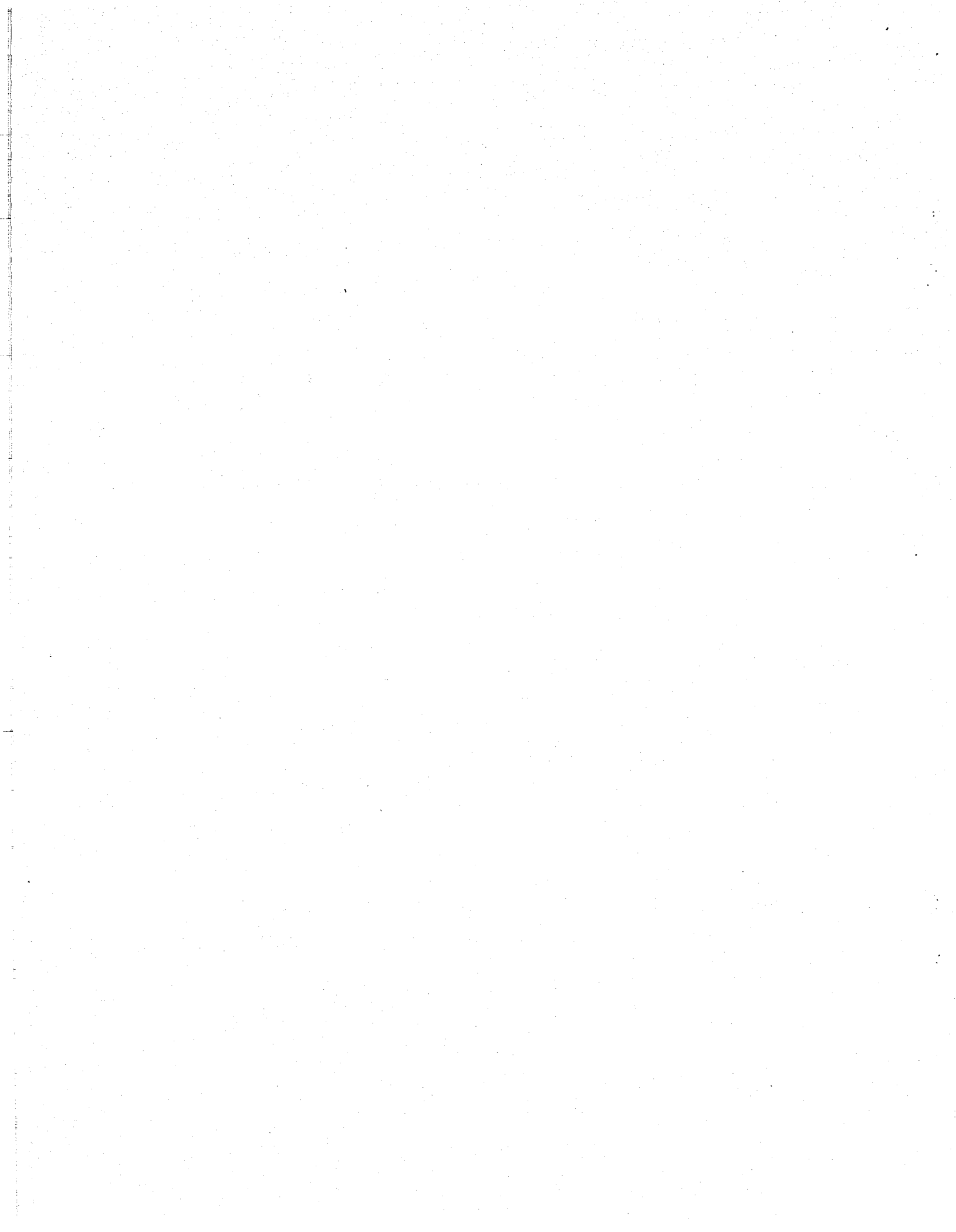
OBJECTIVE iii: TO DEVELOP AND OPERATE PROGRAMS DESIGNED TO MEET THE IDENTIFIED  
INSERVICE NEEDS OF THE PROFESSIONAL STAFF.

Directions and Methods for Building Inservice Programs. In addition to the needs assessment surveys and follow-up information gathered from teachers described under Objective ii, the Hammond Teacher Center has identified and implemented other ways to provide services to both teachers and parents in the community. Suggestions for the Teacher Center programs have been collected through notes and calls received at the Center, comments from teachers at Awareness Programs conducted as part of faculty meetings, contact made by Teacher Center representatives, the director, and faculties, as well as teacher, parent, and community organizations.

Teacher-Administrator Cooperation. When teachers at Hammond's elementary schools needed an opportunity to examine materials which their schools anticipated purchasing, they requested the assistance of the Teacher Center. The Teacher Center contacted representatives from eight book publishers and sponsored a materials display. Teachers were given released time to view the display. This allowed them to make decisions on which materials they wished to purchase. This even led to new levels of cooperation and planning among teachers and administrators in sharing material funds.

The Teacher Center was requested by the Inservice Committee of the School City of Hammond to provide released time inservice workshops in Gifted and Talented Education for all elementary school teachers. Three sites were selected and three presenters were hired by the Teacher Center. The first of these workshops was presented on December 10, 1980. The workshops were received so well by the teachers that two more released mornings have been planned so that each teacher will have an opportunity to hear all three presenters.





The Teacher Center has been working with the Gifted and Talented Coordinator in planning workshops for teachers of the Gifted and Talented. The administration and the Teacher Center jointly applied for two one-day inservice workshops that were offered by the Indiana Department of Instruction. Our request has been accepted and the first all-day workshop was held on January 13, 1981. The topic was "Identifying Gifted and Talented Students." The follow-up workshop will be held on March 20, 1981. There was no charge for this workshop.

The Teacher Center and the School City of Hammond jointly applied for a \$400 mini-grant from the Department of Public Instruction in inservice for Teachers of Gifted and Talented. On January 30, the Teacher Center and the School City of Hammond were notified that our proposal was accepted. Currently, the Teacher Center and the Coordinator of Gifted and Talented are working on presenting a mini-conference on Gifted and Talented that will take place this Spring.

Variety of Activities and Evaluations. During the 1980-81 school year, the Hammond Teacher Center offered teachers a variety of workshops, seminars, college-credit courses, and special interest programs. A complete list of programs and activities planned by the Center is included with attendance figures and other descriptive information in Appendix B. Activities have included sessions on making materials and art objects for classroom use, programs for teachers in special subject areas, classroom management techniques, workshops for substitutes, information about legal and financial concerns, sessions in personality development, foreign language training, and college-credit courses. The responses to these programs were measured through registration prior to meetings, attendance records of the meetings, and responses on forms distributed following the programs. Effective activities were rescheduled at future dates and additional workshops offered when requested. Sites other than the Teacher Center are used when it is appropriate.

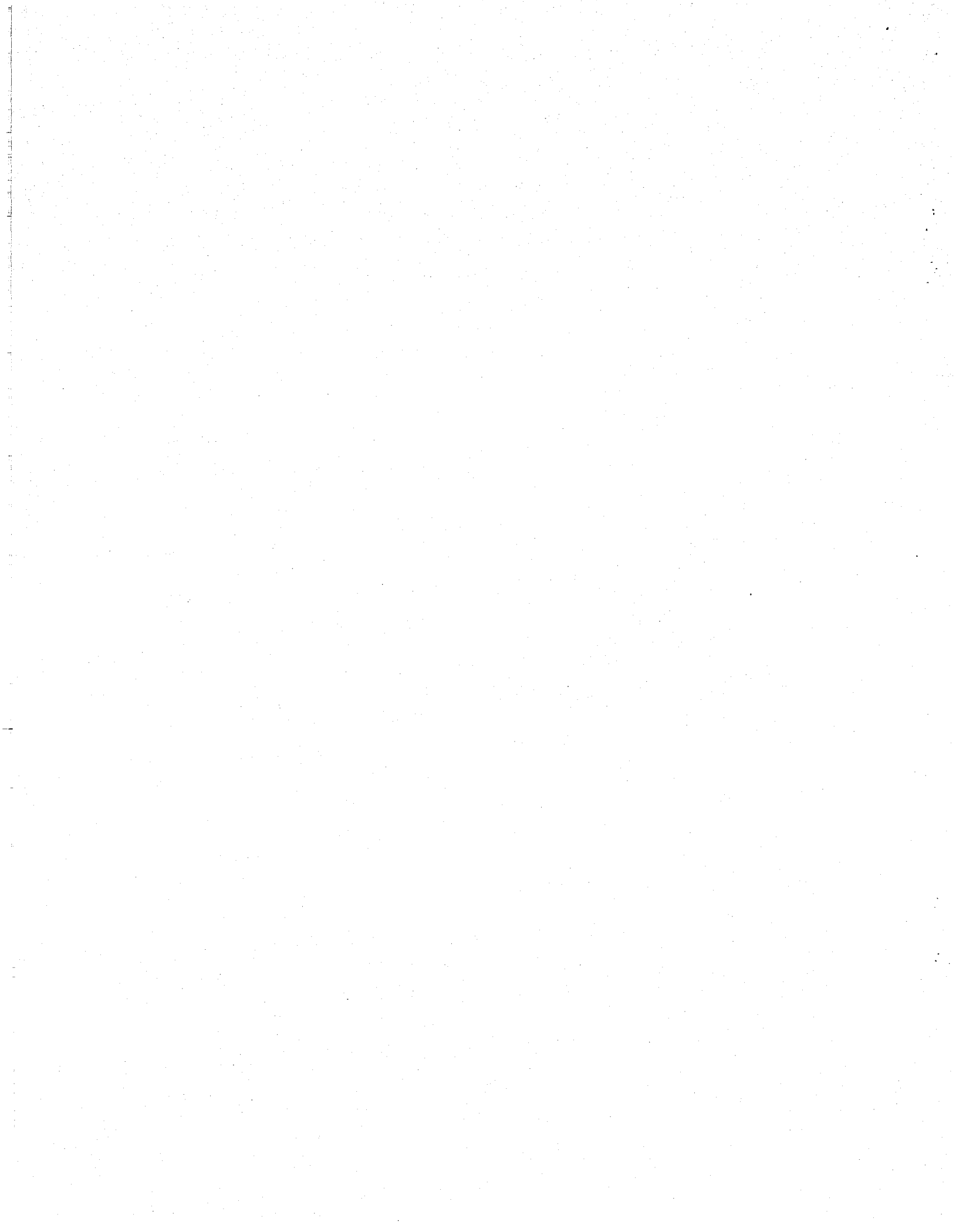


Community Involvement. By funding two art training workshops in October and November, the Hammond Teacher Center has assisted the "Hammond Picture Persons," a group of community volunteers who present art programs in the Hammond elementary schools and the Gary Diocese. The workshops were presented as a result of a direct request from the president of the "Hammond Picture Persons."

The Teacher Center has developed several programs for parents describing educational goals in schools and assisting parents in creating instructional materials for their children at the Center.

Cooperative ventures with teacher organizations have led to the Teacher Center providing programs of interest on a joint basis with the Hammond Area Reading Council, the Association for the Gifted and Talented, the Indiana Association for Education of Young Children, and the Indiana Northwest Economics Council. The President of the Hammond Parent Teachers Association represented the Hammond Teacher Center at the Indiana State Conference, "Effective Schools of the 80's," on January 23, 1981. Regular communication has been established between the Director and the Parent Teacher Association in planning and presenting workshops for parent groups at the Teacher Center.

As a result of these and other efforts, a network of cooperative relationships has been established for future inservice programs.



On February 11, 1981, The School Board of Dade County, Florida officially authorized the submission of an application for a Teacher Education Center grant designed to expand the accommodation of the inservice needs of teachers of Dade and Monroe Counties, Florida.

These needs are being partially met at the present time by the Dade-Monroe Teacher Education Center which was established to meet the requirements of Florida Statutes (see Appendix B) that each county in the state be involved in a Teacher Education Center by July 1, 1979.

Dade County, Florida has a widespread multi-ethnic population. The population has increased since May, 1980 when the boatlift from Mariel, Cuba saw 100,000 new refugees come into the area in a matter of 3 months. Also, up to 300 Haitian refugees arrive on the shores of the County weekly. The County covers 27 municipalities and is spread over a vast geographic area of approximately 2,000 square miles. (See Appendix E.)

Monroe County is comprised of the Florida Keys and is a narrow 100-mile long strip of islands extending from the southern tip of Dade County to Key West. It is, therefore, imperative that a unique technological approach be established to meet the vast needs of the teacher in both counties.

The purpose of this proposal is to request funds to expand the opportunities for teachers of the area to gain additional skills which will ultimately enable them to better meet the needs of the diverse students in their classrooms. It is proposed that this expansion be accomplished through the development of television and radio technology which will ultimately insure greater cost effectiveness and will increase the quantity of training possibilities as well as improve the quality of service.

Project TRAIN (Television and Radio Applied to Inservice Needs) is requesting \$42,829 for a planning grant for the first year, with significantly increased funds for implementation in the second and third years.

The Project will provide:

1. Production of audio-visual presentations to be delivered in Dade County through two existing public television stations, a four-channel closed circuit television station, a public radio station and other applicable media resources.
2. Duplication of the above presentations in video-tape cassette form for use in the three geographic centers in Monroe County.
3. Utilization of cable television facilities in Monroe County to meet the needs of its teachers.
4. Follow-up activities and services to participants provided by the use of substitutes in classrooms of part-time teacher/facilitators.





## A. ABSTRACT

Northeastern Illinois University, in cooperation with teachers and staff of the public and private schools on the northwest side of Chicago, proposes the continued operation and funding of the Chicago Teachers' Center to assist teachers in professional growth in accordance with needs identified by teachers served by the Center, and to support and enrich the instructional programs of those schools.

### 1. Priority Needs

Priority student and teacher needs identified by the Policy Board of the Center include: reading, mathematics, special education, multi-cultural education, the fine arts, and occupational stress.

### 2. Objectives

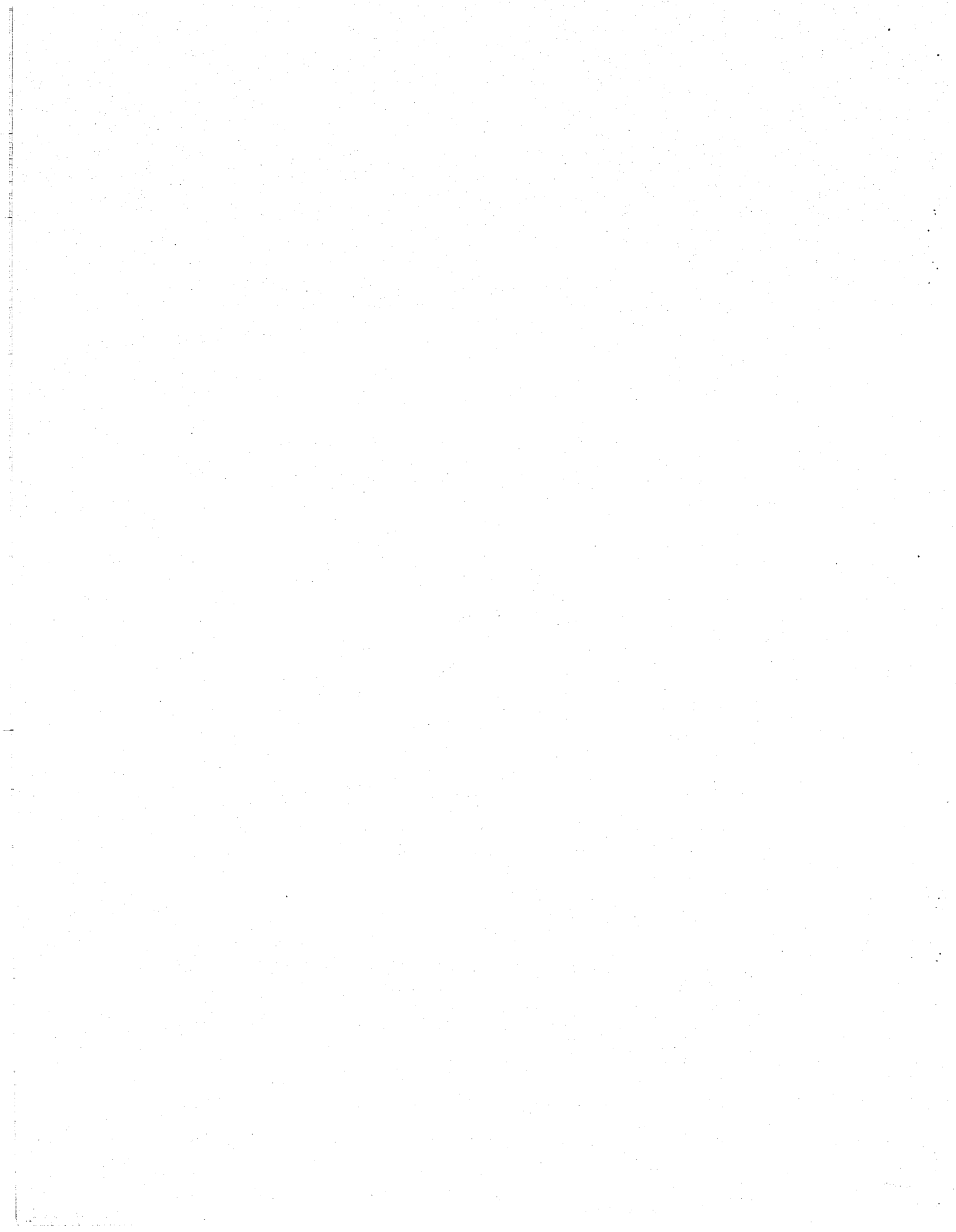
The principal objectives of the Center are to support public and private school teachers in:

- a. identifying their own professional needs and the learning needs of their students and utilizing these findings in planning educational programs,
- b. planning, designing, and leading curriculum activities at the Center's site so as to enhance the learning of their pupils and the professional development of colleagues,
- c. planning, implementing, and evaluating school-based professional development programs,
- d. identifying, documenting, and coping with occupational stress.

