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A STUDY OF SELECTED ASPECTS OF PROFESSIONAL
DEVELOPMENT CENTERS WITH RECOMMENDATIONS FOR
THE IN-SERVICE EDUCATION OF LIBYAN TEACHERS

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has been accepted towards fulfillment
of the requirements for

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Peggy M. Riethmiller
Major professor

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A STUDY OF SELECTED ASPECTS OF
PROFESSIONAL DEVELOPMENT CENTERS
WITH RECOMMENDATIONS FOR THE
IN-SERVICE EDUCATION OF LIBYAN TEACHERS

By
Mohamed H. Falougi

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ABSTRACT

A STUDY OF SELECTED ASPECTS OF PROFESSIONAL DEVELOPMENT CENTERS WITH RECOMMENDATIONS FOR THE IN-SERVICE EDUCATION OF LIBYAN TEACHERS

By

Mohamed H. Falougi

The purpose of this study was to investigate the perceptions of participants in in-service education activities offered by four professional development centers in the state of Michigan with respect to (a) scheduling appropriate times for providing activities and programs; (b) centers' affiliation with higher education institutions and their involvement in teacher in-service education programs provided by professional development centers; (c) certification and degrees; and (d) determinants of teacher in-service education activities and offerings. The study also explored whether and to what extent professional development centers could help in answering teacher in-service education needs in Libya.

Questionnaires and interviews were used to analyze the perceptions of participants at the Detroit Center for Professional Growth and Development, the Region 12 Professional Development Center, the Kent Professional Development Center, and the Northwest Staff Development Center concerning their involvement in program activities. Questionnaires were mailed to a random sample of 281 participants; 180 individuals (64 percent) returned the questionnaire by the deadline date. Of

these, a total of 172 questionnaires (61 percent of the original 281 surveys) were usable. The researcher also visited the designated centers and interviewed the directors of each center. Information was collected with regard to: (a) scheduling appropriate time for activities and programs of in-service education; (b) centers' affiliation with higher education institutions and their involvement in teacher in-service education programs; (c) support agencies; (d) certification and degrees; (e) expansion of on-going programs; (f) determinants of in-service education activities and offerings; (g) available materials and equipment; and (h) projected plans for future development. The relevant data from the questionnaires were reported in frequencies and means.

The data analysis indicated that: (1) summers, weekday evenings, vacation periods other than summers, and Saturdays are appropriate times for professional development centers to offer in-service education activities; (2) 1 to 2 weeks is a reasonable length of time for professional development activities; (3) a lack of released time, the extensive time demands of teaching jobs, family obligations, and a lack of awareness about relevant programs are the greatest obstacles to teacher participation in professional development center activities; (4) higher education institutions provide significant services, equipment, and personnel to professional development center participants; (5) all participants and directors at the four centers desired to continue and/or increase their center's affiliation with higher education

institutions; (7) professional development center activities rarely lead to or count towards a teaching certificate; (8) the great majority of participants (89 percent) have already met all requirements for permanent certification; (9) the majority of the centers serve as a catalyst for linking together the special needs of the teacher population with the resources of higher education institutions; (10) the majority of the respondents indicated that courses, workshops, and seminars provided by professional development centers for in-service training had no salary increments; (11) center administrators and coordinators are primarily responsible for determining professional growth programs; and (12) boards of directors are responsible for developing the operational policies of professional development centers. In general, the vast majority of the participants were interested in attending professional development activities that are characterized by a high quality of organization, practicality and usefulness, relevancy, and convenience.

The results of the study indicate that it would be helpful for developing countries to establish professional development centers. Such centers would provide opportunities for teachers to have dialogues among themselves and to try innovations in a non-threatening atmosphere. The professional development concept seems to be especially valuable for countries where resources for teacher training are limited.

Several recommendations for professional development centers in general and for professional development centers in

Libya and other developing countries were made. Recommendations for further research also were suggested.

DEDICATION

This work is dedicated to the memory of my father, Hashem. It is also dedicated with love to my mother, who spent many nights waiting for my return, and to my wife, Naima, for her care, patience, and understanding.

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The researcher gratefully acknowledges the support and encouragement of the many fine people who worked with him during the development of this study. Sincere appreciation is extended to Dr. Peggy M. Riethmiller, my academic advisor and committee chairperson, for her efforts and continual assistance.

