Teachers' Centers:

A New Voice for Teachers in Teacher Education Reform

The AFT Teacher Center Advisory Group was created by the American Federation of Teachers Executive Council in February of 1977. The group is composed of key leaders from various sections of the country who have expertise on the subject of teacher centers. They serve as a resource to locals working on the development of teachers centers and offer advice and information to the Executive Council on the subject.

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Teachers' Centers: A New Voice for Teachers in Teacher Education Reform

AFT Quest '78, the seventh annual conference on educational issues was held in Washington, D.C. April 28-30. During the three days, educators explored the theme "Forging New Alliances for Quality Education" through 26 workshops, special interest group meetings and five general sessions.

The workshop on "Teachers' Centers" was among the most popular and stimulating of the weekend conference. This publication of the papers presented during the teachers' center session is in response to the numerous requests from educators for copies of the papers.

This document is made available through a project funded by the National Institute of Education, the AFT TEACHER CENTER RESOURCE EXCHANGE. Project activities include conferences and workshops as well as a clearinghouse through which publications, slide-tape presentations and resource persons are made available to leaders involved in Teacher Center research and development.

Patricia Weiler, Director
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The New Teacher Center Program

By CHARLES LOVETT and DR. ALLEN SCHMIEDER

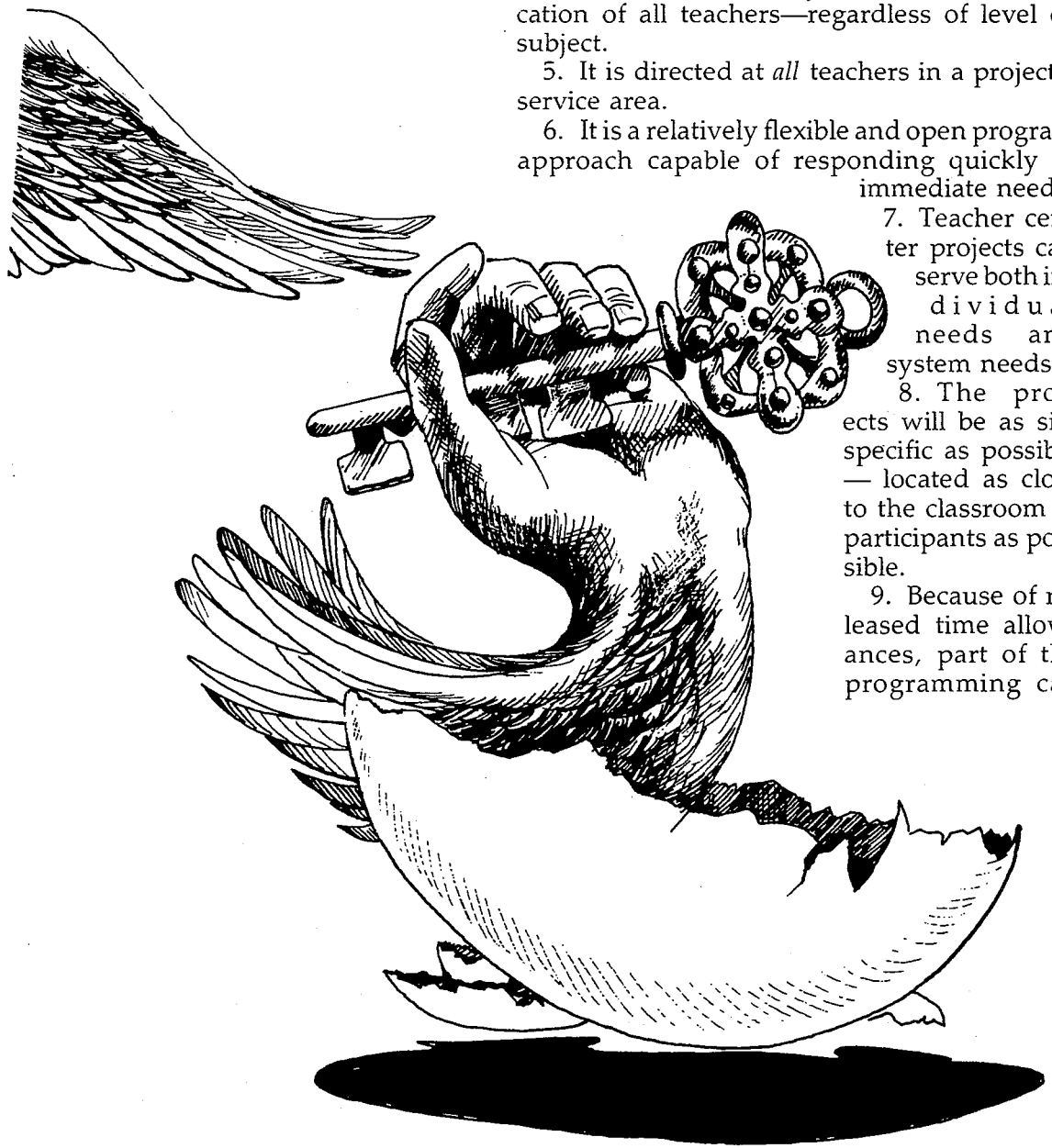
On October 12, 1976 the New National Teacher Center Program was signed into law by the President. The last decade has seen an exponential expansion in the roles and responsibilities of "regular" classroom teachers has also seen an almost equally impressive increase in the number of new Federal and State programs directed at improving and reforming what happens in the Nation's classrooms. But the two have seldom been linked. Most programs intended to raise the quality of schooling had to be implemented without the necessary staff development; most were "outside-in" programs—solutions developed somewhere outside the classroom and then expected to match the most urgent problems within the classroom. The New Teacher Center Law turns things "inside out." Teachers will finally be given the major responsibility for determining the kinds of changes and improvements that are needed in their classrooms and will also have the lead in putting together the kinds of training and curriculum development programs that will best meet those needs. And center programs will draw heavily upon the experience and expertise of the teachers themselves. In all of the passion during recent years to improve the knowledge base of education, most experts and policy makers have usually overlooked what is by far the most important part of that base—the classroom tested knowledge of teachers. At a recent meeting, the director of a major educational development enterprise understandably boasted that his high-powered staff included over 100 person-years of experience in educational reform. One could argue that the Nation's teachers constitute 20 million person-years of experience in educational reform. The teacher center provides one mechanism for further releasing the potential of this vast storehouse of educational successes. It is possible that the greatest advances in education in the near future will be gained through developing more effective ways to link the creativity and experience of every classroom to every other classroom.