### 3. Plan of Operation

Under the supervision of the Policy Board of the Center, a staff of a Director, an Associate Director-Program Coordinator, one Center Curriculum Specialist, three Resource Teachers, two university advisors, and teacher consultants will:

- a. conduct needs assessment surveys and interviews, and provide programs that will assist teachers in acquiring skills in discerning needs;
- b. offer workshops, seminars, leadership training courses, and work with teachers to construct appropriate curricular materials at the Center site;
- c. collaborate with teachers and administrators to develop professional development programs at local project schools;
- d. offer workshops, seminars, and special programs related to occupational stress issues.



## ABSTRACT

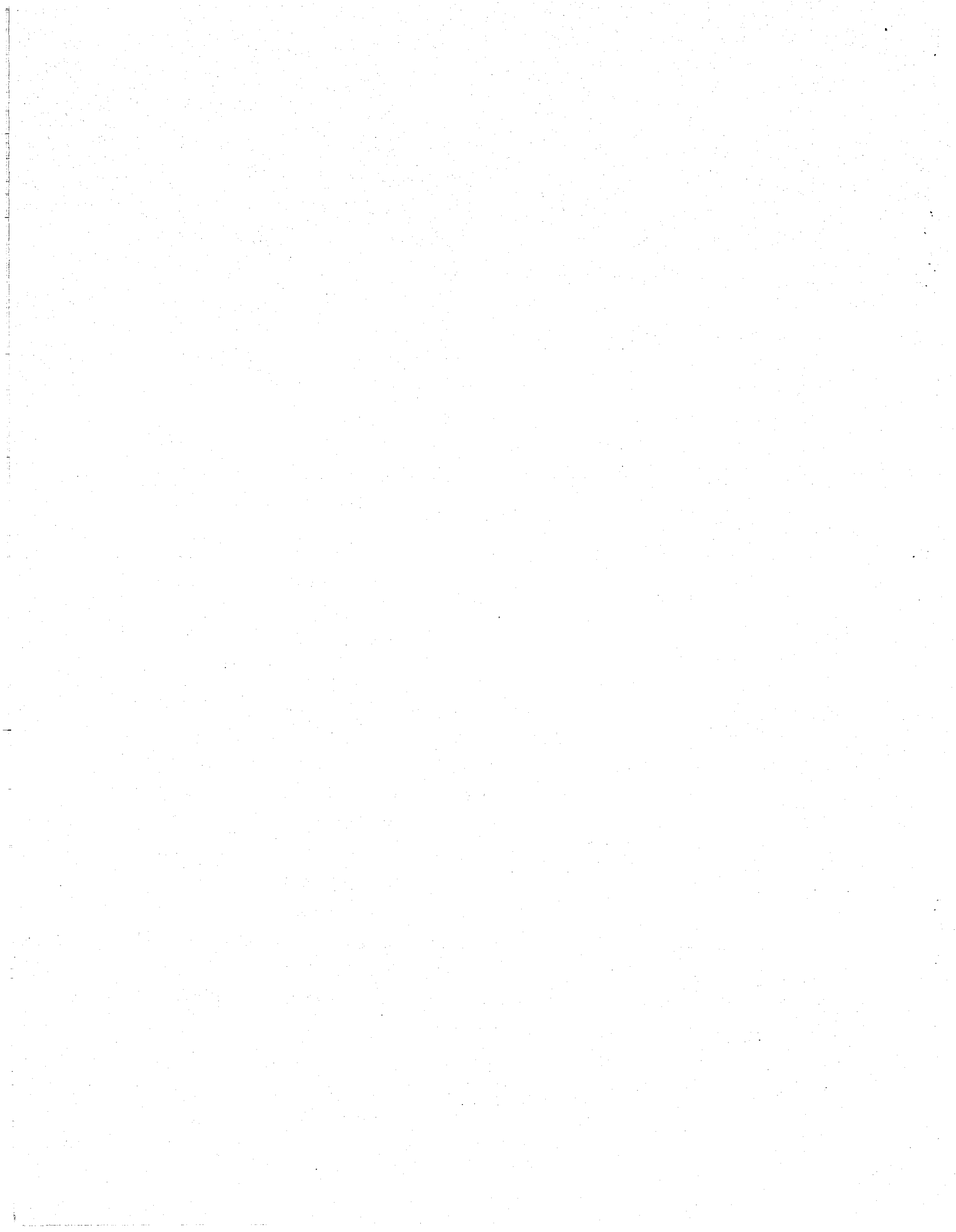
The Secondary School Teacher Center Component (SSTCC) is funded as an addition and separate component to the existing Michigan state-funded Detroit Center for Professional Growth and Development. The SSTCC seeks to extend services to Detroit area teachers, students, paraprofessionals, and administrators and to develop its potential to serve as the Mid-West Cluster Microcomputer Inservice Training Center. The major area of concentration for the Detroit SSTCC is the addressing of the future-oriented communication skills needs of students and teachers.

The Secondary School Teacher Center Component is governed by an 18 member Policy Board of which 61% are classroom teachers. The Policy Board takes an active role in the directing, supervising and monitoring of all operations. Policy Board members serve on planning task forces and represent the Center at conferences and seminars.

The SSTCC provides services to 7,200 educational personnel in the 84 public middle and senior high schools and 42 non-public secondary schools in the service area.

During its first operational year the SSTCC will meet the future-oriented communication skills inservice training needs of teachers and students in the service area, develop and pilot future-oriented communication skills curriculum modules, develop procedures and training courseware needed to operate as a micro-computer training center for service area educators and their students, establish a multi-media future-oriented communication skills resource and dissemination service, and establish a Mid-West Cluster Microcomputer Inservice Training Center.

All activities will flow from priorities determined by the assessment of student and teacher needs. Funds for this continuation grant will enable the Policy Board to implement the SSTCC as a vital and responsive way to prepare Detroit educators and their students for the communication skills that will be required in the decades to come.



## OBJECTIVES FROM ORIGINAL PROPOSAL

### A. Continuous Professional Development and Renewal

The Teacher Center Policy Board will:

1. Respond to specific requests by teachers for help in changing classroom teaching/learning process.
2. Enable teachers to utilize education research findings, expert researchers, research disseminators and educational consultants, as needed to respond to student needs.
3. Enable teachers to know the purposes and applications of major testing programs and to utilize the appropriate assessment devices in their classrooms, particularly diagnostic tests related to student skills development.
4. Emphasize in all helping enterprises the interrelationships between curriculum, staff, and materials development in meeting students needs;
5. Coordinate teacher Center assistance enterprises with the staff development activities of the District Office, the National Teacher Corps Program, the Child Services Demonstration Program, and any other subsequently funded staff development projects or programs.
6. Promote the use of individualized instruction techniques;
7. Involve in one or more innovative activities teachers who do not normally participate in any professional development and renewal activities.
8. Foster among teachers a readiness to take the risks of innovation and to assay objectively the results of change upon their classes;
9. Insure that all the above objectives are applied to the particular concerns of special needs and bilingual children.
10. Insure that all the above objectives are applied to the particular concerns of teachers in career and occupational education programs.

### B. Continuing Opportunities for Teachers to Produce and Implement Specific Educational Programs and Materials in their Classrooms.

The Teacher Center will provide facilities, equipment, and supplies necessary for the development and production of learning/teaching materials and programs in a variety of media, and effective in addressing the learning needs of students.

1. The Center will contain a materials production facility consisting of a general work room, an A-V workroom, a projects-in-development storage area, and an office, which will be operational at the Teacher Center site three months after receipt of the award grant.
2. The Teacher Center Policy Board will establish procedures governing the use of the materials production facility and establish a schedule for equipping and supplying the materials production facility. The guidelines and schedule will accommodate simultaneous use of diverse production instruments/facilities by teachers working singly or in groups.

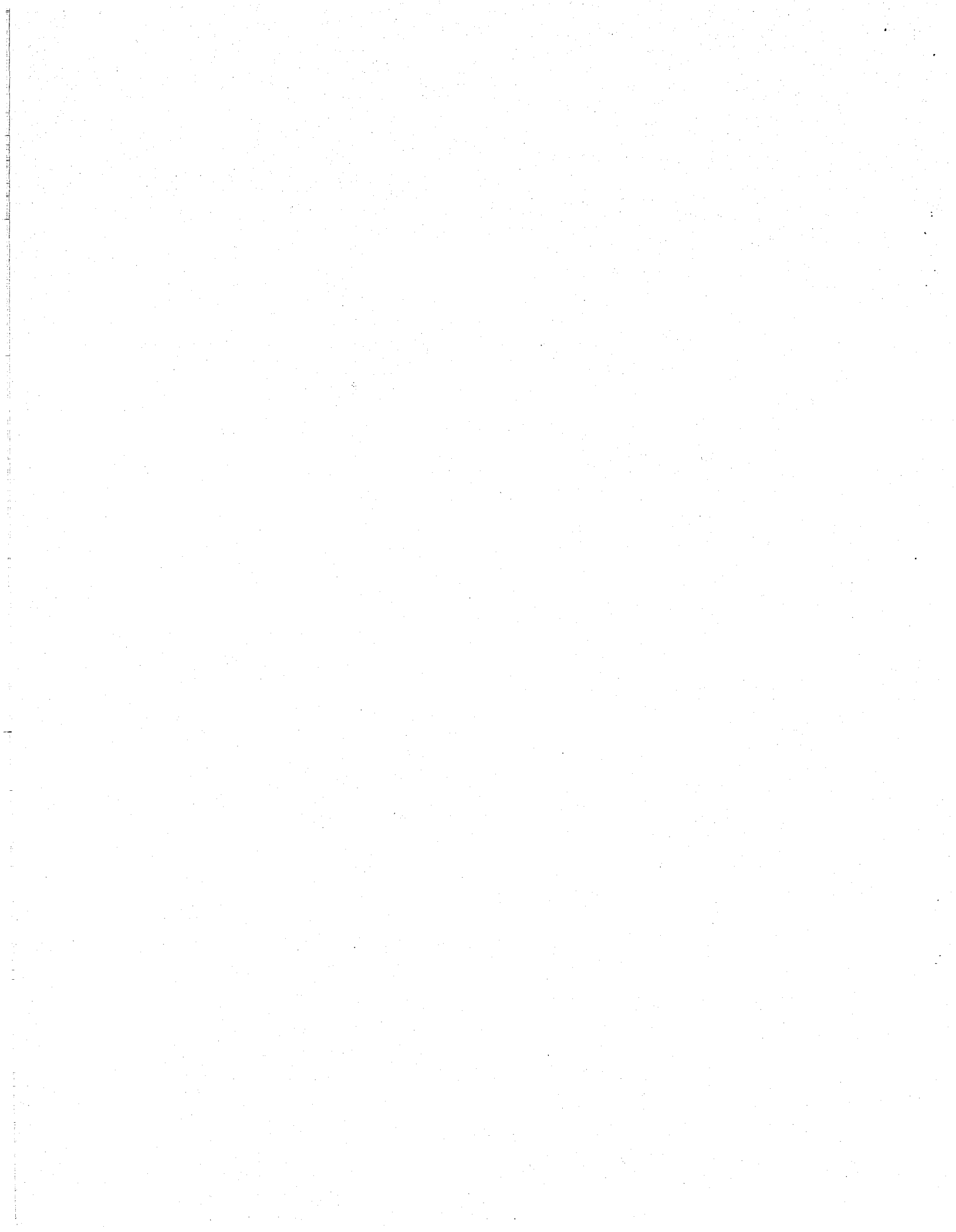
### C. Much Better Sharing of Information and Ideas Among Teachers

The Teacher Center will:

(1) foster direct and personal communication and sharing among teachers, (2) provide access to new educational ideas and materials, and (3) permit the sharing and communication of information of concern to teachers.

In the Teacher Center there will be;

1. An Informal Meeting Room, conducive to conversation and sharing, which will be operational at the Teacher Center site sixty days after the receipt of the grant award. This room will be furnished with comfortable and inviting furniture, equipment for



the provision of light refreshments, and magazine racks and bookshelves for professional journals and books.

2. A "Library/Media Center", housing a collection of relevant professional materials, both theoretical and practical. This space will be opened to use sixty (60) days after receipt of the grant award and will be fully operational four (4) months after implementation.
3. A Clearinghouse, a part of the Library Media Center, which will serve as the center of a District-wide informational network, as well as editorial quarters for the monthly newsletter. It will be operational sixty (60) days after the receipt of the award grant.
4. Teachers and other educational personnel will use the Informal Meeting Room to share ideas, concerns, problems and solutions. Here they also will work together generating strategies for the development of activities and programs for professional improvement. Participation in these formal renewal and improvement activities will also take place in the Informal Meeting Room.
5. The Library Media Center will be used by teachers, other educational personnel of District V, and the Teacher Center staff to:
  - a. Locate, retrieve, and disseminate research and development literature applicable to educational problems in District V
  - b. Locate, examine and use (either in conjunction with work being carried out in the Center or in their classrooms) curriculum materials in a variety of media.
6. The Clearinghouse will be used by teachers, other educational personnel, and the staff of the Teacher Center to:
  - a. Locate and communicate current information of interest to educators.
  - b. Publish a monthly newsletter in which the Center staff will describe services, programs and activities offered at the Center and at other institutions and agencies in the Greater Boston Area, such as the Child Services Demonstration Project, and in which teachers and other educational personnel in the District will be able to communicate their ideas, concerns, problems, solutions, and other information of a professional nature.
  - c. Promote bi-monthly seminars which bring experts from Boston and other school systems, noted scholars and authorities from the colleges and universities in and beyond Greater Boston, and Commentators on the field of education to the Teacher Center for formal and informal public presentations of their most current research findings, innovative programs, and criticisms. This service is to be known as the "Rollins Griffith Memorial Seminar Series in Education", and will familiarize the teachers with developments in curriculum and educational research, including the use of research to improve teaching skills.

D. Stronger and More Frequent Interactions Between Teachers, Parents and Other Community Members  
Activities and programs to expand and extend parents' and teachers' joint solution of children's learning problems will begin three months after receipt of the award and will continue on a regular basis thereafter.

The programs and activities sponsored by the Teacher Center Policy Board will be aimed at:

1. Diversifying and enriching the formats teachers and parents can use for conferring about children's progress.
2. Assisting teachers in finding more effective avenues of communication to parents.
3. Increasing the number of parents having conferences with teachers about problems affecting their children.
4. Increasing the participation of men in parent conferences and in school-community events.
5. Diversifying the ways in which parents and community groups can participate in the schools' programs and increasing the number so participating.
6. Convincing community agencies into providing additional resources for support of school



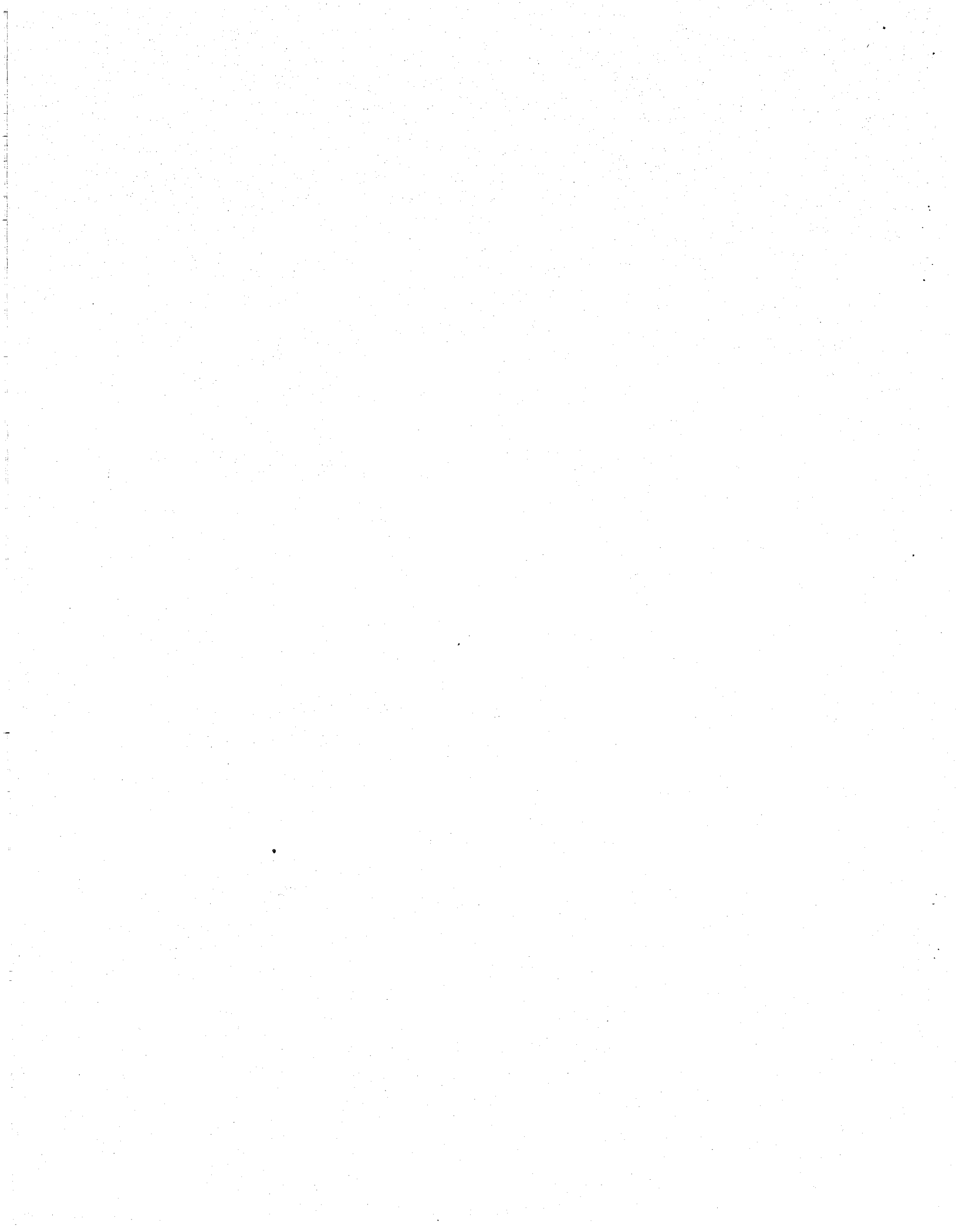


7. Providing teachers with more precise information on the varying attitudes and opinions about schools which exist among community subgroups and helping to deal constructively with those attitudes which appear counter to effective learning programs.