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The Office of Research Consultants in the College of Education at Michigan State University assisted in facilitating the data organization. Particular appreciation is extended to Mr. Khalil Elaian for his generous help with the statistical procedures and computer processing.

Most of all, I wish to thank my wife, Naima, whose constant love, support, courage, and sacrifices lighted my way throughout this long, but beneficial, journey. I also wish to extend a special thanks to my brother, Ahmed, who looked after our family while I was abroad.

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CHAPTER I

OVERVIEW OF THE STUDY

Introduction

Continuing education for professional development needs to be given a higher priority. Such education provides opportunities for professional personnel to develop and expand their personal and job-related competencies, and to prepare for new professional roles and job assignments after their initial professional or vocational certification. McGlothlin emphasizes that a professional person is a lifelong learner:

No one man can hope to be a master of all knowledge, but he has a professional obligation to try to keep abreast of those portions which are essential to his practice. He cannot do so without continued reading and study. The knowledge he acquires in professional school may be sadly out-of-date long before he reaches retirement. He must not run the risk of subjecting his patients or clients to the dangers of obsolete knowledge. He must continue to be a scholar, even in the press of practice. . . . A professional person is a lifelong learner.¹

Professional continuing education is particularly important for teachers, especially at a time when the demands on the teaching profession are increasing. Chilana suggests that well-organized and systematic in-service education is

¹William J. McGlothlin, The Professional Schools (New York: The Center for Applied Research in Education, Inc., 1964), p. 28.

essential to improve efficiency and promote the development of any profession, but it is much more important for educational workers because education occupies a unique and strategic position in the task of human development.²

Waskin notes that intellectual capacity and knowledge obtained as the result of the pre-service preparation of teachers are not the only elements in teachers' training.

In more recent years in educational history, leaders in education thought began to realize that intellectual capacity and knowledge are not the only factors at work in training personnel to work effectively with children. In light of societal changes and technological advances, the need for "renewal" on the part of classroom teachers has become a focal point for consideration by educators at many levels.³ ✓

However, Larson stresses that more than lip service must be given to the concept that a teacher is always in the process of "becoming" if teachers are to be able to cope with the complexities of today.⁴

In-service education may be one of the best means of helping teachers deal with those complexities. In the 1970s, the in-service training of teachers became one of the highest priorities in American education. Teachers and educators

²Mulkh Raj Chilana, In-Service Education for Elementary Teachers (New Delhi, India: India Association of Teacher Educators, 1968), p. 1.

³Yvonne Fisher Waskin, "The Teacher Center Movement in the United States and Its Implications for Teacher Education" (Ph.D. dissertation, University of Michigan, 1976), p. 23 (hereafter cited as "Teacher Center Movement").

⁴Vera M. Larson, "Portland's In-Service Involves All Professional Personnel," Educational Leadership (March 1974):502.

called for effective and meaningful in-service programs as a means of improving personal growth, professional competency, and teaching effectiveness. The Michigan Department of Education described the professional development process as:

a planned and organized effort to provide teachers and other educational workers with the knowledge and skills necessary to facilitate improved student learning and performance.⁵

At the same time, the control and governance of in-service education has become a hotly contested issue.⁶ Many of the in-service programs that are offered are inadequate and irrelevant to teachers' needs.⁷ In-service education has too often consisted of "hot shot" programs that are designed by administrators or college professors and that require that teachers attend them on their own time.⁸

Concerns such as these have led to a search for more appropriate alternatives. Many educators believe that

⁵Michigan Department of Education, Office of Professional Development, "Professional Development for School Staffs: The Michigan Approach" (Lansing, Michigan) (hereafter cited as "Professional Development").

⁶James F. Collins, "Centers for the Education of Teachers: Some Perspectives on Operation and Management" (Speech delivered to the NCSIE Conference on State Action for In-Service Education held in New Orleans, 1976), p. 22.

⁷Ben A. Harris and Wailand Bessent, In-Service Education: A Guide to Better Practice (Englewood Cliffs, New Jersey: Prentice-Hall, 1969), p. 4 (hereafter cited as In-Service Education).