The basic purpose of the new Federal Teacher Centers Program is to enable teachers to have a greater voice in determining and meeting their own needs for inservice training and curriculum development in relation to the needs of the students whom they serve. Teacher centers may serve a single school district, a larger region, or an entire State. The chief feature of the centers is that each is supervised by a "teacher center policy board," of which the majority of members are elementary or secondary school classroom teachers. The program gives to State departments of education an important three-part role: screening applications, providing technical assistance, and assuring proper dissemination of the program's findings and products. Ten percent of the funds may be granted to institutions of higher education to operate centers; the balance goes to local educational agencies.

The following briefly outline the major characteristics of the Teacher Center Program.

1. It is the first major Federal program that *requires* that the teachers being served be centrally-involved in planning, developing, and implementing projects.
2. It will increase the professional resource base by increasing the role of the classroom teacher as innovator, researcher, developer, and trainer.

Allen Schmieder, Manager of the Teacher Center Program in the Office of Education has participated in numerous AFT conferences and seminars. In his administrative position in the Office of Education, he has implemented the Teacher Center program at the national level. Charles Lovett, Administrative Assistant in the Teacher Center Program, O.E., has participated in planning the delivery system that made federally funded Teacher Centers a reality in this decade.



3. It is directed primarily at helping teachers with current classroom instructional problems.

4. It is directed mainly at the inservice education of all teachers—regardless of level or subject.

5. It is directed at *all* teachers in a project's service area.

6. It is a relatively flexible and open program approach capable of responding quickly to immediate needs.

7. Teacher center projects can serve both individual needs and system needs.

8. The projects will be as site specific as possible — located as close to the classroom of participants as possible.

9. Because of released time allowances, part of the programming can occur during the "regular day."

10. A high percentage of participation will be voluntary.

11. It can facilitate instructional improvement, necessitating the kind of attitudinal/behavioral changes which require long-range training programs.

12. It is primarily an inservice education program, but can have significant links to preservice programs.

13. It marshalls the best possible resources—from a great variety of sources—to help teachers with immediate instructional problems.

14. It promotes an idea that could eventually serve all of the Nation's teachers.

15. It can accommodate considerable variety in grant size and program models.

16. It provides a potential delivery system for major staff development needs supported by other national and state authorizations; i.e., education for all handicapped children, consumers' education, career education, metric education, energy education.

17. It supports a generic model of inservice education, not just courses or workshops.

18. It requires collaboration among teachers, teachers' organizations, higher education, special education, vocational education, the school board, and the state education agency.

19. It provides substantial support for state involvement, especially in areas of technical assistance and dissemination.

Joseph Young, who served as Executive Director of the President's Advisory Council on the Education Professions Development, suggested that one of the major weaknesses of most new Federal programs was that they rarely articulated the problems that they were being launched to overcome. Many program developers, he added, did not even consider whether they were dealing with any specific problems. He went on to recommend that at

the beginning of any new legislative thrust, a succinct statement of the problems to be confronted should be developed and used as one of the major bases for later estimations of program successes. As a context for the new Teacher Centers Program, we present a beginning list of some of the needs that gave rise to the legislation and to which it may be expected to relate. The list is presented to give added focus to what follows, and hopefully, to motivate readers sufficiently to help improve it.