**E. Strengthening the Skills and Sharpening the Assistance of Other School-related Personnel**

The Teacher Center Policy Board will implement programs and activities, as well as access to services, which foster the professional development and renewal of school personnel other than teachers: specifically:

1. Persons, other than teachers, who work with students in District V, will suggest and participate in Teacher Center programs in accordance with procedures and policies established by the Policy Board.
2. The Policy Board will establish a budget for the support of professional development and renewal programs and activities suggested by and aimed at improving the skills of persons, other than teachers, who work with students in the schools of District V. This activity will begin in the second year.
3. The professional development and renewal programs and activities offered in the Teacher Center for educational personnel in September, 1979, will foster the attainment by participants of the same objectives listed for teachers in Section A above.



## PROPOSED ADDITIONS TO THE PROPOSAL

Since the development of the original proposal two critical needs have developed.

Large numbers of Spanish speaking bilingual students have moved into the district. Many bilingual teachers have been hired by the school system but more bilingual teachers are needed. Bilingual teachers need help in English as a Second Language and since bilingual children are currently mainstreamed into regular class, regular class teachers need help with conversational Spanish.

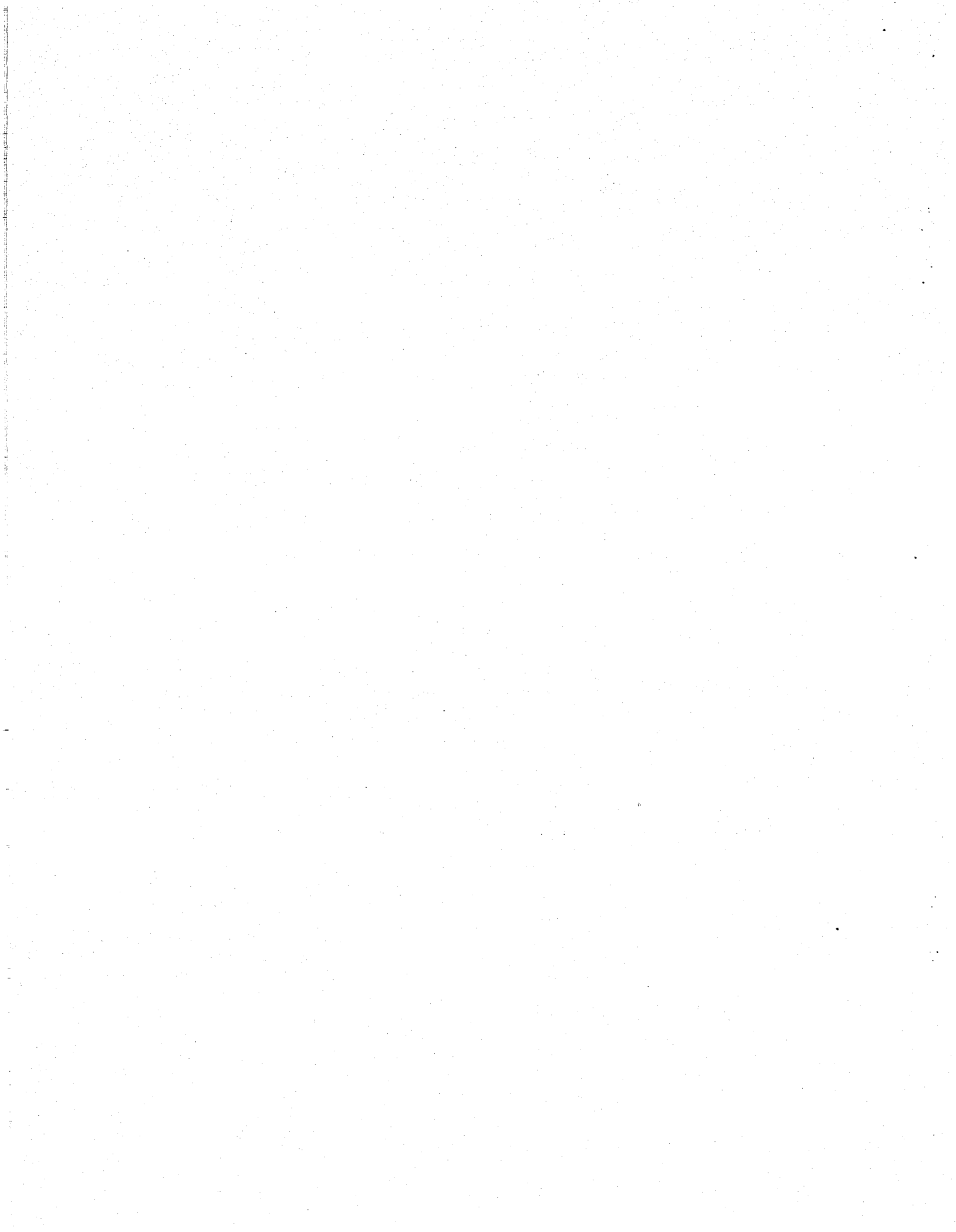
This development has reflected upon the Teacher Center in several ways;

- a. Regular class teachers have problems communicating with bilingual parents and students. To meet this need, the Teacher Center has offered many courses in conversational Spanish. However, the Teacher Center is unable to fund enough courses to satisfy the large number of applicants.
- b. Bilingual teachers have requested assistance in improvement of speaking and writing skills in English.
- c. Bilingual parents have requested assistance in English as a Second Language during the school day, to assist in communication with teachers and within the community. The Teacher Center is currently conducting classes for parents in English as a Second Language during the school day when parents are free but again, the number of applicants is greater than funds will allow.

The objectives are to:

- Develop a retraining program in Bilingual Education for regular class teachers.
- Conduct ongoing Conversation Spanish Classes for teachers.
- Provide English as a Second Language programs for bilingual parents and teachers
- Provide Multicultural Education for parents and teachers

The Policy Board of the District Five Teacher Center feels that these objectives will be best met by adding a bilingual staff person to the Teacher Center staff to carry out



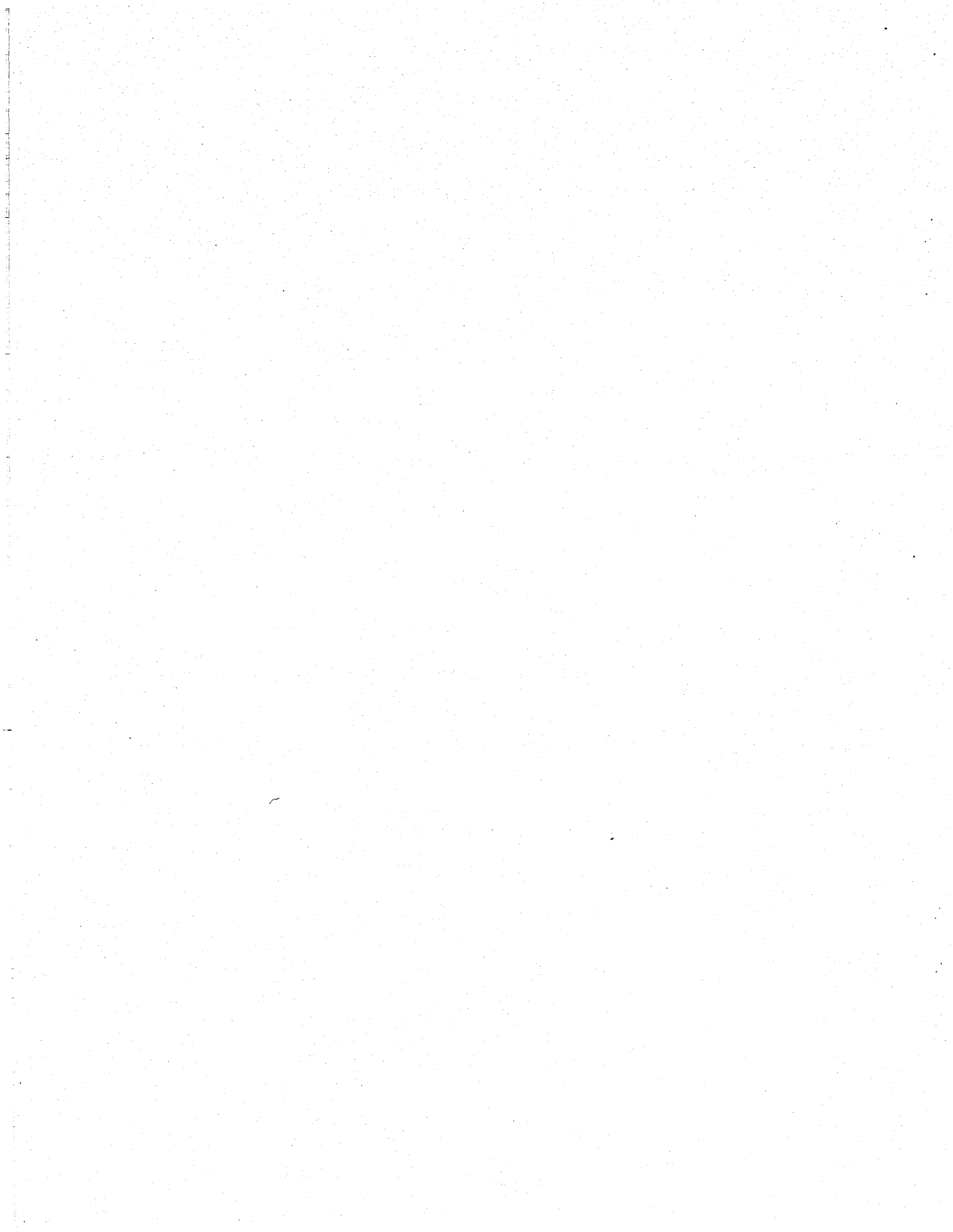
Second, "As early as 1967 the President's Science Advisory Committee said that since the computer was such a valuable and versatile tool in society, Students attending schools who have not been exposed to the knowledge about computers will be poorly prepared for the world of the 1980's and 1990's. Many educators believe that although most students will not be computer technologists, the influence of the computer on future jobs is so important that students should be made aware of the computer---What it is and what it does. Computer awareness courses should be part of every curriculum in every school. "\*"

In order to create the computer awareness program implied by this statement, teachers need training in computer language. Programs of instruction must be developed by teachers for use by students. These computerized instructional programs should be based upon the regular school program.

The objectives are;

- To develop a cadre of teachers, consisting of at least one teacher from each building. The cadre of teachers will be trained to write educational programs and train other teachers to deliver the program to students.
- To develop a program for students based on the regular curriculum of the district. Programs for special needs, regular students, and gifted and talented students will be developed.

In order to achieve these objectives a microcomputer with terminals will be located at the Teacher Center. The microcomputer will be used to train teachers, write educational programs and on loan, during the school day, for use by students in the classrooms.





# **Hartford Teachers' Center**

**- for Personal and Professional Growth -**

## PART I - ABSTRACT

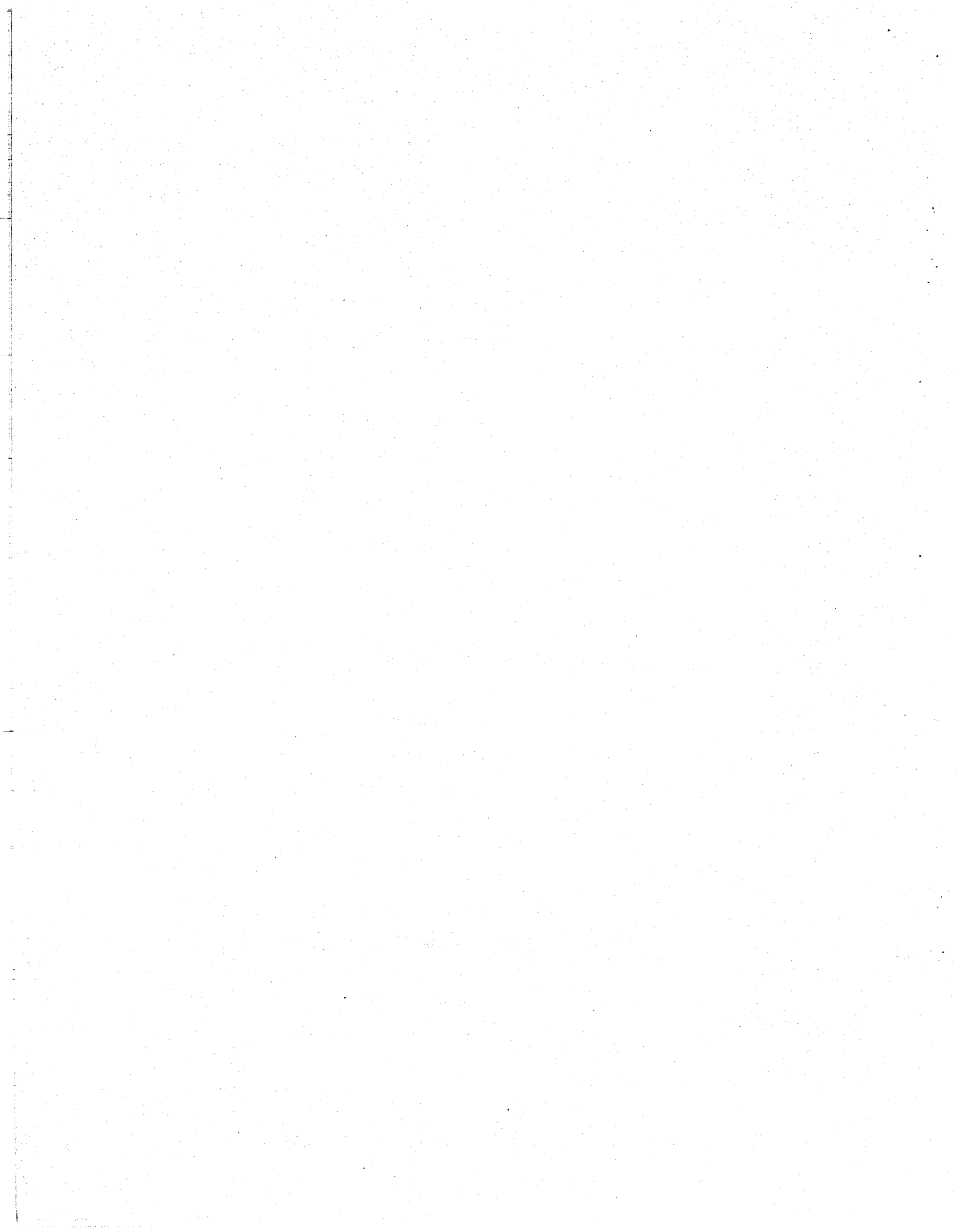
The Hartford Teachers' Center will provide professional and personal development services to the staff of Hartford's Public and Non-Public Schools. Approximately 2,600 teachers, paraprofessionals and administrators comprise the instructional resources which serve 31,000 pupils.

A collaborative effort by individuals representing the respective staffs has resulted in this proposal for services to teachers. Participants in the planning of this project are committed to the development and utilization of a vehicle (the Hartford Teachers' Center) which will assist teachers in professional and personal development.

The Hartford Teachers' Center Policy Board is composed of teachers and representatives of classroom paraprofessionals, school principals, central office administrators, non-public schools, higher education and parent organizations. Together they have determined that the Hartford Center will:

- involve teachers actively in planning, governing and evaluating the functioning of the Center,
- focus on responding to teacher needs, both professional and personal,

**htc**



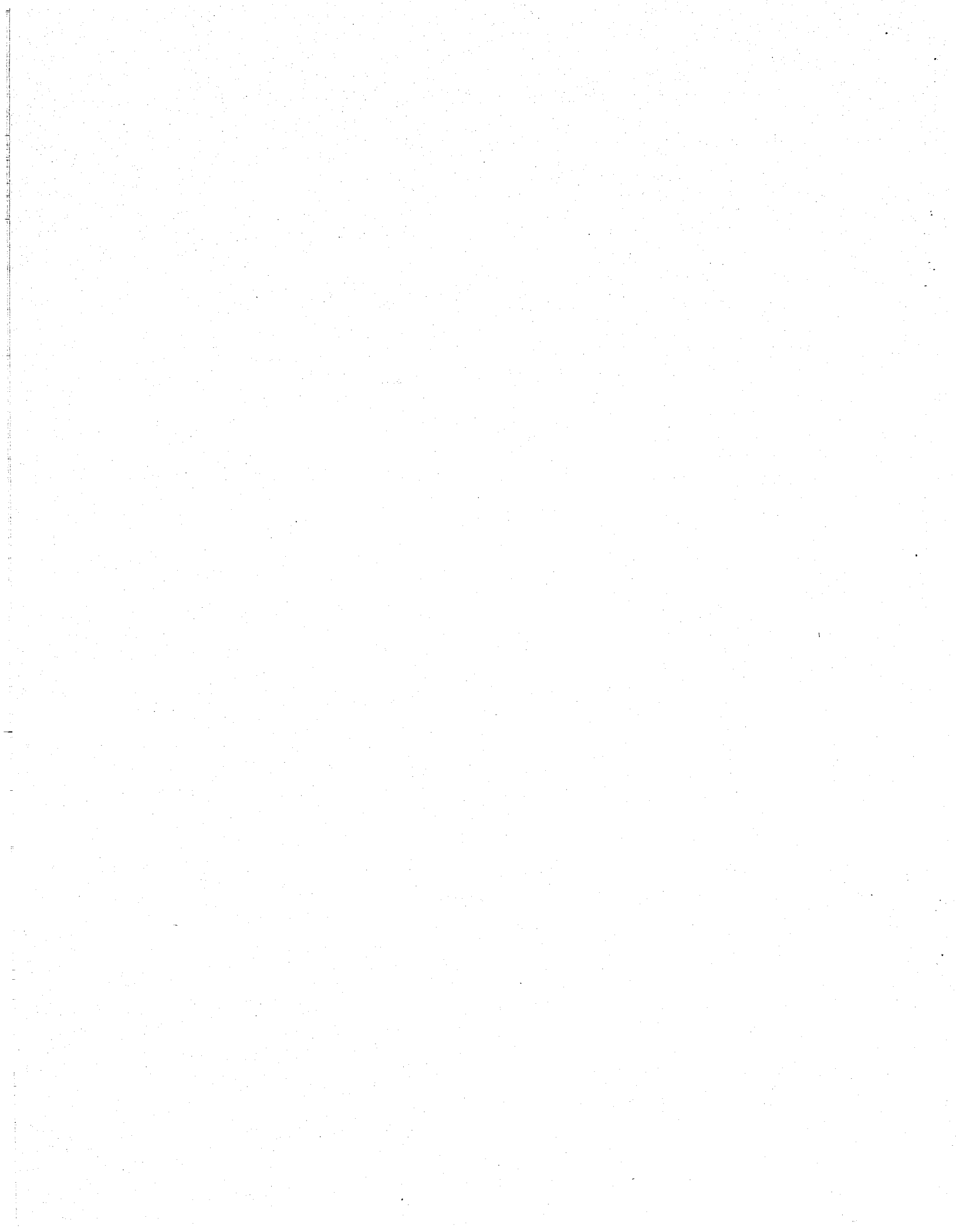
- establish activities which will address teacher needs on a holistic basis-- assistance with professional and personal growth.