⁸Roy A. Edelfelt, "In-Service Education of Teachers: Priority for the Next Decade," Journal of Teacher Education (Fall 1974):250.

in-service programs for professional growth should not be designed or offered only by administrators or college professors. In 1971, Ralph Tyler predicted that:

In-service training of the future will not be limited to college and university campuses or to school buildings but will be carried on in a variety of settings related to the problems and the resources to be dealt with.⁹

The professional development center, which some educators consider to be one of the most powerful vehicles on the scene today for the delivery of in-service education, is an example of this trend.¹⁰ Open classrooms that provide educational alternatives for teachers and educators in general, professional development centers are places where teachers teach teachers, share new ideas, and seek new ways to enrich and enliven the learning experiences of children. At the centers, teachers become students of learning; they are given the opportunity to experience new ways of learning in new and different learning environments and to question and evaluate their own ways of teaching. Professional development centers are learning centers.¹¹

⁹Ralph W. Tyler, "In-Service Education of Teachers: A Look at the Past and Future," in Improving In-Service Education: Proposals and Procedures for Change, edited by Louis J. Rubin (Boston: Allyn and Bacon, 1971), p. 15.

¹⁰Allen A. Schnieder and Sam J. Yarger, "Teacher/Teaching Centering in America," Journal of Teacher Education (Spring 1974):5-12 (hereafter cited as "Teacher/Teaching Centering").

¹¹Taken from materials published by the Learning Center Board of St. Louis, St. Louis, Missouri.

The professional development center concept has attained a vast popularity among educators at many levels in the United States and Europe. In recent years, both the number of centers and the number of center participants have grown rapidly. Schnieder and Yarger write:

The teacher and teaching center is one of the hottest educational concepts on the scene todayIt has been generally estimated that it takes over twenty years for a new innovation to work its way into the mainstream of American education. It has taken less than half a decade for the teaching center to become a well-known locus for new approaches to educational personnel development.¹²

Purpose of the Study and Statement of the Problem

The study was designed to determine whether and to what extent professional development centers in the state of Michigan could help in answering teacher in-service education needs in Libya. Though Libya has a very different culture, educational system, and societal structure than does Michigan, the researcher believes that innovations from other countries can be adapted to meet Libyan needs and that the acceptance of such innovations can potentially improve the educational system of Libya.

The study examined participants' perceptions of in-service education activities offered by four professional development centers in the state of Michigan: the Detroit Center for Professional Growth and Development, the Region

¹²Schnieder and Yarger, "Teacher/Teaching Centering," p. 5.

12 Professional Development Center, the Kent Professional Development Center, and the Northwest Staff Development Center. Five major research areas guided the development of the study:

1. When are in-service education activities offered to teachers in the various professional development centers and what are appropriate times for scheduling such activities?
2. Is there any affiliation with and/or participation between professional development centers and higher education institutions?
3. Does teacher participation in professional development activities count towards or lead to certification and/or degrees?
4. How is the content of the curriculum of professional development centers determined? Who plans the program activities for teacher in-service education?
5. How can the findings from the above questions relate to teacher in-service education in the Libyan educational system?

Other areas, subordinate to these research questions, were also studied. These included the function and organization of professional development centers in Michigan, the ways in which centers meet the challenges posed by teacher education and professional growth with regard to teacher in-service education, and specific center practices that could be adapted to improve teacher in-service education in Libya.

The Need for the Study

Libya, like other developing countries, needs to improve the in-service education programs offered to its teachers. The aim of this study was to see whether or not the experiences of professional development centers in the United States might be used to help Libyan in-service education programs in areas such as:

1. Scheduling appropriate times for in-service education activities (e.g., summer, weekends, evenings).
2. The involvement of higher education institutions and their affiliation with professional development center activities.
3. The relationship between in-service education and higher education certification and degrees.
4. Creating more relevant curricula for in-service education activities. Teacher needs and priorities should be given top priority in designing teacher in-service education programs.