1. Traditional inservice education programs are generally not directly related to teachers' most urgent needs, as teachers see them.

2. Inservice education, regardless of quality, is generally provided in places that are far removed from where teachers teach, making it inconvenient and relatively unrelated to what is happening in schools.

3. Inservice education has generally been provided for teachers by "experts" other than teachers. Consequently, its purposes have generally not facilitated interaction between teachers and encouraged sharing of successful classroom experiences.

4. Similarly, most school curriculums are designed and developed by experts with little or no classroom experience, yet must be implemented by teachers. Some curriculum developers go so far as to attempt to design "teacher-proof" curricula.

5. The training priorities of Federal programs are often unrelated to needs as teachers perceive them.

6. Traditional inservice systems are not designed to respond systemwide and quickly to urgent local needs.

7. With change and the knowledge base increasing at an increasing rate, there is an urgent need for all teachers to continually renew their knowledge and skills.

8. Unemployed teachers need to be retrained for new and needed roles in education.

9. There is a need to prepare thousands of educational personnel in special education, counseling, early childhood, energy education, metric education, career education, etc.

No program, especially one supported with Federal funds, operates in isolation from the rest of the educational world. The trends and forces of the total national scene, and the way in which a particular program relates to them, often have more to do with its relative success and impact than whatever happens within specific projects. This larger context is especially important with teacher centers because of their considerable potential for reforming inservice education—and because of the high interest of all of the major education constituencies in its programmatic growth and direction. Following is a summary of some of the national conditions and events that may have great relevance for the future of centering—and vice versa.

1. The decline in school enrollment has resulted in wide-spread layoffs and reductions in force in a large number of school systems. Significant numbers of teachers have been forced to shift positions. In New York City, for example, nearly 40 percent of the teachers of English, mathematics, and science have had to assume new and different assignments during the last several years. Considerable training will be needed to help these displaced teachers adjust to their new responsibilities.

2. With declining student enrollments and provisions in most master contracts for layoffs to be made on a seniority basis, the professional work force will increasingly include more persons (1) with extended experience, (2) at the maximum salary, and (3) with higher levels of college or university preparation than before. Because formal academic preparation tends to be completed within the first six years of employment, this same trend will produce a work force whose most recent higher education experience will become more distant with each passing year. The percentage of teachers needing more credits/courses for certification/promotion/salary increases is sharply decreasing. In short, incentives for formal education are declining. In such cases, the only way that teachers can continue professional improvement will be through inservice education/teacher centers.

3. School needs and priorities are changing more and more rapidly each year. The classroom teacher of 1977, for example, is asked to be the major implementor of special education's mainstreaming, citizenship education, consumer education, community education, metric education, multi-cultural education, career education, energy education, etc., etc., etc. The 1960's provided considerable evidence that no new curriculum can be successfully introduced into the system without (1) acceptance by teachers and (2) considerable staff development, developed mainly by the teachers to be involved.

4. The rapidly rising unemployment of qualified/certified teachers, estimated to exceed 500,000 in 1977, has important implications for teacher centers—especially in light President Carter's commitment to reduce unemployment. In New York City, for example, in 1975 only 3 percent of the eligible new teachers found jobs; 97 percent may have been added to the unemployment rolls. There are, however, severe shortages of teachers in a number of specialty areas; e.g., special education, counseling and guidance, early childhood. The Teacher Center Program could give priority to retraining unemployed teachers in these and other shortage areas. Such a plan would not only reduce unemployment, but take less time, cost less, and develop broader-based specialists than programs that started from scratch with undergraduate students.

5. With declining student achievement scores over much of the Nation there have been increasing public demands that the schools "return to the basics." School boards and other

community leaders are reordering school priorities. The reversal of these declining scores may require the kind of large-scale in-service retraining program fostered by the NDEA and NSF institute programs developed in response to Sputnik. Teacher centers could provide such programs.

6. California, New York and several other "leader" states are giving high emphasis to ensuring that all teachers are competent in the teaching of reading. Given the high importance of the subject, it is likely that many other states will follow. Such a trend will require training and retraining for all teachers at all levels. The Right To Read program has done a commendable job (and could be closely coordinated with teacher center efforts) but is not generally directed at supporting inservice education in reading for all of the teachers in a school system. The teacher center is ideally suited to carry out such a program.

7. There is increasing interest—in response to the rising cost of education and increased demands for educational accountability—in the more effective utilization of research findings regarding what works in the classroom. Relatively sophisticated national, state, and local diffusion and dissemination networks are being developed. The Office of Education and the National Institute of Education, and other agencies have growing catalogs of "proven" products and approaches. As with general curriculum reform, the effective adoption and use of any validated educational product will require staff development. Good product delivery systems will fail without adequate training counterparts.