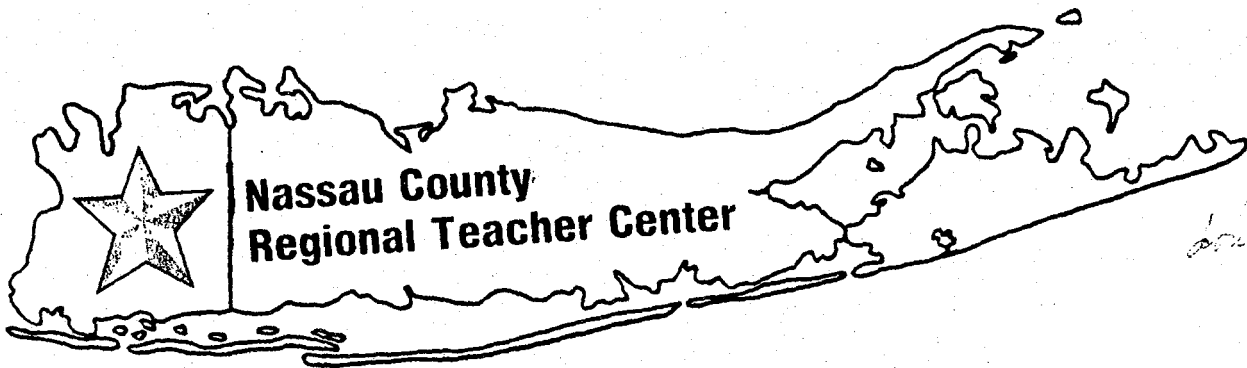
Based on the above, the scope of this project will include programmatic activities designed to:

- meet teacher professional needs,
- meet teacher personal needs,
- meet school system priorities,
- meet individual school priorities.

Program implementation will center on activities which are based on the expressed needs of teachers.

Alliance with the University of Connecticut will make a wide range of expertise available. Potential arrangements with other Colleges of Education as well as community resources will also serve to broaden the base of assistance and involvement.





**Nassau County  
Regional Teacher Center**

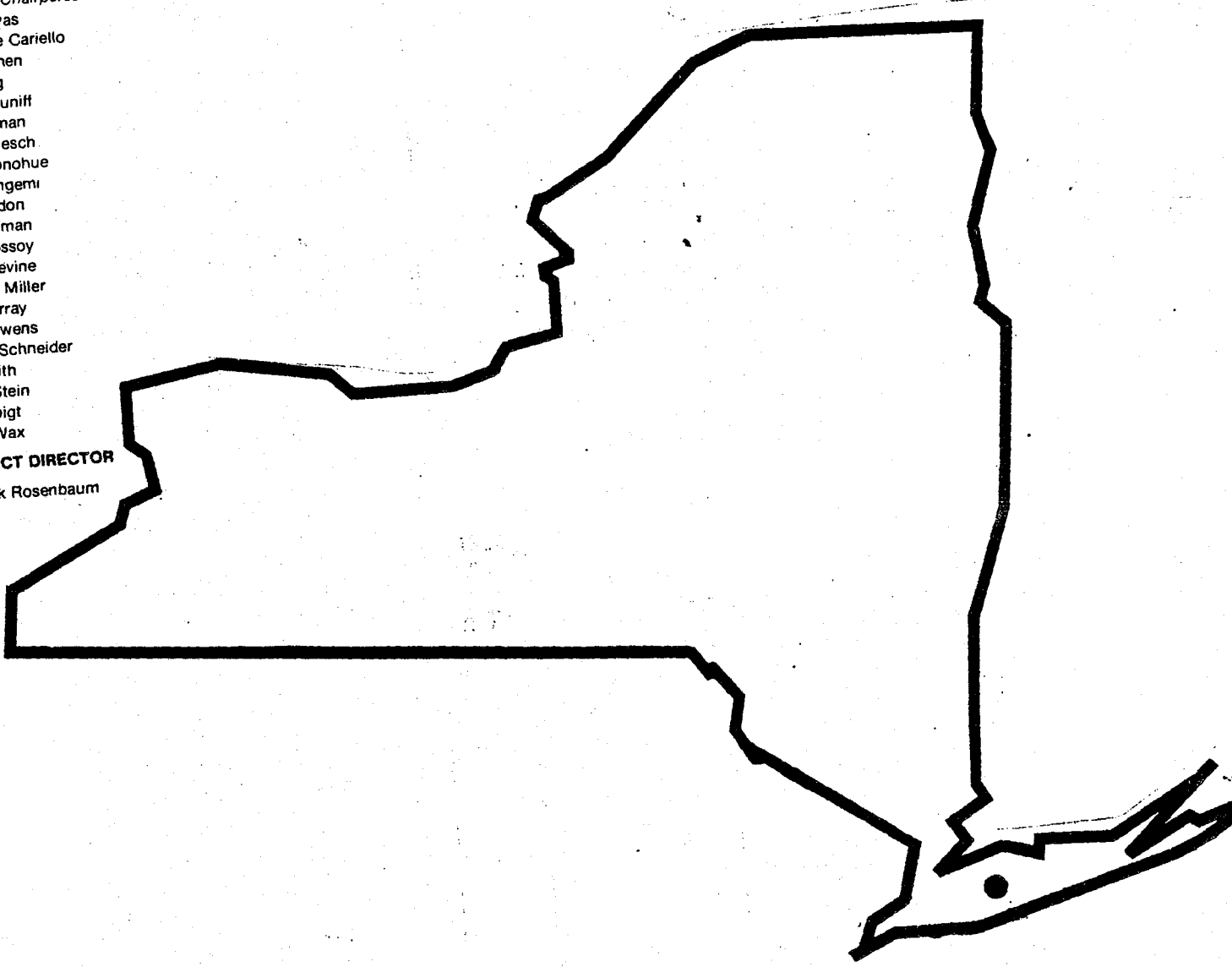
*don't use this page*

**POLICY BOARD**

- Leon Tepper  
*Chairperson*
- Judy Bender  
*Assistant Chairperson*
- Ulysses Byas
- Mary Anne Cariello
- Sheila Cohen
- Alan Craig
- Edward Cuniiff
- Alvin Delman
- Patricia Desch
- Gloria Donohue
- John Gangemi
- Carl Gordon
- Bob Hoffman
- Carol Kossoy
- Esther Levine
- Carolina Miller
- Don Murray
- David Owens
- Murray Schneider
- Jay Smith
- Isabel Stein
- Emil Voigt
- Irving Wax

**PROJECT DIRECTOR**

S. Mark Rosenbaum



**NASSAU COUNTY REGIONAL TEACHER CENTER**  
111 Cantiague Rock Road, Westbury, New York 11590 • 516-931-8121

**The Teacher Center STAR. . .is YOU!**

Nassau County Regional Teacher Center  
111 Cantiague Rock Road  
Westbury, New York 11590

Phone: (516) 931-8121

Staff: S. Mark Rosenbaum, Director  
Ann V. Peluso, Staff Development Specialist  
Jacqueline Bendick, Site Coordinator,  
Port Washington Satellite Center  
Carole Geraci, Site Coordinator, Oceanside  
Satellite Center  
Morton Rosen, Site Coordinator, Jericho  
Satellite Center  
Suzanne Weinstein, Site Coordinator, North  
Bellmore Satellite Center  
Barbara Berkowitz, Research Assistant  
Helen Jakubec, Secretary

Service Area: The project offers services to 19,000 public and non-public school teachers and thousands of other members of the education community of Nassau County, Long Island. There are fifty-six public school districts, containing 328 schools, plus 144 non-public schools in the 300 square miles that make up Nassau County.

### STRUCTURE

The Local Education Agency for the Nassau County Regional Teacher Center is the Board of Cooperative Educational Services (BOCES) of Nassau County. This is an intermediate district which provides a wide range of shared educational services and programs to the fifty-six school districts in the county. In addition, the BOCES serves as an agent of the State Education Department and many state agencies have their local offices in the BOCES central office building. Our teacher center is housed in a BOCES facility, the Nassau Education Resource Center (NERC). This is a huge professional library and educational resource center and it serves as the "home base" for our project.

In addition, our project is directly affiliated with one school district in each of the four geographical quadrants of the county. At these locations, the district administration and the teachers organization (and membership) have joined with us to establish mini-centers, which we call Satellite Centers. At each of the four centers, workshops, seminars, demonstrations and other inservice activities are held on a regular basis. Materials and

resources are available in the Satellites to help meet locally identified needs as well. Each Satellite Center is governed by a Site Committee comprised of five or seven members, with a majority of the members being teachers.

Our Policy Board and staff are particularly proud of the close affiliation and mutually supportive relationship which exists between our project and the following:

BOCES of Nassau County: William T. Callahan,  
Dominick Mupo, Albert Inserra

New York State Education Department: Vincent  
Gazzetta, Helen Hartle

New York State United Teachers: All state and  
local leadership, under the direction of Thomas  
Y. Hobart, Jr.

Nassau District PTA: Sheila Cohen

Higher Education Consortium: Jay Smith

Nassau-Suffolk School Boards Association: Alvin Delman

Council of Administrators and Supervisors: Murray  
Schneider

Jericho U.F.S.D.: Richard Andres, Robert Hoffman,  
Robert Manheimer, David Nydick, Norman Siskind,  
Emil Voigt

North Bellmore U.F.S.D.: James Ambruso, Irene Diller,  
Frank M. Marlow, Frances C. Pertusi, John A. Verdi

Oceanside U.F.S.D.: Mary E. Bombara, Louise Garfield,  
Robert F. Higgins, Estelle Kanzer, Victor Leccese,  
Don Murray, Ira Sarison, William F. Tucker

Port Washington U.F.S.D.: Elaine Berman, Mary Anne  
Cariello, Faith Cleary, Ronnie Jones, Hugh M.  
McGuigan, Bob Meyer, Antoinette Zummo

### GOALS

The overall goals of the Nassau County Regional Teacher Center programs and services are: to improve teacher effectiveness in identifying and meeting student needs, to help teachers learn how to provide learning environments sensitive to the individual needs of all children in the

classroom, and to respond on an immediate basis to the inservice and professional growth needs expressed by the educators of Nassau County.

### OPERATIONS

The Nassau County Regional Teacher Center operates on a facility-based model, utilizing the outstanding educational resources which have been made available to the project by our LEA, the BOCES of Nassau County, and our four Satellite Center districts.

The Regional Center contains: 12,500 general education books; 4,000 audio-visual games, kits, films, filmstrips, etc.; a periodical collection of over 200 titles; 135 standardized tests; 9,000 books in the area of Occupational Education, 10,000 books in the area of Bilingual Education, 2,500 curriculum guides from Nassau County school districts, several types of conference tables, a conference room, a complete instructional materials development center, and other items such as the entire ERIC microfiche collection - 300,000 items.

The four Satellite Centers each have at least one classroom for exclusive Teacher Center use, donated by their school district, plus additional space for storage, small meetings, a lounge area, office space, etc. The design of each Satellite Center is unique and intended to make the best possible use of local resources. Each center represents considerable commitment by the individual school district board of education, central office and building level administration, teacher organization, parents, students, and individual classroom teachers.

At each site, workshops and courses are offered during each quarter of the year. Content is determined by formal and informal needs assessment and evaluation of each activity, both of which are constant, on-going procedures.

All activities take place under the supervision of a Policy Board or site committee, with its teacher majority design.

The second major aspect of the operational design is the availability of on-site assistance to educators, in their own schools, by our Staff Development Specialist. A variety of workshops are presented to teachers in this manner, and in-class demonstrations of new techniques and methods are an integral part of the service. Workshops for parents, provided in the same manner, have elicited a



tremendous response. We are investigating sources of additional funding to expand this part of our service, due to the overwhelming demand for it.

Finally, we are particularly proud of our Computerized Information Service which has put the latest available educational research into the hands of over 600 Nassau County educators, since its inception in August, 1980. This is another service which we hope to expand in the near future.

### CONTENT

The content of our courses, workshops, and other activities is determined, primarily, by needs which have been expressed to us by Nassau County educators. Topics have included: Math Games, Writing Skills, Alternative Careers for Teachers, Human Relations in the Classroom, Mainstreaming of Handicapped Children, Stress Reduction for Teachers and Students, Computer Assisted Instruction, Motivation and Discipline, Film Animation for the Classroom, Puppetry, Critical Television Viewing, English As a Second Language, etc.

### EVALUATION FINDINGS

In our first eight months of operation, more than 6,000 educators (verified by signatures) have attended activities at one of our five sites, or been served in their own schools. In addition, more than 4,000 telephone inquiries have been taken, in the Regional Center alone.

Evaluation forms are distributed and collected at every course or workshop given at our five locations, for all users of the computerized information service, and at all on-site workshops for parents and/or teachers.

Respondents have evaluated our services and staff as being good to excellent 99 times out of 100. Our Staff Development Specialist receives evaluations that are consistently so outstanding from parents, teachers, and administrators, that it is almost embarrassing. However, we recognize that there is so much more that we could be doing, and many ways in which our services and programs could be expanded or improved. We are all committed to that course of action, as we strive to keep pace with the constantly changing world around us. New ideas, new energy and renewed enthusiasm for the ultimate triumph of education over ignorance propels us ever onward.

POLICY BOARD

The Nassau County Regional Teacher Center is governed by a Policy Board comprised of twenty-four members and their designated alternates. The member affiliations are as follows:

- 9 Teachers representing each of the three New York State United Teachers (NYSUT) election districts in Nassau County.
- 1 Teacher of Handicapped Children
- 1 Teacher of Vocational Education
- 1 Teacher of English as a Second Language
- 1 Teacher from a non-public school
- 1 PTA representative
- 1 University representative, delegated by a consortium of the local universities.
- 2 Superintendents
- 3 School Board members
- 3 Building level administrators
- 1 Administrator from a non-public school

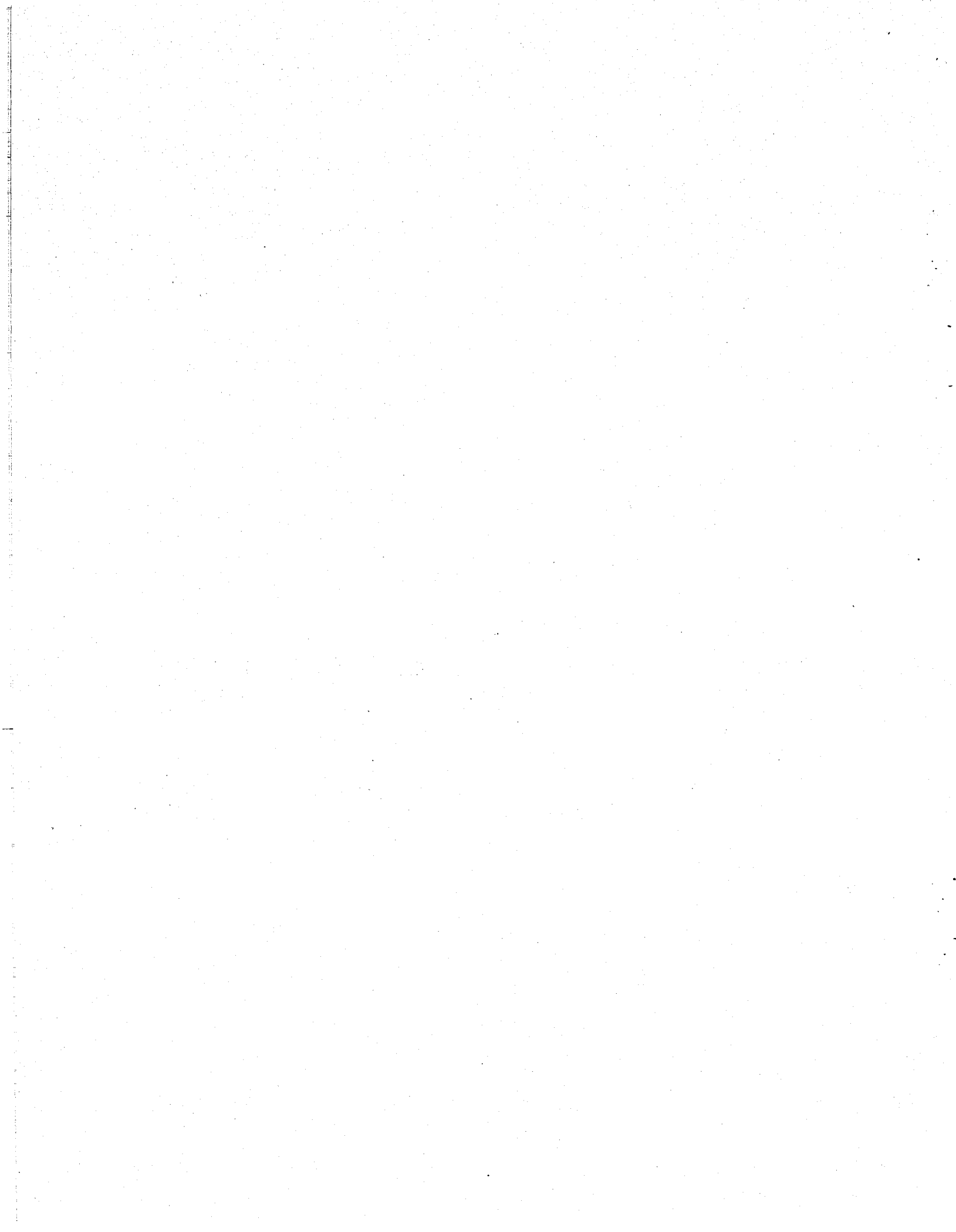
The Policy Board, chaired by Leon Tepper, Ed.D., a teacher in the Lynbrook School District, supervises the project, determines the budget, hires the staff, evaluates the program and sets policy...all in conjunction with the Local Education Agency (LEA), which is the fiscal agent and recipient of the grant award.