Significance of the Study

In-service education or educational renewal has been defined as the process by which a school maintains continuous growth towards offering maximally effective service to its students and the community¹³ and is considered to be one of

¹³Joseph A. Califano, Harry F. Berry, and Ernest L. Boyer, Commissioner's Report on the Education Professions 1975-1976, HEW Publication No. OE-77-12012 (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1977), p. 12 (hereafter cited as Commissioner's Report).

the key elements in educational change. Waskin suggests that the nature of the professional development centers now in existence seems to indicate that much of the renewal or in-service education of teachers might well become the responsibility of these centers.¹⁴ Furthermore, Califano and others point out that:

The teacher center is to be the critical element in the design for educational renewal. It should be seen as the "nerve center" which would orchestrate the many diverse programs that would be brought together under renewal. The center would provide a wide range of resources for training personnel on all levels, focusing on the trainees' most pressing instructional problems, and affording an opportunity for participants to share experiences with one another.¹⁵

The study was designed to meet a number of needs:

1. The need to provide policy-makers in Libya with specific information about professional development centers and their implications for in-service education.
2. The need to help educational inspectors know about the concept of professional development centers.
3. The need to provide information that will help inspectors to change or at least to question their own positions with regard to issues related to in-service education, teachers' training, and assessments of teachers' needs.
4. The need to improve teacher education, in-service education, and educational reform in

¹⁴Waskin, "The Teacher Center Movement," p. 18.

¹⁵Califano, Berry, and Boyer, Commissioner's Report, p. 13.

Libya so that teachers are able to meet their needs with respect to professional growth and personal development.

5. The need to develop a greater understanding of professional development centers in general and the ways in which they can improve teacher in-service education.

The researcher's major concern in conducting this study was whether or not professional development centers can provide the solution to teacher in-service education needs in Libya and to teachers' needs in general.

Design of the Study

In order to find the answers to the above questions, the following steps were taken:

1. The researcher conducted a survey of the literature on in-service education and professional development centers. The major sources of data were: (1) resources at the Michigan State University library including reports from the Educational Resources Information Clearinghouse (ERIC), Dissertation Abstracts, documents published by Unesco and the U.S. Agency for International Development, and books and periodicals on file at the Michigan State University library; (2) literature from individuals directly involved in working with professional development centers and teacher in-service education; (3) reports and publications of the Michigan Department of Education; and (4) books and materials personally owned or borrowed by the writer.

2. A questionnaire was mailed to 281 school personnel who have participated in activities offered by the four professional development centers selected for the study. The questionnaire was prepared by the researcher with the assistance of the chairperson and other members of the doctoral guidance committee.
3. The researcher interviewed the directors and key persons associated with each of the four centers.

The data from the questionnaire were analyzed using the facilities of the Michigan State University computer center. On the basis of this analysis and the review of the literature, the researcher developed a number of conclusions and recommendations concerning professional development centers and the improvement of in-service teacher education in Libya.

Definition of Terms

In order to avoid semantic confusion or ambiguity in the interpretation of this study, the following major terms have been used throughout the study.

Professional Development. The comprehensive network which complements and extends the professional education component by providing alternatives for fulfilling professional and personal growth. The professional development process is "a planned and organized effort to provide teachers and other educational workers with the knowledge and skills necessary to facilitate improved student learning and performance."¹⁶

¹⁶Michigan Dept. of Education, "Professional Development."

In-service Education. Formal and informal activities for the continuing professional growth and personal development of teachers. In this study, in-service education refers to the activities designed to promote the professional growth of teachers for the purpose of improving educational programs.

Professional Development Center. Schnieder and Yarger's definition of professional development centers has been selected as the most appropriate definition for the study:

A place, in situ, or in changing location, which develops programs for the training and improvement of educational personnel (in-service teachers, pre-service teachers, administrators, paraprofessionals, college teachers, etc.) in which the participating personnel have an opportunity to share successes, to utilize a wide range of education resources, and to receive training specifically related to their most pressing teaching problems.¹⁷

The term "teacher center" is used synonymously with professional development center.

Professional Center Director. Anyone who is in charge of the organization and operation of a professional development center.

Curriculum. The program of studies or activities offered to participants by the professional development center.

University. An institution of higher education. In this study, the term refers to organizations that are

¹⁷Schnieder and Yarger, "Teacher/Teaching Centering," p. 6.

involved in both pre-service and in-service education for teachers.

Secretariat (Ministry) of Education. The organization which is responsible for all general, vocational, technical, continuing, and in-service teacher educational policies and activities in Libya. The Minister of Education, who is a member of the cabinet, is the head of the Secretariat of Education.

Inspectors. A separate corps of five inspectors attached to the general administration of technical inspection in the Secretariat of Education in Libya. The inspectors' role is that of examining educational operations from a professional point of view and insuring that school programs develop in conformance with educational theory.