The Teacher Centers Program has captured the national interest. A great many educators are preparing to help develop and implement centers. Others are considering ways in which existing centers might be changed or productively linked with other teacher centers and resource bases. The high potential of the concept is clear. But from the beginning there will be a need to carefully think through what kinds of information will be needed by educational decision makers—in the field and in the government—in order to determine the program's relative success. Too often methods of "keeping track" of what goes on are introduced well after a program is underway—when it is too late, or at least at a time when it is difficult to build in the kind of data collection and assessment systems that will not only help policy makers but prove indispensable to program managers.

In his landmark study of American Education *Crisis in the Classroom,* Silberman pointed up the fact that even where new educational approaches seemed to be succeeding, it was difficult to pin down why they were successful, because American educators did not usually have enough management information to be articulate about what was going on in their programs. The Office of Education does not want to place too much emphasis on evaluation of the Teacher Centers Program outcomes during the early going—the concept is new and it will take considerable time to work out many of the new processes that will be required in making programs fully operational. However, there is a need to begin to develop reasonable program expectations and then to begin the kind of data collection that will eventually help determine the extent to which those goals are being achieved.

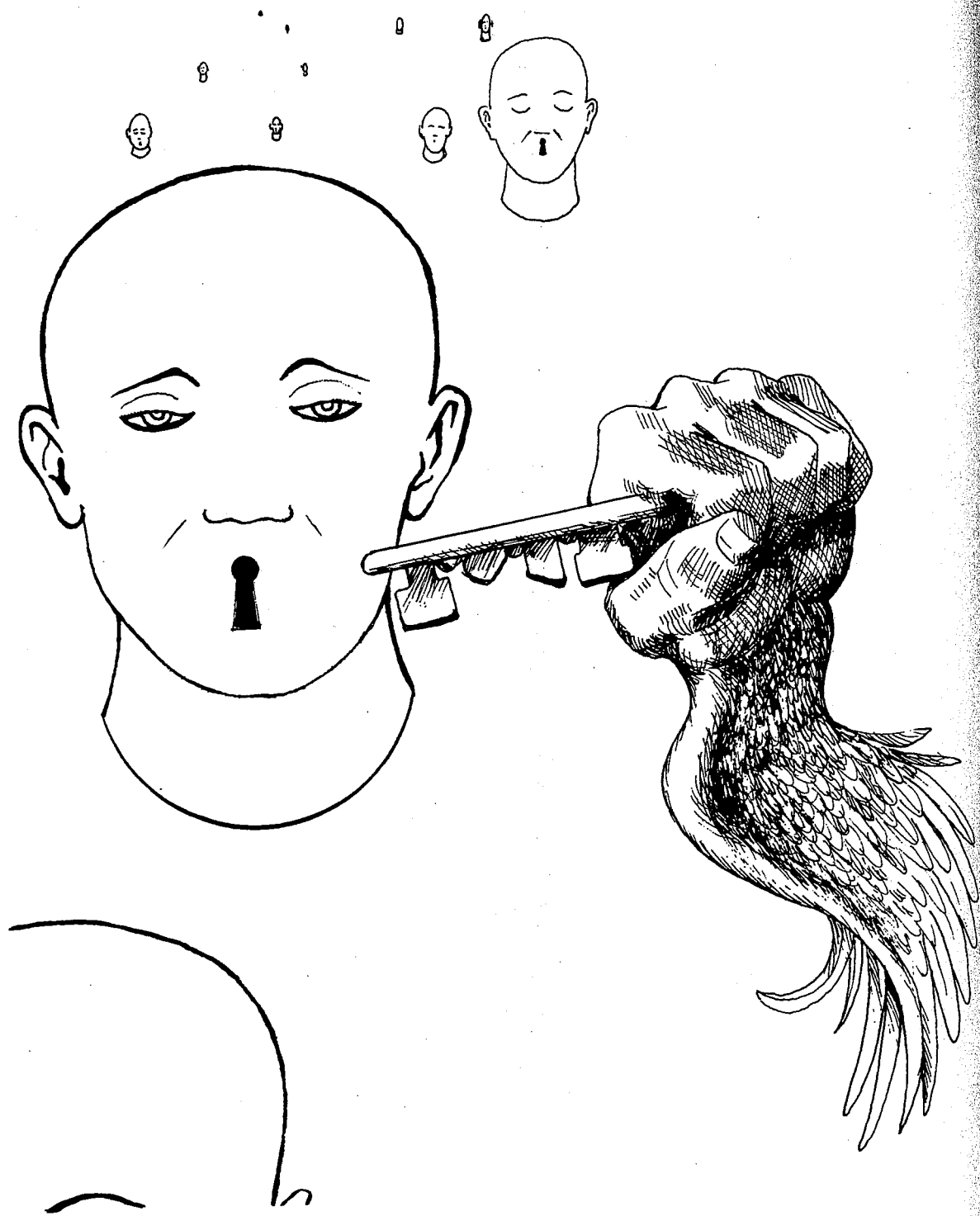
The following list is offered to give center developers and operators some guidance, whether or not supported by Federal funds, regarding the kinds of outcomes they might want to measure, and to stimulate as much thoughtful dialogue as possible about this most important subject.