- |                    |   |
|--------------------|---|
| Judy Bender        | - Classroom Teacher, Nassau<br>BOCES    |
| Mary Anne Cariello | - Classroom Teacher, Port<br>Washington |
| Gloria Donohue     | - Classroom Teacher, Roosevelt          |
| Bob Hoffman        | - Classroom Teacher, Jericho            |
| Esther Levine      | - Classroom Teacher, Valley<br>Stream   |
| Don Murray         | - Classroom Teacher, Oceanside          |
| Isabel Stein       | - Classroom Teacher, North<br>Bellmore  |
| Leon Tepper        | - Classroom Teacher, Lynbrook           |
| Emil Voigt         | - Classroom Teacher, Jericho            |

Carolina Miller	- Teacher of Handicapped Students, Nassau BOCES
David Owens	- Teacher of Vocational Education, Nassau BOCES
Manuela Horowitz	- Teacher of Bilingual Students, Long Beach
Mary Ann Rose	- Non-Public School Teacher, Maria Regina High School
Sheila Cohen	- PTA Representative, Nassau District PTA
Jay Smith	- University Consortium Representative, Adelphi Univ.
William T. Callahan	- Superintendent, Nassau BOCES (Represented by John Gangemi)
Ulysses Byas	- Superintendent, Roosevelt
Alvin Delman*	- School Board Member, Plainview-Old Bethpage
Carl Gordon	- School Board Member, Wantagh
Carol Kossoy	- School Board Member, Oceanside
Joseph Crawford	- Building Administrator, Hempstead
Murray Schneider**	- Building Administrator, North Bellmore
Irving Wax	- Building Administrator, Manhasset
Emily Rodgers	- Non-Public School Administrator Buckley Country Day School

\*President, Nassau-Suffolk School Boards Association

\*\*President, New York State Council of Administrators and Supervisors



NYSUT/Hofstra Teacher Center  
206 Mason Hall  
1000 Fulton Avenue  
Hempstead, New York 11550

Phone: (516) 560-3311

Staff: Ann Fitzpatrick, Director  
Bill Gravitz, Program Development Specialist  
Selma Greenberg, University Coordinator  
Charles Calitri, Curriculum Specialist  
Mary McKnight Taylor, Curriculum Specialist  
L. F. Swift, Curriculum Specialist  
Charol Shakeshaft, Research and Evaluation  
Specialist  
Mary Copabianco, Graduate Assistant  
Maria M. Russo, Graduate Assistant  
Gregg Rucker, Student Aide  
Marion Schulz, Secretary  
Marge Veneck, Part-time Secretary  
Lois Joseph, Teacher Coordinator  
Joan Licht, Teacher Coordinator  
Al Schutte, Teacher Coordinator  
Lou Tullo, Teacher Coordinator

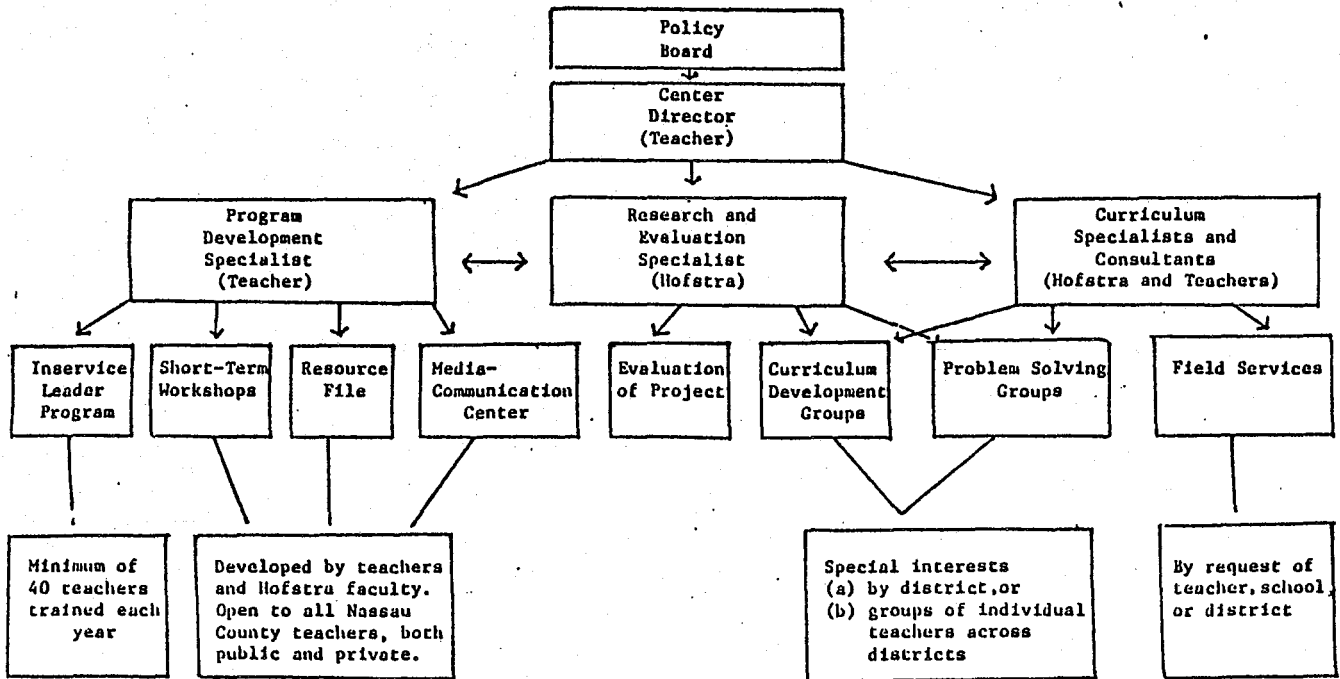
## STRUCTURE

The NYSUT/Hofstra Teacher Center services the teachers of Nassau County in New York State. This large, suburban area on Long Island contains 56 independent public school districts, along with approximately 100 private institutions. The total (K-12) teacher population has been estimated to be about 19,000. The local towns span the economic spectrum.

For three years, members of the New York State United Teachers (NYSUT) worked cooperatively with faculty from the School of Education, Hofstra University. Together with administrators and community representatives the NYSUT/Hofstra Teacher Center was planned and established.

The NYSUT/Hofstra Teacher Center has a complex conceptual design that encompasses both process and product components. Its strong base of support comes from the unique union/university linkage. Four university professors serve twenty-five percent of their time on staff at the Center. These specialist positions were written into the original proposal. The names of these consultants have changed as the needs of the Center became more defined or redefined; but the basic university-involved, organizational structure remains the same. In fact, it has strengthened as awareness

level and programs became more known. The Center Director and the Program Development Specialist are both teachers. From this duality of input and output has emerged a strong way of working.



Two graduate assistants, one student aide, one full-time and one part-time secretary serve to support this staff structure. Activities take place at various campus facilities and at school sites throughout the county.

### GOALS

The major goal of the Center is to increase teacher effectiveness in meeting learners' needs. An important aspect of this work stresses the collegial and complementary roles of teachers and university faculty in accomplishing the aims of the Center.

Ten objectives identified by teachers have been set forth for the Center:

1. To train a cadre of teachers who can serve as inservice curriculum leaders in their own schools and/or districts.

2. To enhance teachers' curriculum development and evaluation skills; to develop and evaluate curriculum materials to meet teacher-identified student needs.
3. To develop a resource file of information concerning expertise of teachers, innovative programs, materials and activity ideas for use with children.
4. To enhance teacher effectiveness in working with children by offering short-term workshops.
5. To enhance teacher effectiveness by offering field consultation.
6. To enhance teachers' educational problem-solving and evaluation skills; to examine and propose solutions to teacher-identified educational problems and to evaluate the effectiveness of proposed solutions.
7. To develop a Media-Communications Center.
8. To provide services to paraprofessionals, counselors, parent volunteers, administrators, and school board members in order to support the learning process.
9. To provide liaison with the New York State Education Department.
10. To establish linkages with other teacher centers.

To attain these objectives, specific plans have been proposed and programs implemented for the initially funded three-year period.

#### OPERATIONS

The actual center site is housed on the university campus. The substantive thrust of this collaborative effort emphasizes teacher leadership, curriculum evaluation, and skill development that enables teachers to serve as resources to other teachers.

This Center received its grant under the Institute of Higher Education (IHE) section of the federal program - October 1, 1979.

## CONTENT

In the year and a half that the Center has been in operation, movement has been made on all ten of the Center objectives.

Seventy teachers representing 15 districts, 1 private and 1 parochial school in Nassau County have attended the Teacher Leader Inservice Program. Fifty additional teachers attended the two credit Models of Teaching course offered in the Spring of 1981 as follow-up and extension of the Teacher Leader training. Numerous activities and diverse programs have been initiated in the local classrooms and districts as a result of this Centering experience.

Five Curriculum Development and Evaluation Groups have developed through the Center. Their topics of focus are:

1. The Gifted and Talented
2. Writing
3. Social Studies
4. Environmental Studies
5. Consumer Education

Both large-scale conferences and small afternoon workshops have been held in connection with this ongoing work.

Five Problem-Solving and Evaluation Groups have also been identified by the Center and sessions are consistently being launched in these areas of concern and inquiry.

1. Stress Management
2. Parents and Education
3. Mainstreaming
4. Energy
5. Teacher Exchange

Along with the above group activity, individual consultations are also provided by the Center specialists and opportunity for individual SEARCH requests have been facilitated by the Center's participation in the statewide computer network. The NYSUT/Hofstra Teacher Center is starting to develop its own unique data base of People and Program Resources. All of this information is now readily accessible through our portable computer technology. Awareness Sessions are frequently held at schools throughout the county.



In addition to the above, and with the full cooperation of Hofstra University, the Center has been able to offer several of its activities for graduate credit. This year, 15 credits have flowed through Center involvement. The options made available to teachers have been flexible and varied.

Services to parents, administrators, counselors and staff in the schools has also been expanded this year. Linkages with other Teacher Centers, the university system, NYSUT, the state education department and the federal programs continue to both deepen and widen.

### EVALUATION FINDINGS

The Center has found that teachers actively respond and participate in events led or held by other teachers. Over 2,400 teachers attended workshops held in our first year. This year we estimate and are experiencing an even greater involvement.

We have found that teachers (K-12) do come forward for courses or conferences that are of interest to them and that meet their concerns. We have also found the individual needs of teachers to be strong, diverse and complex.

We have found that teachers do like to receive graduate credit or acknowledgment for their efforts and that teachers are "risk-takers." They are willing to initiate change in their own classrooms and working worlds. They are looking for a professional support system and they are in need of that problem-solving linkage.

We have discovered that the results of our efforts are beginning to surface as the separate evaluation component of our proposal starts to delve into the follow-up aspects of our way of working. Centering on Long Island appears to have a ripple effect and its impact is just now being felt.

### POLICY BOARD

#### Teachers

Len Motisi, Chair	- Music Teacher, Syosset P.S.
Joan O'Shea, Vice Chair	- Psychologist, Elmont P.S.
Vita Bottitta	- School Librarian, Plainedge H.S.
Betty Bradley	- Classroom Teacher, E. Williston P.S.

Teachers (cont.)

- Sabina Brown - Classroom Teacher, Herricks P.S.
  - Beryl G. Brummer - Classroom Teacher, Seaford P.S.
  - Bob Lynch - Classroom Teacher, Jericho P.S.
  - Janice Marcari - Classroom Teacher, West Hempstead P.S.
  - Barbara Micari - Library Media Specialist, Syosset P.S.
- Parochial School Representative  
Private School Representative

Administration

- John Fitzsimmons - Secondary Principal  
Baldwin P.S.
- Una Fleming - Elementary Principal  
Hempstead P.S.
- Don Grote - District Superintendent  
Manhasset P.S.

Higher Education

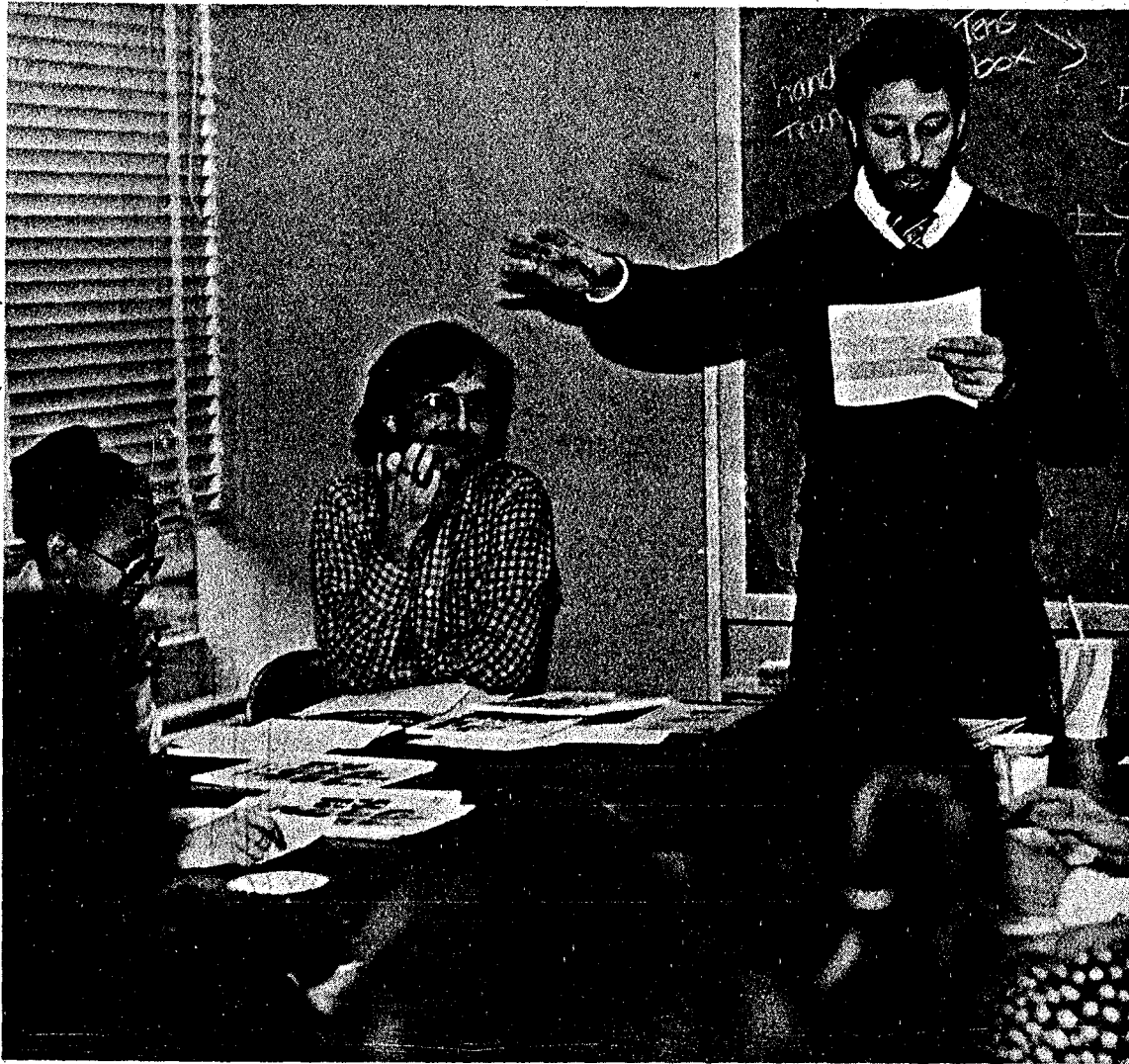
- Jerry B. Davis - Secondary Education Dept.  
Hofstra University
- Doris Fromberg - Elementary Education Dept.  
Hofstra University
- Jerry Notkin - Elementary Education Dept.  
Hofstra University
- Lenore Sandel - Reading Department  
Hofstra University
- John Van Buren - Dean, School of Education  
Hofstra University
- Catherine Hunerberg - Elementary Education Dept.  
(Alternate) Hofstra University

Parent-Teacher Representatives

- Sheila Cohen - District Director of Nassau,  
L.I. District PTA
- Helene Goldsmith - First Associate Director of  
Nassau L.I. District PTA

School Board Representative

- Robert Burgess - Trustee Board of Education  
Elmont P.S.