Planning. The prearrangement of policy and methods to guide work towards given objectives. Planning is directional, it establishes goals and guides action.¹⁸

Limitations of the Study

The study was limited by the following factors:

1. Because so little research has been conducted with respect to the purposes and effectiveness of professional development centers, the study was limited to using literature and information that was based almost entirely upon current events and persons directly involved in center

¹⁸D. Kent Halstead, Statewide Planning in Higher Education (Washington, D.C.: Superintendent of Documents, 1974), p. 3.

research.¹⁹

2. The study was limited to four professional development centers in the state of Michigan.
3. The study was designed to describe the centers' activities with respect to the major research questions. It did not attempt to evaluate the effectiveness of professional development centers in Michigan or their ability to attain their objectives.
4. There was no attempt to look at the relationship between participation in professional development center in-service activities and pupil performance.

Assumptions of the Study

A number of assumptions guided the development of the study:

1. Michigan professional development centers are representative of professional development centers elsewhere in the United States.
2. The dynamics of institutional development in the United States are similar to those in Libya.
3. The four research questions reflect actual problems in the Libyan system of education.

¹⁹Waskin, "The Teacher Center Movement," p. 18.

Organization of the Study Report

The study report is divided into six chapters:

Chapter I: Overview of the Study. Sections in this chapter briefly discuss the current status of in-service education and professional development activities; the purpose, need for, limitations, and assumptions of the study; methodology and definitions of terms used in the study; and the overall organization of the study report.

Chapter II: Libya and the Educational System. Sections in this chapter provide background information about the history of education in Libya, the current educational system, organizations for training teachers, and educational trends and problems.

Chapter III: Review of the Literature. Sections in this chapter discuss the importance of teacher in-service education and professional development, trace the growth of the professional development center movement, and describe the four centers selected for the study.

Chapter IV: Design of the Study. Sections in this chapter describe the procedures, instrumentation, and data analysis methods used in the study.

Chapter V: Presentation and Analysis of the Data. Sections in this chapter present the findings of the data analysis and interpret the findings with respect to the four research questions.

Chapter VI: Summary and Recommendations. Sections in this chapter summarize the research findings and offer observations, conclusions, and

recommendations with respect to in-service education in general and the implications of the study for improving teacher in-service education in Libya.

CHAPTER II

LIBYA AND ITS EDUCATIONAL SYSTEM

Introduction

More than 29 years have passed since Libya became independent in 1951. Unfortunatley, the burden of developing an effective educational system has been heavy because of the long period during which Libya was colonized by foreign countries. Education during the colonial period was almost exclusively confined to teaching a small portion of the Islamic holy book, the Qu-ran, and explaining the principles of Islamic religion. Classes were small and only covered the most elementary aspects of Islamic studies.

This chapter discusses the historical background of the Libyan educational system, the current educational system, the ways in which teachers are prepared, and trends and problems that confront the present educational system.

Historical Background

Education in the Arab world was disorganized and unsystematic until the prophet Mohammed brought the message of Islam. Ghamdi describes the impact of Islam:

In the Arabian peninsula, education remained haphazard until the message of the prophet Mohammed came from the Holy City of Mecca like a light in the wilderness. This was an amazing advance in

human thought at a time when the whole world lived in the darkness of ignorance. The prophet was the first teacher; the Qu'ran, the first textbook; and the Mosque, the first school.¹

Islam emphasizes the importance of knowledge. The first revelation of the Qu'ran begins with the divine command, "Read." The Qu'ran urges people to seek knowledge:²

Read in the name of the Lord who created,
who created man out of a clot of congealed blood,
Read! and the Lord is the most beneficent,
He who taught by the pen,
Taught man that which he knew not. (Sura 96,1-5)

God will raise up, to suitable ranks and degrees,
those of you who believe and who have been
granted knowledge. (Sura 58, 11)

Those truly fear God, among his servants,
who have knowledge. (Sura 35,28)

...but no one knows its hidden meanings
except God and those who are firmly grounded
in knowledge say we believe in the Book; the
whole of it is from our Lord, and none will
grasp the Message except men of understanding.
(Sura 3, 7)

The importance of knowledge was emphasized by the prophet Mohammed when he admonished his followers to:

Acquire knowledge, it enables the possessor to
distinguish right from wrong, it lights the
way to Heaven, it is our friend in the desert,
our society in solitude, our companion when
friendless, it guides us to happiness, it

¹Mohammed A.H. Ghamdi, "A Study of Selected Factors Related to Student Dropouts in the Secondary Schools of Saudi Arabia" (Ph.D. dissertation, Michigan State University, 1977), p. 16 (hereafter cited as "Student Dropouts").