1. effectiveness as perceived by teachers
2. effectiveness as perceived by administrators
3. degree to which teachers' individual needs are met
4. degree to which the high priority training needs of school systems are met
5. relationship of training programs to substance of curriculum in classroom of participants
6. impact on student achievement
7. impact on teaching skills
8. proximity of training programs to schools and communities of participant
9. proportion of training during "regular" school hours
10. degree of teacher input into program development and implementation
11. extent of teacher-developed curricula used in training programs
12. extent to which programs are more comprehensive and systematic than traditional inservice programs
13. amount of teacher interaction and sharing of classroom successes
14. increase in utilization of new learning concepts, approaches, and research findings
15. degree to which teachers are better prepared in high priority staff development needs areas; e.g., mainstreaming, basic skills, reading, energy education
16. impact in terms of the above on other forms of inservice education.

This paper has roughly outlined the nature of the New Teacher Centers Program from the view point of the program managers in the Office of Education. It must be emphasized that this analysis and characterization is a tentative one which is sure to change, in some cases substantially. As the program evolves, important lessons will be learned, and necessary adjustments will be made. The most important input and feedback will be that which comes from the major constituents of the teacher center—the teachers and their organizations who promoted and helped develop the legislation and who will have much to do with shaping its future.

Teacher Corps and Teacher Centers: Forging New Alliances

By DR. WILLIAM L. SMITH



Dr. William L. Smith, Director of the Teacher Corps, has been a staunch supporter of inservice programs. His focus has always been to provide teachers with skills that enable them to relate curriculum to student and community needs. He has encouraged the coordination of inservice components of federally funded programs so that teacher needs can be better served.

TEACHER CORPS	TEACHER CENTERS
I. Purposes of Grants	
Strengthen opportunities of low-income pupils.	Meet professional needs of teachers as determined by policy boards.
Encourage IHE to broaden and improve both teacher preparation and the inservice education of school personnel.	To provide teachers opportunities to develop curricula, learn new methods and research applications.
II. Terms of Grants	
For 5-year period. First year for planning, subsequent years to be renegotiated but not competitive.	For 3-year period. Each year subject to negotiation, but not competitive after initial grant.
Must include K-12 feeder system. Schools must meet low-income criterion.	Must serve an area—one or more LEA districts, or entire state.
Prime grantee may be IHE or LEA.	Grantee will be LEA; 10% of grants may go to IHE.
Clients may be all school personnel; IHE personnel.	Clients must be elementary, secondary, vocational and special education teachers. Policy board may include aides, early childhood teachers.
III. Governance of Project	
A policy council governs. Includes LEA supt., IHE dean of education, chairperson of community council.	Policy board governs. Membership of board consists of a majority of teachers, numerically representative of elementary, secondary, vocational and special education teachers. Must include representatives of LEA administration and at least one representative of an IHE.
An elected community council of at least 7 members advises the policy board and must participate in preparing proposal. (A temporary council may qualify.)	Policy board must be formed prior to proposal and must participate in proposal preparation.
Policy board prepares its own bylaws.	
IV. Plan of Operation	
A. Local Objectives	
Local objectives must define the needs of pupils which will be the focus of the training programs.	Objectives for meeting needs of pupils served by teachers in the area must be defined in terms capable of evaluation.
Local objectives must include attention to: —multi-cultural education —learning or behavioral problems of pupils —the variability of individual learning.	Objectives must provide evidence of the potential of the program for increasing the effectiveness of participating teachers.
B. First-Year Plan	
First year must be a planning year. Specific objectives must define the outcomes for the planning period.	Must provide evidence that teacher center will be operational by end of the first year.
There must be a projection of activities for later years.	Goals and activities must be projected for 3-year period.
There must be a management plan, budget and time line.	

TEACHER CORPS	TEACHER CENTERS
C. Staff Development	
Staff development must implement the resolution of problems of low-income pupils.	Training is intended to provide teachers with greater effectiveness in curriculum development and application of research.
There must be individualized plans for different teachers, aides or other educational staff.	Training is to be individualized.
The training must be field-based; should increase staff skill in individualizing instruction for pupils.	Teachers may provide training for other teachers.
The training programs must represent an improvement by IHE and LEA in delivering training to staff.	Policy board is to design and supervise training program.
D. Impact on Institutions	
Project is to demonstrate staff development which is responsive to pupil needs.	Proposal must show potential of teacher center for impacting the local institutions.
Evidence must be persuasive that participating institutions will continue program achievements after funding is terminated.	
E. Adequate Reporting	
Staff must document, and evaluate the achievements of the project.	The proposal must define a process for reporting activities and outcomes.
Successes and failures must be disseminated to other agencies.	Dissemination is part of state responsibility.
There must be a planned audience for the dissemination.	
F. Role of State Agency	
State agency must review and make recommendations concerning the proposals.	Up to one-seventh of funds for teacher centers may be assigned to SEA
	SEA must review and recommend proposals.
State may be involved in preparation of proposal and in implementation and dissemination of project goals and outcomes.	SEA provides technical assistance to project.
	SEA responsible for dissemination.
G. Management	
There must be a management plan for all major phases of the project—meeting needs of local pupils, staff development, continuation of project achievements, dissemination to other agencies.	There must be a qualified staff.
	Facilities must be adequate.
	The teacher center must be of sufficient scope for potential impact on institutions.
	There must be plans for evaluation and dissemination.
V. Major Thrust	
To change institutions so that staff development is responsive to pupil and teacher needs.	To encourage teachers to direct their own career development.