# CONVENTION

# RESOLUTIONS

# 1981

## EDUCATIONAL ISSUES I

### RESOLUTION NO. 19

#### TEACHER CENTERS AND FEDERAL POLICY

1 WHEREAS, federally-funded teacher centers have  
2 helped teachers and other school personnel  
3 broaden and improve their instructional skills  
4 and contributed to increased collaboration  
5 among higher education and public school  
6 faculties and staff, and  
7 WHEREAS, teacher centers appear to be a contri-  
8 buting factor to improvement in student  
9 achievement in schools served by the centers,  
10 and  
11 WHEREAS, despite the education community's  
12 support of the teacher center concept as an effective  
13 inservice mechanism, the Reagan Adminis-  
14 tration favors consolidation of this federal initia-  
15 tive into block grants and a budget rescission of  
16 25 percent, a course of action likely to choke  
17 centers through competition with other educa-  
18 tional priorities at the state level and with each  
19 other, and  
20 WHEREAS, of the current 99 federally-funded  
21 teacher centers, 60 have completed their three-  
22 year funding cycle and will expire in FY 81, and  
23 WHEREAS, greatly reduced funding and new legal  
24 requirements that at least one teacher center  
25 exist in each state threaten a large number of  
26 these centers with extinction just as they are  
27 gaining the strength and legitimacy to merit  
28 state and local funds, and  
29 WHEREAS, these same centers threatened with ex-  
30 tinction are flagship centers, serving as models  
31 for the nation, and  
32 WHEREAS, abandoning these centers would mean  
33 abandoning a three-year investment in a federal  
34 initiative proven workable and effective:

35 RESOLVED, that the federal government should  
36 support improvement of school personnel skills  
37 by expanding its commitment, financially and  
38 otherwise, to spreading the teacher center con-  
39 cept, and  
40 RESOLVED, that teacher centers should not be in-  
41 cluded in block grant consolidation where they  
42 are likely to be eclipsed at the state level by  
43 under-funded programs of direct aid and ser-  
44 vices to students, and  
45 RESOLVED, that funding procedures be adjusted  
46 to preserve centers whose three-year cycle has  
47 now expired and who are recompeting for  
48 limited funds, where quality and cost-effective-  
49 ness in serving large numbers of teachers have  
50 been demonstrated, and  
51 RESOLVED, that in accordance with lessons of ex-  
52 perience, teacher center projects being funded  
53 for the first time, those never having been grant  
54 recipients, should be funded with  
55 planning/start-up monies, and  
56 RESOLVED, that existing centers, including the 60  
57 whose federal funding cycle is expiring, be  
58 allowed under the circumstances of demonst-  
59 rable commitment, progress and merit to continue  
60 their activities with federal support in order that  
61 they may be assured assimilation into the insti-  
62 tutional structure, and  
63 RESOLVED, that in today's economy, a total of at  
64 least five years' federal funding is required to  
65 guarantee successful establishment of the teach-  
66 er center concept through institutionalization.

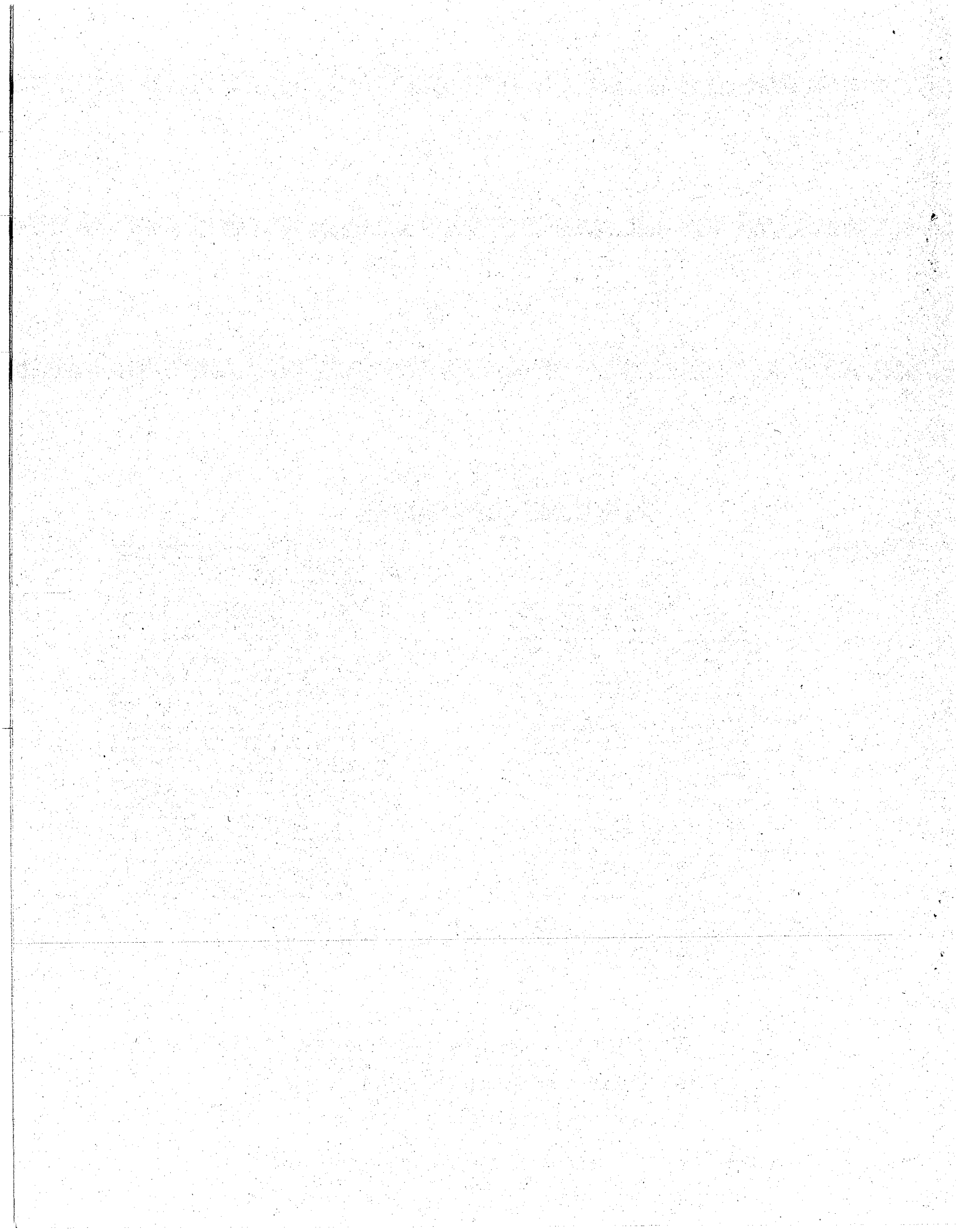
Submitted by: AFT Executive Council

Adopted  
 Defeated  
 Tabled

15

**RESOLUTIONS AND CONVENTION RULES**  
PRESENTED TO THE SIXTY-FIFTH ANNUAL CONVENTION OF THE  
**AMERICAN FEDERATION OF TEACHERS, AFL-CIO**  
CURRIGAN EXHIBITION HALL, DENVER CONVENTION COMPLEX  
DENVER, COLORADO, JULY 6-10, 1981

**NOTE: NONE OF THESE RESOLUTIONS REPRESENT OFFICIAL  
ACTION OF THE AMERICAN FEDERATION OF  
TEACHERS PRIOR TO ADOPTION BY THE CONVENTION**



4. Jail term.....	63
5. Death of close family member.....	63
6. Personal injury or illness.....	53
7. Marriage.....	50
8. Fired at work.....	47
9. Marital reconciliation.....	45
10. Retirement.....	45
11. Change in health of family member.....	44
12. Pregnancy.....	40
13. Sex difficulties.....	39
14. Gain of new family member.....	39
15. Business readjustment.....	39
16. Change in financial state.....	38
17. Death of close friend.....	37
18. Change to different line of work.....	36
19. Change in number of arguments with spouse.....	35
20. Large mortgage.....	31
21. Foreclosure of mortgage or loan.....	30
22. Change in responsibilities at work.....	29
23. Son or daughter leaving home.....	29
24. Trouble with in-laws.....	29
25. Outstanding personal achievement.....	28
26. Spouse begin or stop work.....	26
27. Begin or end school.....	25
28. Change in living conditions.....	25
29. Change in personal habits.....	24
30. Trouble with boss.....	23
31. Change in work hours or conditions.....	20
32. Change in residence.....	20
33. Change in schools.....	20
34. Change in recreation.....	19
35. Change in church activities.....	19
36. Change in social activities.....	18
37. Small mortgage or loan.....	17
38. Change in sleeping habits.....	16
39. Change in number of family get-togethers.....	15
40. Change in eating habits.....	13
41. Vacation.....	13
42. Christmas**.....	12
43. Minor violations of the law.....	11

If any:  
 \*\* Everyone should count this.  
 Source: Thomas H. Holmes, M.D. Social Readjustment

Rating Scale reprinted with permission.  
 Another way of showing how decisions affect your health is to make a rough estimate of your life expectancy. The table below translates Life Score to estimated life expectancy.

Your health	Life score	Estimated life expectancy	
		Men	Women
Excellent	230+	81+	86+
Good	211-229	74-80	79-85
Average	191-210	67-73	72-78
Below average	171-190	60-66	65-71
Poor	170 or less	Less than 60	Less than 65

**DESIRABLE WEIGHTS**  
**WOMEN OF AGES 25 AND OVER**

Height	Weight		
	Small frame	Medium frame	Large frame
4' 8"	92-98	96-107	104-119
4' 9"	94-101	98-101	106-122
4' 10"	96-104	101-113	109-125
4' 11"	99-107	104-116	112-128
5' 0"	102-110	107-119	115-131
5' 1"	105-113	110-122	118-134
5' 2"	108-116	113-126	121-138
5' 3"	111-119	116-130	125-142
5' 4"	114-123	120-135	129-146
5' 5"	118-127	124-139	133-150
5' 6"	122-131	128-143	137-154
5' 7"	126-135	132-147	141-158
5' 8"	130-140	136-151	145-163
5' 9"	134-144	140-155	149-168
5' 10"	138-148	144-159	153-173

Height

Feet Inches	MEN OF AGES 25 AND OVER		
	Small frame	Medium frame	Large frame
5' 1"	112-120	118-129	126-141
5' 2"	115-123	121-133	129-144
5' 3"	118-126	124-136	132-148
5' 4"	121-129	127-139	135-152
5' 5"	124-133	130-143	138-156
5' 6"	128-137	134-147	142-161
5' 7"	132-141	138-152	147-166
5' 8"	136-145	142-156	151-170
5' 9"	140-150	146-160	155-174
5' 10"	144-154	150-165	159-179
5' 11"	148-158	154-170	164-184
6' 0"	152-162	158-175	168-189
6' 1"	156-167	162-180	173-194
6' 2"	160-171	167-185	178-199
6' 3"	164-175	172-190	182-204

Note: For women between 18 and 25, subtract 1 lb for each year under 25.  
 Source: Prepared by the Metropolitan Life Insurance Co.

**TEACHER CENTERS BECOME A NEW FORCE DESERVING OF FULL FUNDING**

Mr. CHAFEE. Mr. President, declining enrollments at every level of education are causing more emphasis to be placed on retraining veteran teachers, instead of training new ones. This change in emphasis is affecting not only teachers, but the institutions preparing them, the children in their classrooms, and the way we think about teacher education.

With the number of bachelor's degrees from teachers' colleges shrinking from 194,210 to 129,130 in the past 7 years, it is reasonable to assume that the teachers in today's classrooms will be the same teachers we rely on to educate our young people in 10, 20, or even 30 years from now.

From this emerging demographic model of our school for the future, arise questions of how to update teacher skills, how to infuse new ideas into the classroom, how to keep teachers from "burning out" as a result of the mounting social pressures with which they must deal daily.

In addition, our institutions designed for teacher training also face important questions about change. Dwindling enrollments in elementary and secondary schools have resulted in declining registrations in bachelor's degree programs for potential teachers and, in turn, fewer jobs for professors in colleges of education.

In what form will teachers' colleges survive in the future, and what will be their relationship to veteran teachers?

Some of the answers to these questions are being found in teacher centers.

Teacher centers have their roots in Great Britain. Teachers realized a need to share and exchange ideas and discuss problems relevant to their situations. As a result, teacher centers were born. American educators were quick to recognize the possibilities of such an idea working here and soon teacher centers were a reality in the United States.

In 1978, Federal moneys were made available for the first time for teacher centers implementation and today there

are centers in 44 States and territories. As a result of the Higher Education Act Amendments of 1980, soon there will be at least one teacher center in every State in the Nation.

A teacher center is as unique as the population that it serves. Centers feature a varied program and are often changing their offerings as the needs of students and teachers change. Most centers offer formal and informal course work, either through a university or a State department. Workshops, demonstrations, curriculum development, collections of teacher resources, libraries of professional materials, recycle areas, and production space are frequent components of a teacher center.

In fact, some centers are strictly outreach, moving into classrooms in an advisory capacity. This allows training to be tailored to the needs of one school or even one classroom.

Mr. President, I direct the attention of my colleagues to an article in Sunday's New York Times special section on Continuing Education entitled "Teacher Centers Are Becoming A New Force."

The article by Ms. Sally Reed explains the success that teacher centers are experiencing throughout the Nation.

One teacher is reported to comment: I found myself trying things in the class I had never attempted before and when my students said "I never knew learning could be so much fun," you can imagine how high that made me feel. So the real beneficiaries are the children.

Another public school teacher, who after 20 years was reassigned from her kindergarten position to teach third grade as a result of declining enrollment, explains that she was "panicky" because she had never taught third grade reading or math. To update her skills, she turned to a federally financed teacher center where she received not only the training she needed, but also moral support.

These examples of how the centers can improve teaching skills, help make school more interesting to students, and provide psychological support to teachers are typical of important roles this program serves.

Yet, another interesting benefit to teacher centers is that they are changing teacher education. Teacher centers, the New York Times article explains, are providing schools of education new models for teacher education. Teachers, who have been on the firing line in the classroom, are calling for practical day-to-day advice, and coping skills that can complement their theoretical knowledge.

Mr. President, during Senate consideration of the Higher Education Amendments Act this past June, I made a statement supporting the teacher center program. At that time, I called for full funding of this unique educational tool.

Today, I reiterate that statement and urge my colleagues to join me in calling for full financing of teacher centers.

At a time when there persists a grow-



ing belief that our Nation's schools are in trouble, the teacher center program offers some common sense answers to some very difficult problems.

Teachers are the single most important factor in the quality of education.

And, teachers need and deserve assistance.

The cost of the teacher center programs is moderately small, especially when one considers the importance of these centers. It is this program, which helps teachers to become better teachers in order to meet the needs of their students, that holds some of the greatest promise for improving the quality of American education.

Mr. President, I ask that the article by Ms. Sally Reed entitled "Teacher Centers Are Becoming A New Force" from the New York Times Continuing Education Supplement of Sunday, September 7, 1980, be printed in the RECORD.

The article follows:

TEACHER CENTERS ARE BECOMING A NEW FORCE  
(By Sally Reed)

"Like most teachers, I was very skeptical about the teacher centers," said Marion Donovan, a sixth-grade teacher at Public School 261 in the Bronx. "But I found out that the teacher center was the greatest thing that happened to me. It was the first time in my teaching experience that I had a person I could go talk to, who could give me feedback on my ideas, to whom I could explain my problems."

Another public school teacher who after 20 years was reassigned from her kindergarten position to teach third grade in Brooklyn became panicky because she had never taught third-grade reading or math. To update her skills she turned not to her local college of education but to one of two federally financed sites in her area where she received not only the training she needed but also moral support.

Like these New York City teachers, thousands around the country are turning to teacher centers and other nontraditional forms of training that are helping to transform teacher education in the United States. In so doing they are forcing schools of education to change their programs and shifting money, power, and resources away from the traditional institutions of higher education to the teachers themselves.

The Federal Government began financing teacher centers two years ago. There are now 89 serving 1,327 school districts, and 17 more are to be created next year. New York City has one federally financed center, with eight sites and New York state has six other centers. Some states, such as Florida, and some local school districts, like Bay Shore, L.I., have organized their own teacher centers. And there are about 200 independent and private teacher centers around the country.

And corporations and even education magazines such as The Learning Institute, a division of Learning Magazine, provide courses throughout the country. But the teacher center is making the greatest impact.

Miss Donovan said: "I found myself trying things in the class I had never attempted before and when my students said, 'I never knew learning could be so much fun,' you can imagine how high that made me feel. So the real beneficiaries are the children."

Kathleen Devaney, director of the Teachers' Centers Exchange at the Far West Laboratory in San Francisco, said: "A teacher center is a place or program where teachers come to work on curriculum for their classes, to participate in inservice education which is designed to meet the needs they themselves have defined, which provides a context for sharing their successes and their problems

and which stimulates and encourages professional growth over a long period of time."

What makes the Federal programs different from those offered at schools of education is that generally they are for experienced classroom teachers and, by Federal mandate governed by teachers and the affiliates of the National Education Association and American Federation of Teachers. They are in or near schools and open at times convenient for teachers.

Many courses are without credits, lasting one day or four months, depending on the need. The courses de-emphasize theory and methodology and concentrate on more practical concerns. The centers are frequently places where teachers can relax, find resources for their classes, construct materials, share ideas and discuss common problems.

In a typical federally financed center, the Government grants money to a local education agency, such as the local school district, or an intermediate agency, such as the Board of Cooperative Education Services. More than half the policy board governing a center must be made up of teachers. The remainder includes administrators, community representatives and institutions of higher education.

The New York City Teacher Center Consortium is made up of the teachers' union local, the United Federation of Teachers, the New York City Board of Education and co-operating colleges of education. A teacher specialist at each site directs activities, acts as an adviser to teachers in the classroom and conducts workshops on such topics as "Chisanbop" or finger calculations, and "How to Use the Newspaper."

Other courses might cover the New York City Writing Project, which trains teachers to improve their own writing to better understand the process students go through; teacher effectiveness and classroom handling, and Project Teacher, a course on classroom management and communications skills.

The courses are conducted by teachers, university professors and experts in the field who plan the courses with teachers to insure that they are practical and applicable to a classroom.

"The teacher centers are giving schools of education new models for teacher education," said Myrna Cooper, director of the consortium.

"Teacher centers represent a shift of authority and place or locus and manner of delivery away from the schools of education down to the local schools," said Bruce Gaarder, special assistant in the Teacher Center Program at the Federal Department of Education.

At the Pittsford, N.Y., Teacher Center, which is supported by the local school district, the director, Wanda Ward, said, "Schools of education have not provided enough hands-on practical experience in preparing teachers to keep up. Many offer the same courses they did 40 years ago."