²Libyan Arab Republic. The Glorious Kuran, translation and commentary by Abdallah Y. Ali (Tripoli: 1973).

sustains us in misery, it is an armament among friends and an armour against enemies.

This devotion to and search for knowledge soon made the Arab world the preserver, if not the cradle, of civilization.³ Higher education institutions have a long and honorable history in Arab countries and some of the world's oldest universities (dating from the ninth century A.D.) are to be found on Arab land. According to historical records, the world's first institution of higher education was established at Baghdad by the Caliph Al-Mamun in 830 A.D. Other universities soon followed: the University of Qarawiyyine in Morocco was founded in 859 A.D. and Al-Azhar University in Egypt was founded in 972 A.D.⁴

The main impact of Arabic thought on modern education came during the time of Islamic expansion in the middle ages when Arabs welcomed and sponsored learned men, scientists, artists, musicians, and poets from many places. Arab philosophers established themselves by their significant independent treatises as well as their reliable translations of Greek, Roman, Persian, and Indian philosophers.

The Arabic contributions in education and in all the branches of knowledge are so clear that they cannot be denied. Arabs contributed many original texts in, for example,

³Ghamdi, "Student Dropouts," p. 18.

⁴James A. Perkins, Higher Education: From Autonomy to Systems (New York: International Council for Educational Development, 1972), p. 185.

astronomy, medicine, mathematics, history, and music. They invented algebra and chemistry, the names of which are derived from Arabic words. Arab scientists also greatly advanced our knowledge about astronomy. A list of distinguished philosophers and scholars who have contributed to human knowledge would include:

- Al-Kindi, who taught science, logic, and metaphysics in a liberal arts curriculum;
- Al-Razi, who wrote an extensive summary of medicine and whom many believed to be the greatest early medieval physician;
- Gaber Ibn Hyain, who invented algebra and from whose name the word is derived;
- Al-Mansuri, whose writing was used for many years as a major required text for students; and,
- Al-Farabi, Al-Hazan, Ibn Miskawaih, and Al-Ghazali, who were leading scholars in the eleventh century.

By the sixteenth century, Arab culture and civilization fell into a long decline. The Arab empire disintegrated and was divided into small, weak states. This was due to local conditions and colonial partition, first by the Ottoman empire and later by the various European powers.

The Middle East enjoyed a civilization culturally far superior to that of Western Europe. Altogether this civilization endured for about five hundred years, from the eighth to the thirteenth century and witnessed intellectual, artistic, scientific, and cultural achievements that were to deeply influence world culture. Yet in the end this rich and complex culture became ossified, the high achievements in science,

literature, and medicine, and the fine arts became dim memories, and pedantism and obscurantism replaced the thirst for knowledge and intellectual activity. Similarly, the educational system that had once produced savants and scholars, statesmen and administrators, now became an agency for conservatism and reaction.⁵

The situation in Libya was no different from that in the rest of the Arab states. The Moslem conquest reached Libya during the seventh century when the forces of the prophet, led by Amr Ibn El-As (commander-in-chief for the Caliph Omar), drove westward after conquering Egypt and founding the city of Cairo in 641 A.D. The arrival of the Moslem forces brought unparalleled changes to Libya and affected its culture, language, and, above all, its religion.⁶ Shortly after the Arab conquest, mosque schools were established in a number of cities throughout the country. Although the schools emphasized the study of the Qu'ran and the dissemination of its message, these centers of learning also taught science, medicine, and mathematics. The Tripoli mosque, which was established by Amr Ibn El-As along with other prominent mosques in the country, became, in effect, a Moslem university in Libya that attracted large numbers of students from all over the Arab world.⁷

⁵Joseph S. Szyliowicz, Education and Modernization in the Middle East (Ithaca and London: Cornell University Press, 1973), p. 51.

⁶Blumsum, Terence, Libya: The Country and Its People (London: Queen Ann Press, 1968), p. 47.

⁷Ibid., p. 104.