Teacher Centers: For Exploring What Schools Are Aiming at and How to Get There

By DR. CHRISTINE SAN JOSE

Outline:

1. Recognition that many of us hope for no less than reform
2. Two contexts of teaching, hence of teacher education reform, to be taken into account—schools are organizations, schooling within society
3. Role of Teacher Centers in above contexts, promoting both organizational health and links with school community—hence nurturing the circumstances and the climate necessary for effecting Teacher Education Reform

1. Recognition of the Enormity of the Challenge

The speaker welcomes the invitation proffered by the title of this session to discuss Teacher Education *Reform*, since she believes thus strong a word appropriate in describing what many of us are currently hoping for. And once we acknowledge the size of what we're after, we are less likely to neglect consideration of the many complexities that attend any attempt at change in the schools. There are current writers on inservice education and the possible role of teacher centers (noticeable theoreticians rather than those primarily in the field) who apparently assume that improvement of instruction in schools is largely a matter of improvement of the education of teachers which in turn is largely a matter of delivering the appropriate training at the appropriate time and place. The present speaker holds that we have a less than useful view if we fail to take into account the context of teaching and hence of any attempts at reform.

Dr. Christine San Jose was the director of the West Genesee/Syracuse University Teaching Center in Syracuse, NY, and has been a tireless supporter of the teacher-directed preservice and inservice program. She has broad experience in planning with teachers and assessing their professional needs. The Teaching Center under her direction served both elementary and secondary school teachers.

2. The Environment of Teaching: Two Highly Influential Contexts

2.1 Schools as Organizations—After a brief look at the realities of teaching, noting the powerful influence of the environment in which it takes place, the speaker concludes that it is *schools* which are in the business of teaching (the teachers as vital elements within them), and that we must examine the schools and school districts for those characteristics which are likely to help or hinder reform.

Aided by studies of organization behavior, we recognize that an organization's ability to achieve its goals, to adapt, to "reform", is intimately linked to what has been called its organization effectiveness, or organizational health. Matthew Miles has specified ten components of organizational health, as given below. The speaker suggests that when we weigh the possible forces for and against reform in general in the schools, these components offer useful indices; and further suggests that we use these, or similar, indices to weigh the forces for and against reform within our own particular schools or districts, i.e. the strengths that we can build on and the weaknesses and dangers that we must recognize and address. The ten components will therefore be gone through twice: the first time through we shall very briefly relate each one to what we know of schools in general; and the second time through, listeners who have embarked on, or are about to embark on, "reform" in their own schools or districts or combinations of these, are invited to give a few moments of thought to how their own organizations stack up in these ten areas.

Here, then, are Miles' components or organizational health:

1. Goal focus
2. Communication adequacy

3. Optimal power equalization
4. Resources utilization
5. Cohesiveness
6. Morale
7. Innovativeness
8. Autonomy
9. Adaptation
10. Problem-Solving adequacy

(relation of these to the school context will clarify what is meant by these sometimes enigmatic labels)