"If one of the 400 teachers served at the Pittsford Center has a need we find 10 others who share that same need and offer a course. Teacher centers are pertinent to what teachers are doing now."

Michael Franzblau, managing director and president of Pinebrook Educational Inc., who has conducted seminars for teachers for five years, believes that teachers are learning to take their future in their own hands and said: "The teacher-center movement is potentially dynamite. It would not be surprising to see entire master's degree programs spring up at a teacher center in the future."

But others believe that these new programs put too much stress on the practical and sometimes lack quality and substance and emphasis on skills that will improve teaching. And there are others who do not believe the 30,000 schools of education are affected at all by the new teacher centers.

Colleges have responded to pressure from centers in a number of ways. Some universities had their own centers, such as the Teacher Center for the Gifted and Talented at Hunter College and the Learning Resource Center at Fordham University, long before the Federal teacher centers. Others have ignored the new programs.

Some places, such as Nazareth College in Rochester, plan to supplement teacher preservice training by making attendance at teacher-center programs part of degree requirements. Fairfield University in Connecticut initiated its own teacher center to offer alternative courses but kept it under the university's control. Indiana University sponsors "Weekenders," courses on a host of practical subjects such as how to use your local zoo as a resource. But the courses are conducted in various sections of the state, which takes the classes to where teachers are.

"Much of what is in a school of education has no practical application to teachers," said Madeline Hunter, nationally recognized teacher educator at the University of California at Los Angeles. "The schools of education say, 'That's OK. Our role is to provide a higher plane, ideas, theory and research.' On the other hand, teachers need a wedding of theory and practice. I wish the teacher centers and schools of education will be joined together so that teacher centers have their heads in the clouds more and schools of education their feet on the ground." ●

#### PROPOSED ARMS SALES

● Mr. CHURCH, Mr. President, section 36(b) of the Arms Export Control Act requires that Congress receive advance notification of proposed arms sales under that act in excess of \$25 million or, in the case of major defense equipment as defined in the act, those in excess of \$7 million. Upon such notification, the Congress has 30 calendar days during which the sale may be prohibited by means of a concurrent resolution. The provision stipulated that, in the Senate, the notification of proposed sales shall be sent to the chairman of the Foreign Relations Committee.

In keeping with the committee's intention to see that such information is available to the full Senate, I ask to have printed in the RECORD the two notifications which have been received. The classified annex referred to in one of the covering letters is available to Senators in the office of the Foreign Relations Committee, room S-116 in the Capitol.

The notifications follow:

DEFENSE SECURITY ASSISTANCE AGENCY,  
Washington, D.C., September 8, 1980.

HON. FRANK CHURCH,  
Chairman, Committee on Foreign Relations,  
U.S. Senate, Washington, D.C.

DEAR MR. CHAIRMAN: Pursuant to the reporting requirements of Section 36(b) of the Arms Export Control Act, we are forwarding herewith Transmittal No. 80-96, concerning the Department of the Air Force's proposed Letter of Offer to Korea for defense articles and services estimated to cost \$88.0 million. Shortly after this letter is delivered to your office, we plan to notify the news media.

Sincerely,

ERNEST GRAVES,  
Director.

[Transmittal No. 80-96]

NOTICE OF PROPOSED ISSUANCE OF LETTER OF OFFER PURSUANT TO SECTION 36(b) OF THE ARMS EXPORT CONTROL ACT

- (1) Prospective purchaser, Korea.
- (2) Total estimated value.



# FEDERALLY FUNDED TEACHER CENTERS

## \*\*ALABAMA\*\*

MONTGOMERY TEACHER CENTER  
CHALRS CIA ELROD, DIRECTOR  
515 SOUTH UNION STREET  
MONTGOMERY, AL 36104  
(205) 264-1055 OR 269-5054

## \*\*ALASKA\*\*

NORTHWEST ARCTIC TEACHER CENTER  
WILL BOGER, DIRECTOR  
P. O. Box 51  
KOTZEBUE, AK 99752  
(907) 442-3175

## \*\*ARIZONA\*\*

INDIAN OASIS TEACHER CENTER  
MARTY HAAS, ASSISTANT FEDERAL  
PROGRAMS COORDINATOR  
P. O. Box 248  
SELLS, AZ 85634  
(602) 383-2601, EXT. 206

## \*\*ARKANSAS\*\*

SOUTHWEST ARKANSAS TEACHER CENTER  
MARY HAMILTON, DIRECTOR  
3607 GRAND AVENUE  
TEXARKANA, AR 75502  
(501) 774-2534

## \*\*CALIFORNIA\*\*

BERKELEY TEACHER CENTER  
MARIAN ALTMAN, CO-DIRECTOR  
DIANE BERNARD, CO-DIRECTOR  
1720 OREGON STREET  
BERKELEY, CA 94703  
(415) 644-6274

LAGUNA SALADA TEACHER CENTER  
MARILYN BECKSTROM, CO-DIRECTOR  
PETER ZACHARIOU, CO-DIRECTOR  
375 REINA DEL MAR  
PACIFICA, CA 94044  
(415) 359-7854

MARIN TEACHERS' LEARNING CO-OP  
KAREN KENT, PROGRAM MANAGER  
1111 LAS GALLINAS  
SAN RAFAEL, CA 94903  
(415) 499-5811

SAN FERNANDO VALLEY TEACHER CENTER  
LUIS HERNANDEZ, PROJECT DIRECTOR  
BERNICE MEDINNIS, DIRECTOR  
JANINE ROBERTS, COORDINATOR  
4241 LANAI ROAD  
ENCINO, CA 91436  
(213) 990-4867/8

SAN FRANCISCO TEACHER CENTER  
ELAINE C. FONG, DIRECTOR  
2550 25TH AVENUE, ROOM 14  
SAN FRANCISCO, CA 94116  
(415) 665-9490

SANTA CLARA COUNTY EDUCATOR'S STAFF  
DEVELOPMENT CONSORTIUM  
JODI SERVATIUS, PROGRAM DIRECTOR  
100 SKYPORT DRIVE  
SAN JOSE, CA 95115  
(408) 299-4885

WEST ORANGE COUNTY TEACHER CENTER  
MARGARET HERRON, DIRECTOR  
6582 LENNOX DRIVE  
HUNTINGTON BEACH, CA 92647  
(714) 898-6711

## \*\*COLORADO\*\*

DENVER TEACHERS' CENTER  
CAROL REYNOLDS, ADMINISTRATOR  
DENVER PUBLIC SCHOOLS  
38TH AND YORK STREETS  
DENVER, CO 80205

## \*\*CONNECTICUT\*\*

HARTFORD TEACHERS' CENTER  
DOROTHY BILLINGTON, FACILITATOR  
42 CHARTER OAK AVENUE  
HARTFORD, CT 06106  
(203) 566-6715

R.I.S.E. TEACHER CENTER  
PETER MARTIN, DIRECTOR  
HALLS HILL SCHOOL  
HALLS HILL ROAD  
COLCHESTER, CT 06415  
(203) 537-2117

WEST HARTFORD TEACHER CENTER  
MIMI MCKENNA, DIRECTOR  
BOARD OF EDUCATION  
211 STEELE ROAD  
WEST HARTFORD, CT 06117  
(203) 236-6081

## \*\*DELAWARE\*\*

KENT/SUSSEX TEACHER CENTER PROGRAM  
ATWOOD BADMAN, PROJECT DIRECTOR  
WILLIAM C. JASON LIBRARY-LEARNING CENTER  
DELAWARE STATE COLLEGE  
DOVER, DE 19901

## \*\*DISTRICT OF COLUMBIA\*\*

DISTRICT OF COLUMBIA TEACHER CENTER  
JIMMIE JACKSON, DIRECTOR  
10TH AND F STREETS, N.E.  
WASHINGTON, DC 20036  
(202) 727-5362

## \*\*FLORIDA\*\*

HERNANDO TEACHER CENTER  
ELAINE BEELER, DIRECTOR  
919 U.S. HIGHWAY 41 NORTH  
BROOKSVILLE, FL 33512  
(904) 796-6761, EXT. 262 OR  
799-1070

## \*\*GEORGIA\*\*

ATLANTA AREA CENTER FOR TEACHERS  
HOWARD KNOPF, DIRECTOR  
3000 FLOWERS ROAD SOUTH  
ATLANTA, GA 30341  
(404) 455-9108

NORTHEAST GEORGIA CESA TEACHER CENTER  
MARILYN ATYEO, DIRECTOR  
375 WINTER STREET  
WINTERVILLE, GA 30683  
(404) 742-8292

\*\*HAWAII\*\*

CENTRAL OAHU TEACHER CENTER  
RONALD TOMA, PROJECT DIRECTOR  
1146 CALIFORNIA AVENUE  
WAHIAWA, HI 96786

SHARON MAHOE, TEACHER PLANNER/  
COORDINATOR  
MOANALUA HIGH SCHOOL  
2825 ALA ILIMA STREET  
HONOLULU, HI 96818

\*\*IDAHO\*\*

SOUTHEAST IDAHO TEACHER CENTER  
CONSORTIUM  
BEDFORD BOSTON, DIRECTOR  
COLLEGE OF EDUCATION  
IDAHO STATE UNIVERSITY  
POCATELLO, ID 83209  
(208) 232-9124

\*\*ILLINOIS\*\*

CHICAGO TEACHER CENTER  
JERRY OLSON, DIRECTOR  
5500 NORTH ST. LOUIS AVENUE  
CHICAGO, IL 60625  
(312) 478-2506

MACON COUNTY TEACHER EXCHANGE  
MICHAEL WILLIAMS, DIRECTOR  
1100 WEST SUNSET, ROOM 310  
DECATUR, IL 62522  
(217) 429-7591

\*\*INDIANA\*\*

HAMMOND TEACHER CENTER  
MONA SHERMAN, DIRECTOR  
6530 NEW HAMPSHIRE  
HAMMOND, IN 46323  
(219) 844-0684

\*\*IOWA\*\*

AEA 7 TEACHER CENTER  
DIANE GIBSON, DIRECTOR  
2201 EAST MITCHELL AVENUE  
WATERLOO, IA 50702  
(319) 234-2246

\*\*KANSAS\*\*

CHEROKEE COUNTY TEACHER CENTER  
ELAINE HERRON, DIRECTOR  
500 WEST MAPLE  
COLUMBUS, KS 66725  
(316) 429-3022

FLINT HILLS TEACHER CENTER  
JOYCE SCAMMAHORN, DIRECTOR  
OGDEN, KS 66517  
(913) 539-4668

\*\*KENTUCKY\*\*

GREATER FRANKLIN COUNTY TEACHER CENTER  
HERBERT FRANKLIN, DIRECTOR  
916 EAST MAIN STREET  
FRANKFORT, KY 40602-0636  
(502) 695-2460

GREEN RIVER TEACHING CENTER  
MARILYN MILLS, DIRECTOR  
1716 FEDERICA STREET  
OWENSBORO, KY 42301  
(502) 683-0293

\*\*LOUISIANA\*\*

NEW ORLEANS TEACHER CENTER  
BRENDA PICKETT, DIRECTOR  
5931 MILNE BOULEVARD  
NEW ORLEANS, LA 70124  
(504) 486-9418

\*\*MAINE\*\*

MID-COAST TEACHERS' CENTER  
KEVIN LAWLESS, DIRECTOR  
P. O. Box 860  
CAMDEN, ME 04843  
(207) 594-5428

\*\*MARYLAND\*\*

SOMERSET TEACHERS' CENTER  
JOYCE BENSON, COORDINATOR  
WESTOVER ANNEX-BOARD OF EDUCATION  
WESTOVER, MD 21871  
(301) 651-1485

\*\*MASSACHUSETTS\*\*

DISTRICT V TEACHER CENTER  
ELAINE BRIGMAN, DIRECTOR  
735 MORRISSEY BOULEVARD  
DORCHESTER, MA 02122  
(617) 436-5845

EASTON TEACHER CENTER  
JOANNE GALIPAULT, DIRECTOR  
MIDDLE SCHOOL  
LINCOLN STREET  
NORTH EASTON, MA 02356  
(617) 238-4414

\*\*MICHIGAN\*\*

DETROIT CENTER FOR PROFESSIONAL  
GROWTH AND DEVELOPMENT  
JESSIE KENNEDY, DIRECTOR  
THERESA LORIO, ASSISTANT DIRECTOR  
COLLEGE OF EDUCATION  
WAYNE STATE UNIVERSITY  
DETROIT, MI 48202  
(313) 577-1756

\*\*MINNESOTA\*\*

OSSEO TEACHER CENTER  
JIM BAKULA, DIRECTOR  
317 SECOND AVENUE, N.W.  
OSSEO, MN 55369  
(612) 425-5013

SOUTHWEST AND WEST CENTRAL  
TEACHER CENTER  
JUDY ZOBEL, DIRECTOR  
SOUTHWEST CENTRAL UNIVERSITY  
MARSHALL, MN 56258  
(507) 537-1481

STAPLES TEACHER CENTER  
RICK KRUEGER, DIRECTOR  
526 NORTH THIRD STREET  
STAPLES, MN 56479  
(218) 894-2430, EXT. 795

\*\*MISSISSIPPI\*\*

NORTHWEST MISSISSIPPI TEACHER CENTER  
SANFORD POWELL, DIRECTOR  
136 NORTH FRONT STREET  
SENATOBIA, MS 38668  
(601) 562-7003

\*\*MISSOURI\*\*

ST. LOUIS METROPOLITAN TEACHER CENTER  
WAYNE MOSHER, DIRECTOR  
9137 OLD BONHOMME ROAD  
ST. LOUIS, MO 63132  
(314) 993-5858

\*\*MONTANA\*\*

TEACHER CENTER FOR MONTANA

BOZEMAN BRANCH:  
SALLY MOORE, PROGRAM COORDINATOR  
615 SOUTH 16TH STREET  
BOZEMAN, MT 59715  
(406) 587-8181

MISSOULA BRANCH:  
ROBERT LUKES, DIRECTOR  
1018 BURLINGTON, ROOM B101  
MISSOULA, MT 59801  
(406) 721-2804

\*\*NEBRASKA\*\*

EAST NEBRASKA RURAL TEACHER CENTER  
WILLIAM MINCHOW, DIRECTOR  
2320 NORTH COLORADO AVENUE  
FREMONT, NE 68025  
(402) 721-7710

\*\*NEVADA\*\*

CLARK COUNTY TEACHERS' CENTER  
DAYLE FITZPATRICK, MANAGER  
600 NORTH NINTH STREET  
LAS VEGAS, NV 89101  
(702) 384-9552

\*\*NEW HAMPSHIRE\*\*

MANCHESTER TEACHER CENTER  
KATHY DIGGS, DIRECTOR  
266A MAMMOTH ROAD  
MANCHESTER, NH 03103  
(603) 624-6424

\*\*NEW JERSEY\*\*

NEWARK TEACHER CENTER  
JAMES LERMAN, DIRECTOR  
131 THIRTEENTH AVENUE  
NEWARK, NJ 07103  
(201) 643-3451

\*\*NEW MEXICO\*\*

ALBUQUERQUE TEACHERS' LEARNING CENTER  
RUTHE DUQUETTE, DIRECTOR  
712 GIRARD, N.E.  
ALBUQUERQUE, NM 87106  
(505) 265-8863

\*\*NEW YORK\*\*

BUFFALO TEACHER CENTER  
MARION IWINSKI, DIRECTOR  
COLLEGE LEARNING LAB/CAMPUS WEST  
ROOM B-210  
1300 ELMWOOD AVENUE  
BUFFALO, NY 14222  
(716) 885-7149

NASSAU COUNTY REGIONAL TEACHER CENTER  
MARK ROSENBAUM, DIRECTOR  
111 CANTIAGUE ROCK ROAD  
WESTBURY, NY 11590  
(516) 931-8121

NORTHERN WESTCHESTER-PUTNAM  
TEACHER CENTER  
JANE CHITTY, COORDINATOR  
LAKEVIEW ELEMENTARY SCHOOL  
LAKEVIEW DRIVE  
MAHOPAC, NY 10541  
(914) 628-5841

NYSUT/HOFSTRA UNIVERSITY  
TEACHER CENTER  
ANN FITZPATRICK, DIRECTOR  
HOFSTRA UNIVERSITY  
206 MASON HALL  
HEMPSTEAD, NY 11550  
(516) 560-3311

TEACHER CENTER OF ARDSLEY, GREENBURGH  
AND ELMSFORD  
ANN SPINDEL, COORDINATOR  
475 WEST HARTSDALE AVENUE  
HARTSDALE, NY 10530  
(914) 761-6000, EXT. 232

\*\*NORTH CAROLINA\*\*

MOUNTAIN AREA TEACHER EDUCATION  
CENTER  
JERRY RUSSELL, DIRECTOR  
391 HENDERSONVILLE ROAD  
ASHEVILLE, NC 28803  
(704) 274-3355

\*\*NORTH DAKOTA\*\*

NORTH DAKOTA STATEWIDE TEACHER CENTER  
CLARA PEDERSON, DIRECTOR  
DEVILS LAKE, ND 58301

\*\*OHIO\*\*

FRANKLIN COUNTY TEACHER CENTER  
ALEX LOTAS, DIRECTOR  
280 EAST BROAD STREET  
COLUMBUS, OH 43215  
(614) 221-1033

TEACHER CENTER 271  
ELIZABETH CUPP, DIRECTOR  
4777 FARNHURST  
LYNDHURST, OH 44124  
(216) 291-5225

\*\*OKLAHOMA\*\*

NORMAN TEACHER CENTER  
LESSLEY PRICE, DIRECTOR  
1734 HALLEY AVENUE  
P. O. Box 1007  
NORMAN, OK 73070  
(405) 364-4501

\*\*OREGON\*\*

BEST TEACHER CENTER  
JACK TURNER, DIRECTOR  
200 SILVER LANE  
EUGENE, OR 97404  
(503) 687-3578

\*\*PENNSYLVANIA\*\*

PHILADELPHIA TEACHER CENTER  
DIETRA SHORTER, COORDINATOR  
427 MONROE STREET, 2ND FLOOR  
PHILADELPHIA, PA 19123  
(215) 351-7044