From the sixteenth to the early twentieth century, Libya was under the control of the Turkish Ottoman Empire. These centuries of Turkish sovereignty had a long-term negative effect on the country; Libya was isolated and had little contact with the countries of Europe who by that time were emerging from the long sleep of the Dark Ages. In Europe, scientific and cultural development proceeded rapidly and the first signs of organized industry began to appear. Education in Libya during this period was mainly religious in nature. Boys attended classes attached to mosques and Zawias (houses of learning and worship). These teaching centers offered elementary and intermediate levels of education; higher levels were offered by the mosque colleges. The privilege of education was not extended to girls.

After the Suez Canal opened in 1869, the Mediterranean took on a new importance for the European countries. Because it was now part of a "highway" to the Far East, the European countries were anxious to assure the safety and security of their ships. They also were engaged in a race for imperial expansion. This anxiety was one of the motives behind France's invasions of Algeria (1848), Tunisia (1881), and Morocco (1912); Britain's invasion of Egypt (1882); and Italy's invasion of Libya. In 1911, Italy seized Libya from Turkey, thus ending three hundred years of Ottoman sovereignty. The Italian occupation was provoked by strategic considerations. As one Italian writer explained during World War II, "We went in there simply in order to be able to breathe

freely in the Mediterranean—to avoid being stifled amidst the possessions and naval bases of France and Britain."

Turkey's withdrawal from Libya did not leave the Italians masters of the country, however. Under the able leadership of men like Omar Mukhtar, the Libyan peoples resisted the Italian colonization efforts. Mukhtar carried out guerrilla warfare against the Italians until 1931 when he was captured and executed at the age of 73.

Italy used barbarous and inhuman methods to conquer the Libyan Arab spirit. Wells were sealed, tribes that surrendered were crowded into concentration camps, and Arab chiefs were hurled from airplanes in full sight of their villages. These events are still remembered with extreme bitterness and have left many Libyans with a permanent hatred for the Italians.

Education also suffered during the period of Italian colonization (1911-1943) and Libyan Arabic linguistic, cultural, and religious interests were neglected. The Italians adopted a policy of not encouraging the development of Arabic schools. They did encourage the development of primary schools but the emphasis in these schools was on the "Italianization" of the country. Few Libyans were allowed to attend the Italian schools and the main language of instruction was Italian. Only the traditional Zawias escaped the program of Italianization but even they eventually had to close their doors.

Between 1944 and 1951, the northern part of Libya was occupied by the British and governed by a military administration; the French controlled the southern part of the country. During this time education at the primary level was offered on a limited basis for both boys and girls.

Libya was declared independent on December 24, 1951. However, this independence was incomplete because the country continued to have dependent relationships with foreign powers. For example, in 1953 Libya and Great Britain signed an agreement which allowed Great Britain to have military and air bases on Libyan soil for a period of 20 years. In 1954, Libya agreed to allow the United States to establish similar bases.

During the long period of occupation when the country was successfully subjected to Turkish rule, Italian domination, and British and French administration; the Libyan people were totally deprived of the enlightening influence of education and knowledge.⁸ At the time of independence, ignorance, sickness, and poverty pervaded the country. About 90 percent of the population was illiterate and few Libyans had received training in public or business administration or had acquired commercially useful skills. Only 16 Libyans held university degrees—hardly a good foundation on which to build an administrative hierarchy. This

¹Libyan Arab Republic, Ministry of Education, "Report of the L.A.R.," paper presented at the Third International Conference on Adult Education (Tripoli: Ministry of Education).

shortage of technically trained personnel and graduates of higher education was the direct result of the repressive policy of Italian imperialism.

After independence a great deal of attention was focused on providing equal educational opportunities for all citizens and on improving the quality of education in Libya. The Libyan constitution of 1952 gave every citizen the right to an education. It also stipulated that primary education was compulsory for both boys and girls and that such education should be free at all state schools and institutes.

Since the revolution of First September 1969, the country has continued to place great emphasis on public education and has encouraged and subsidized study abroad by qualified students, especially in subjects not adequately developed at the Libyan universities and/or institutions of higher education. The critical need for technical skills has been reemphasized and new facilities have been provided. The constitutional declaration issued in December 1969 extended compulsory education to include nine years of primary and preparatory school and stressed the right of all children to have a free education.