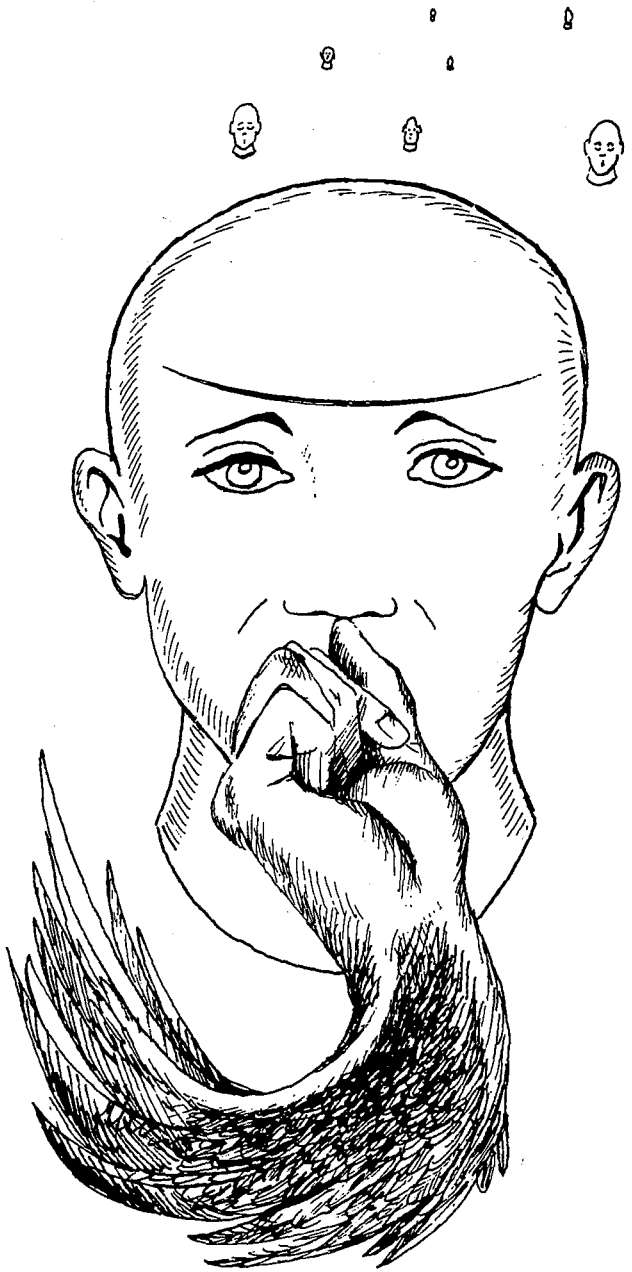
The speaker reiterates that it is inviting frustration and disillusion to work for reform without taking these issues into account.

2.2 *Schooling within Society*—Here we consider the implications for the teacher's task from society's expectation that education function as an institution for societal maintenance. Briefly (alas) we touch on the crux of the dilemma: a charge to develop the potential of a creature so highly individuated as a human being, yet at one and the same time a charge to work for the smooth-running and continuance of society. Further, we note the multiplication of upheaval and uncertainty and apparent conflict of aims when so many deep-rooted values of a society are being questioned as they are today.

We therefore recognize that delivering to the teacher, and supporting him or her, with the soundest, most effective pedagogical knowledge and strategies is of little use if the resultant teaching is in conflict with the expectations of the community.

3. Role of Teacher Centers

Reviewing what appear to be the dominant characteristics of what we might recognize as existing "Teacher Centers", i.e. reviewing not the various "typologies" that distinguish one from another but struggling to perceive rather the basic concerns and approaches which they have in common, we come up with a cluster



remarkably consonant with what have been distinguished as elements crucial to organizational health. A rapid run-through of Miles' list (as above) makes this abundantly clear. Further, we note the sensitivity of center after center to their wider communities, frequently welcoming and working in their many different ways not only with parents but with other community groups also, to some offering services and to others (business, for example) providing opportunities for them to help their district teachers and children. **In short, this speaker sees centers as subsuming, not subsumed by, teacher education.** The centers that we see going strong, and bidding fair within their operation to effect Teacher Education Reform, are those which recognize the power and complexities of the contexts within which they have their being. Bringing together the many different people in many different roles who are involved in teaching, working with them towards healthy organizational and community understanding and partnership, they are then able to tackle with some success the more specific task (among their many others) of enhancement of actual teaching behavior.

I hope with all my head and heart (which I frequently find it difficult and probably counter productive, to separate) that teachers will indeed find a new and powerful voice in Teacher Centers; and that with it they will bring about a shining cluster of reform. It is because I care so much that I urge all of those concerned to face head on the complexities involved, and to meet them with the wisdom and the courage that I for one have never found it so very hard to find in our profession. We're going to need them!

The Detroit Center for Professional Growth and Development

By THERESA LORIO

WHAT WE ARE

The Center for Professional Growth and Development, operating since 1976, is the first state-supported professional development center in Michigan. Its establishment represented a "break-through"—a major commitment by the Office of the State Superintendent of Public Instruction, the State Board of Education, and the State Legislature to support the plan of key educational leaders in the Detroit community for pioneering new directions for the inservice education of school personnel.

The Detroit Center for Professional Growth and Development represents the Detroit plan for a model inservice project. It is based on the assumption that the behavior of education personnel is a major influenceable variable which affects the learning process.

The Detroit Center has a number of unique features which have attracted over 6,000 voluntary participants since March, 1976. Among these key features are:

1. Flexibility: The ability to respond to a wide variety of requests with appropriate training models and consultants whether from a "high-need" school or a school where students may be performing well in reading and computational skills

2. Direct involvement of participants in identifying their inservice needs and designing the training activities, which leads to personal commitments for effective change.

The Detroit Center has two outreach components and a support system for the delivery of services:

Theresa Lorio, Assistant Director of the Detroit Center for Professional Growth and Development has represented the AFT at state and national conferences. She has teaching experience in urban schools as teacher, master teacher, and educational consultant and inservice specialist. Her urban experience provides her with insight into the preservice and inservice needs of teachers.