PITTSBURGH AREA CENTER FOR TEACHERS  
CARNEGIE-MELLON UNIVERSITY  
PORTER HALL 223  
PITTSBURGH, PA 15213  
(412) 578-3586

\*\*RHODE ISLAND\*\*

CRANSTON TEACHER CENTER  
JUDY GRILLI, DIRECTOR  
845 PARK AVENUE  
CRANSTON, RI 02910  
(401) 785-0400

\*\*SOUTH CAROLINA\*\*

#1 TEACHER CENTER  
JIM HOCKMAN, COORDINATING TEACHER  
2600 BARHAMVILLE ROAD  
COLUMBIA, SC 29204  
(803) 254-5314

\*\*SOUTH DAKOTA\*\*

RAPID CITY TEACHER CENTER  
EMILIE ZACHER, DIRECTOR  
JEFFERSON SCHOOL ST. JOE  
E. BOULEVARD  
RAPID CITY, SD 57701  
(605) 394-4054

\*\*TENNESSEE\*\*

COOPERATIVE TEACHERS' CENTER  
PAT DONAHUE, DIRECTOR  
241 FORBES AVENUE  
CLARKSVILLE, TN 37040  
(615) 645-2610

\*\*TEXAS\*\*

CENTRAL TEXAS TEACHER CENTER  
JEFF BORMASTER, DIRECTOR  
7703 NORTH LAMAR  
AUSTIN, TX 78752

\*\*UTAH\*\*

MOAB TEACHER CENTER  
BARBARA ING, DIRECTOR  
217 EAST CENTER, Box 69  
MOAB, UT 84532  
(801) 259-8421

\*\*VERMONT\*\*

GODDARD TEACHER CENTER  
CELIA HOUGHTEN, DIRECTOR  
GODDARD COLLEGE  
PLAINFIELD, VT 05667  
(802) 454-8311, EXT. 321

\*\*VIRGINIA\*\*

THE PRIDE HOUSE  
JULIA SUMMEY, DIRECTOR  
P. O. Box 7  
DINWIDDIE, VA 23841  
(804) 469-3350

\*\*WASHINGTON\*\*

SPOKANE TEACHER CENTER  
LARRY SKILLESTAD, COORDINATOR  
WEST 1636 FIRST AVENUE  
SPOKANE, WA 99204  
(509) 455-3703

\*\*WEST VIRGINIA\*\*

BARBOUR COUNTY TEACHER CENTER  
KAREN LARRY, DIRECTOR  
ROUTE 250  
PHILIPPI, WV 26416

\*\*WISCONSIN\*\*

GREAT RIVERS TEACHER CENTER  
VIRGINIA BELL, DIRECTOR  
807 EAST AVENUE SOUTH  
HOGAN ADMINISTRATION CENTER  
LACROSSE, WI 56401  
(608) 785-1176

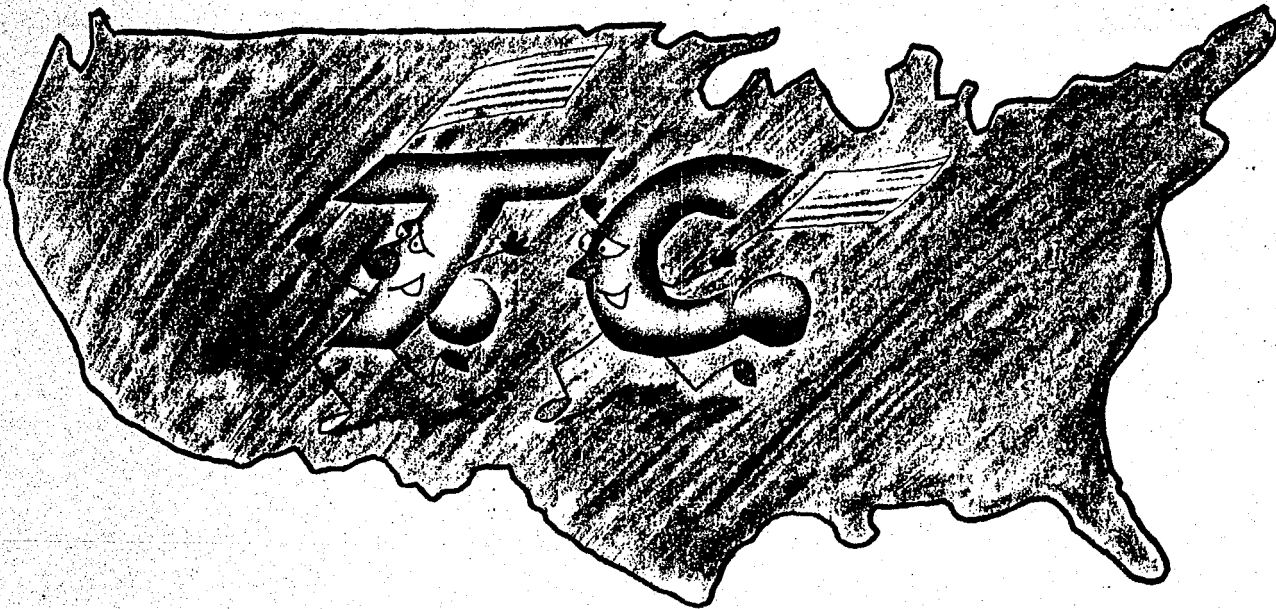
\*\*WYOMING\*\*

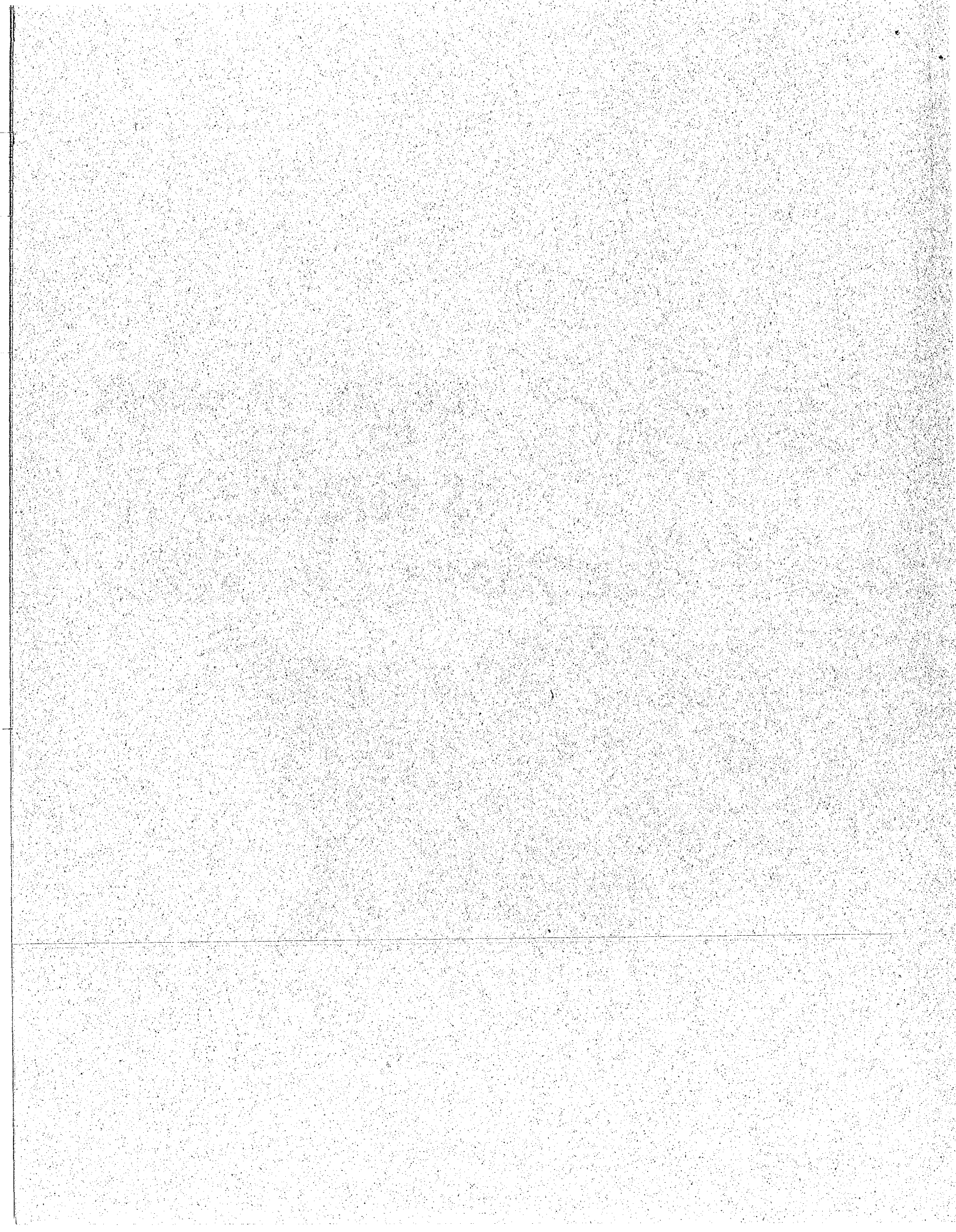
WYOMING TEACHERS' CENTER  
IRENE CLARKE, DIRECTOR  
2602 WEST E STREET  
TORRINGTON, WY 82240  
(307) 532-2171 OR 634-7991

1990

EVERY TEACHER  
IN U.S.  
IS SERVED BY A

*Local Teachers Center*





# State Block Grant Information Sources

The Reagan "revolution" sounds orderly in theory, but the wholesale reshuffling of programs and the shift to more block grants is happening at a forced pace. The result is considerable confusion and disarray among federal and state officials alike, as they scramble to implement the changes. The fast changing budget and appropriations picture is adding to the problem, with many programs still facing an uncertain future. The following list of whom to contact at the state level was prepared by the National Association of Counties and is reprinted from *County News*, the association's weekly paper. It is intended for local officials, but the listed contact people are a good place to start trying to find out what is happening in your state.

**The Ad Hoc Coalition on Block Grants**, 1000 Wisconsin Ave., NW, Washington, DC 20007, is one of a number of groups under the Center for Community Change umbrella. The Coalition is reorganizing for the long haul, but Ronnie Kweiler at the group's Washington office can be contacted for information on what community groups may be doing. Call (202) 338-6484.

## ALABAMA

Bob Davis  
State Administrative  
Officer  
State Capitol  
Montgomery, Ala.  
36130  
205/834-3572

## ALASKA

Carol Burger  
Office of the Governor  
Pouch A  
Juneau, Alaska 99811  
907/465-3500

## ARIZONA

Andy Hurwitz  
Office of the Governor  
State House  
Phoenix, Ariz. 85007  
602/255-4331

## ARKANSAS

Linda Garner  
Governor's Office  
State Capitol,  
Room 250  
Little Rock, Ark. 72201  
501/370-5712

## CALIFORNIA

Ben Williams  
Administrative  
Services Chief  
1400 10th Street,  
Room 150  
Sacramento, Calif.  
95814  
916/322-3170

## COLORADO

Lee White  
Office of State  
Planning and  
Budgeting  
State Capitol,  
Room 102  
Denver, Colo. 80203  
303/866-3386

## CONNECTICUT

Steve Heintz  
State Office of Policy  
and Management  
80 Washington Street  
Hartford, Conn. 06115  
203/566-4298

## DELAWARE

Jorene Jameson  
Office of the Governor  
State Office Building  
820 French Street  
Wilmington, Del.  
19801  
302/571-3210

## FLORIDA

David Pingree  
Office of the Governor  
State Capitol  
Tallahassee, Fla. 32301  
904/488-4441

## GEORGIA

Winford Poitevint  
Office of Planning and  
Budget  
270 Washington Street,  
Room 613  
Atlanta, Ga. 30334  
404/656-4311

## HAWAII

Carl Takamura  
Office of the Governor  
State Capitol  
Honolulu, Hawaii  
96813  
808/548-2335

## IDAHO

Lawrence C. Seale  
Division of Financial  
Management  
State House,  
Room 122  
Boise, Idaho 83720  
208/334-3900

## ILLINOIS

Tom Berkshire  
Assistant to the  
Governor  
State House,  
Room 202  
Springfield, Ill. 62706  
217/782-8639

## INDIANA

Susan Kennell  
Director of State  
Planning Services  
117 State House  
Indianapolis, Ind.  
46207  
317/232-5604

## IOWA

Doug Gross  
Administrative  
Assistant to the  
Governor  
State Capitol  
Des Moines, Iowa  
50319  
515/281-5211

## KANSAS

Stephen E. Holsteen  
Office of the Governor  
State Capitol  
Topeka, Kan. 66612  
913/296-3034

## KENTUCKY

Roy LeRoux  
Department of Human  
Resources  
275 East Main Street  
Frankfort, Ky. 40621  
502/564-7130

## LOUISIANA

Dennis Daughtry  
Governor's Office  
P.O. Box 44004  
Baton Rouge, La.  
70804  
504/342-1943

## MAINE

Richard Barringer  
Director, State  
Planning Office  
184 State Street  
Augusta, Maine 04333  
207/289-3261

## MARYLAND

Ejner Johnson  
Office of the Governor  
State House  
Annapolis, Md. 21404  
410/269-3004

## MASSACHUSETTS

Tex McClain  
Deputy Secretary for  
Administration and  
Finance  
State House  
Boston, Mass. 02133  
617/727-2040

## MICHIGAN

Linda Slotsema  
State Capitol  
Room 216½  
Lansing, Mich. 48909  
517/373-0569

## MINNESOTA

Dean Honetschlager  
State Planning Agency  
101 Capitol Square  
Building  
St. Paul, Minn. 55101  
612/296-3865

## MISSISSIPPI

Dick Molpus  
Governor's Office of  
Federal State  
Programs  
2002 Walter Sillers  
Building  
Jackson, Miss. 39201  
601/354-7575

## MISSOURI

Janice Gentile  
Office of the Governor  
State Capitol  
Jefferson City, Mo.  
65101  
314/751-3222

## MONTANA

David Lewis  
Office of Budget and  
Program Planning  
State Capitol  
Helena, Mont. 59601  
406/449-3616

## NEBRASKA

John Knight  
State Department of  
Public Welfare  
301 Centennial Mall  
South, fifth floor  
Lincoln, Neb. 68509  
402/471-3121

## NEVADA

Howard Barrett  
Budget Division,  
Capitol Complex  
Bassdel Building,  
Room 205  
Carson City, Nev.  
89701  
702/885-4065

## NEW HAMPSHIRE

Tama Hamilton  
Director, Constituent  
Services  
State House  
Concord, N.H. 03301  
603/271-2121

## NEW JERSEY

Donald Linky  
Governor's Office of  
Policy and Planning  
State House  
Trenton, N.J. 08625  
609/282-3287

## NEW MEXICO

Anita Hisenberg  
State Planning  
Director  
505 Don Gaspar  
Santa Fe, N.M. 87503  
505/827-2073

## NEW YORK

Emily Young  
Office of Program  
Planning Analysis  
and Development  
40 North Pearl Street  
Albany, N.Y. 12243  
518/473-3263

## NORTH CAROLINA

Ted Parrish  
Policy Advisor to the  
Governor  
116 West Jones Street  
Raleigh, N.C. 27611  
919/733-4131

## NORTH DAKOTA

Ronald J. Bostick  
Director, State  
Planning Division  
State Capitol Building  
Bismarck, N.D. 58505  
701/224-2095

## OHIO

Matt Filipic  
State Office Tower  
38 East Broad,  
39th Floor  
Columbus, Ohio 43215  
614/466-6561

## OKLAHOMA

Robert White  
Deputy Chief of Staff  
213 State Capitol  
Oklahoma City, Okla.  
73105  
405/521-2345

## OREGON

Leo Hegstrom  
Department of Human  
Resources  
318 Public Service  
Building  
Salem, Ore. 97310  
503/378-3034

## PENNSYLVANIA

Walt Plosila  
Governor's Office of  
Planning and  
Finance Building,  
Room 506  
Harrisburg, Pa. 17105  
717/787-2086

## RHODE ISLAND

Alvin N. Johnson  
Office of the Governor  
State House  
Providence, R.I. 02903  
401/277-2214

## SOUTH CAROLINA

Joe Murray  
Office of the Governor  
P.O. Box 11450  
Columbia, S.C. 29211  
803/738-3261

## SOUTH DAKOTA

Harry Christianson  
State Planning Bureau  
State Capitol  
Pierre, S.D. 57501  
605/773-3661

## TENNESSEE

Keel Hunt  
Governor's Office  
G4 Capitol Building  
Nashville, Tenn. 37219  
615/741-3621

## TEXAS

Paul Wrotenbery  
Governor's Budget and  
Planning Office  
Sam Houston Building  
14th and San Jacinto  
Austin, Texas 78701  
512/475-8491

## UTAH

Patrick J. Johnson  
Office of the State  
Planning  
Coordinator  
State Capitol,  
Room 124  
Salt Lake City, Utah  
84114  
801/533-6321

## VERMONT

John Simson  
Director of State  
Planning  
Pavilion Office  
Building  
109 State Street  
Montpelier, Vt. 05602  
808/828-3326

## VIRGINIA

Ray Sorrell  
Department of  
Planning and Budget  
Ninth Street Office  
Building  
Room 427  
Richmond, Va. 23219  
804/786-8755

## WASHINGTON

Alan Gibbs  
Department of Social  
and Health Services  
Mail Stop OB 44  
Olympia, Wash. 98504  
206/753-3395

## WEST VIRGINIA

Nicholas Lazaris  
Office of the Governor  
State Capitol  
Charleston, W. Va.  
25305  
304/348-2000

## WISCONSIN

Bruce Faulkner  
Division of Policy and  
Budget  
One West Wilson  
Street  
Madison, Wis. 53702  
608/266-1741

## WYOMING

Don Nelson  
Office of the Governor  
State Capitol  
Cheyenne, Wyo. 82002  
307/777-7930