Field Consultant Services is the principal outreach component through which service is available to all segments of the educational community—region, school, city-wide, or individual staff member. Regardless of the children they serve—low achievers, high achievers, handicapped, gifted—staffs may request and receive training and support. After a need has been specified by an assessment process, Field Services provide consultants and resources to enable the requesting staff to engage in productive inservice experiences. When a need is pervasive, training is made available on a region or system-wide basis.

Key features of Field Consultant Services are flexibility, accessibility, promptness of response, and the major role of requesters in designing the training experience.

Special Project Schools is the component from which most specific research data are collected to measure the impact of staff training on pupil achievement.

Eighty percent of the personnel in Special Project Schools must agree to participate with the Center in a three-year sequential inservice process that is designed to raise pupil achievement in reading and mathematics and to positively influence school climate. The process is linked directly to the needs and expectations of students and educators.

SEQUENTIAL INSERVICE PROCESS

1—Develop Awareness of Inservice Process

2—Demonstrate Commitment to Inservice Process

3—Identify Expectations of Students and Staff

4—Assess and Prioritize

5—Plan Inservice Activities based on High Priority Needs, Achievement Plans, etc.

6—Identify Resources to be committed to inservice activities

7—Implement and Evaluate Inservice Activities

8—Monitor student achievement and school climate.

—A Detroit Center Inservice Specialist is assigned to work with the staff on a systematic basis

—Support services are available from all components of The Detroit Center

—Staff of The Detroit Center assist in the development, implementation, and evaluation of the inservice process

—The Detroit Center, with the cooperation of other agencies when appropriate, provides consultants for the inservice process

—An Inservice Leadership Team composed of school staff and the Inservice Specialist coordinates and monitors the training process.

Support System: Mathematics and Reading Resource Centers are two curriculum centers that support Field Consultant Services and the Special Project Schools. Support is in the form of equipment, modules, and materials for teaching/learning reading and mathematics, and curriculum inservice consultants who are specialists in their field.

As support to *Field Consultant Services,* the Resource Centers:

—Respond to requests of Field Consultant Services for providing inservice activities in reading and in mathematics education

—Conduct needs assessment surveys to determine school, region, or city-wide needs related to the teaching of reading and of mathematics

—Sponsor workshop series, conferences, exhibits, and seminars related to "high-needs."

As support to the *Special Project Schools,* the Resource Centers:

—Cooperate with members of the schools' Inservice Leadership Teams in planning the three-year training

—Help staff identify inservice needs related to reading and mathematics

—Respond to requests of Special Project Schools for inservice activities in reading and mathematics.

WHAT HAVE WE DONE

As a center that relies exclusively on voluntary staff participation and has no funds to pay stipends, the Detroit center has from October, 1976 through August, 1977:

- Sponsored 393 inservice series
- With 1,153 separate sessions
- Representing a cumulative attendance of 21,711
- Lasting a total of 57,439.5 hours
- Developed follow-up procedures, to facilitate in-the-classroom use of Center-learned skills
- Initiated a replicable process/model for in-depth local school staff development
- Piloted pre and posttesting of participants, to ascertain the effectiveness of Center inservice activities in imparting new information
- Investigated ways to measure the impact of staff inservice on pupil performance
- Developed a variety of training modules
- Implemented linkages with the Detroit Public Schools for cooperative planning, sharing of staff expertise, and funding support for selected projects of the Professional Development Office, Title One, ESAA, and Chapter 3 programs
- Served as the catalyst for establishing inter-institutionally-sponsored credit courses that involved 8 participating schools or colleges of education in southeastern Michigan, as a spinoff of Center inservice activities.

WHAT IMPACT WE HAVE HAD

- Detroit staffs, in large numbers and despite system-wide mandatory inservice programs, *voluntarily* seek Center training
- Requests for services from The Field Consultant Services Component and the Reading Resource Center *EXCEED* the Center's personnel and fiscal resources. We have had to say "NO", to a number of requests
- Special Project Schools' staffs are committed to the three-year development process for raising pupil achievement
- Pretest and posttest data indicated that Center inservice leads to increased staff knowledge
- Center-Produced documents are widely sought
- Center staff members are in demand locally, state-wide, and nationally as speakers and resource consultants for organizations and school systems concerned with launching or improving their staff development efforts.

WHAT'S AHEAD

- Initiating the state plan for Career Education inservice staff training of Detroit personnel
- Beginning a three-year, longitudinal assessment of staff training impact on pupil performance
- Engaging in follow-up activities with selected classroom teachers
- Continuing the development of sharable staff training modules
- Refining the model for Special Project Schools
- Expanding the number of Special Project Schools
- Perfecting the Center response capability to local school inservice needs
- Strengthening and expanding linkages with Detroit Public Schools, schools of education, Wayne County Intermediate School District, Wayne State University Teacher Corps Project, and other agencies, to maximize The Detroit Center impact on educators and on students.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