Education is the right and duty of all Libyans and is compulsory till the end of the preparatory stage. It is the responsibility of the state to provide schools, institutes, universities, and educational and cultural centers offering free education. Cases in which private schools may be established are regulated by the law. The state gives special attention

to the care of youth, physically, mentally, and morally.⁹

Development of the Educational System

Formal education (the public school system) is the agency of society that has been specifically created to provide a comprehensive and sequential education for all young people. The purpose of public education is the growth of students; students should change for the better or grow as a result of their educational experience. The desired change should be in terms of how students analyze and solve problems, make inferences, and think critically. Such change must include:

- (a) knowledge (changes in intellectual abilities and thinking);
- (b) character (changes in opinion, beliefs, and values); and,
- (c) psychology (changes in internal psychological processes, emotions, and attitudes towards oneself and others).

The importance of education was well illustrated by Plato when he said that a "life without inquiry is not worth living" and by Thomas Jefferson who commented that "if a nation expects to be ignorant and free...it expects what never was and never will be." Because many societies have become more industrialized, more specialized, and more highly organized, the educational contributions of the schools have become even more important. The function of schools is to analyze and justify new technological changes and to organize them

⁹Libyan Arab Republic, Revolutionary Council, The Constitutional Declaration of 11th December 1969, Article 14 (Tripoli: Ministry of Education).

in systematic contents that help the learner to cope with technological change without losing the balance between social, cultural, and emotional attributes.

Public education applications to Libya are very great. When Libya attained her independence in 1951, she found it difficult to find people skillful and experienced enough to administer the executive positions that are necessary for her existence. Because of this, a great deal of attention has been focused on improving the quality and quantity of education, particularly since the September 1969 revolution. Extensive efforts have been undertaken to improve public education and a great deal of emphasis has been placed on vocational and mass education.

Administration

The Secretariat of Education (formerly the Ministry of Education) is the foremost authority with respect to all educational matters in Libya. The Secretariat is responsible for:

1. Developing educational policies.
2. Establishing schools, institutes, and colleges for the enrollment of Libyan students at all levels.
3. Preparing curricula, syllabi, and textbooks as needed.
4. Employing and training teachers. When necessary, the Secretariat also arranges for personnel to attend training courses abroad.

5. Supervising private schools and institutes.

6. Eradicating illiteracy within a period of years.

There are two levels of administration in the educational system in Libya: (1) at the central level, the Secretariat of Education is concerned with overall educational planning, research, and follow-up; (2) at the local level, zone educational offices^{*} suggest local development plans and carry out the local educational process in accordance with central decrees and instructions. The Secretariat reviews their suggestions and recommendations and offers general policy guidance.

In accordance with the principle of collective leadership^{**} declared by the "cultural revolution" on 15 April 1973 and by "the people's revolution," people's committees were assigned responsibility for managing the Secretariat of Education and the local educational zones. The chairman of the people's committee in each zone was assigned responsibility for directing educational activities in the zone. Collectively, the chairmen of the people's committees form a Secretariat people's committee which is considered to be the highest authority in the Secretariat of Education. Figure

^{*}Prior to the "cultural revolution" of 1973, the country was divided into education provinces. These provinces had the responsibility for achieving educational objectives in their areas. After the revolution, the provinces and their relative departments were abolished and replaced by zone offices.

^{**}The principle holds that the people should control the administrative machinery of the state.

2.1 outlines the latest reorganization (1973) of the educational administrative structure.¹⁰

The Secretariat of Education's most recent five-year plan, which started in 1976, has among its objectives:

1. Providing educational services at all stages in accordance with the compulsory education law and in support of the principles of the democracy of education.
2. Developing qualitative and quantitative educational plans, particularly in technical education. This process should seek to improve syllabai, school textbooks, teaching aids, and extracurricular activities. It should also provide for student guidance and selection in order to supply adequate personnel to meet the requirements of development plans.
3. Encouraging girls to continue their education.
4. Increasing coordination in the educational pyramid by lessening the difference between the base and the summit.
5. Developing Teachers' Training Institutes to improve performance in accordance with the requirements of compulsory education.
6. Providing efficient educational administration in schools, in local educational

¹⁰Libyan Arab Republic, Ministry of Education, National Commission for Education, Culture, and Science, "A Concise National Report on Educational Developments in Libya," paper presented at the Thirty-Sixth Session of the International Conference on Education held in Geneva, Switzerland, 30 August-8 September 1977.

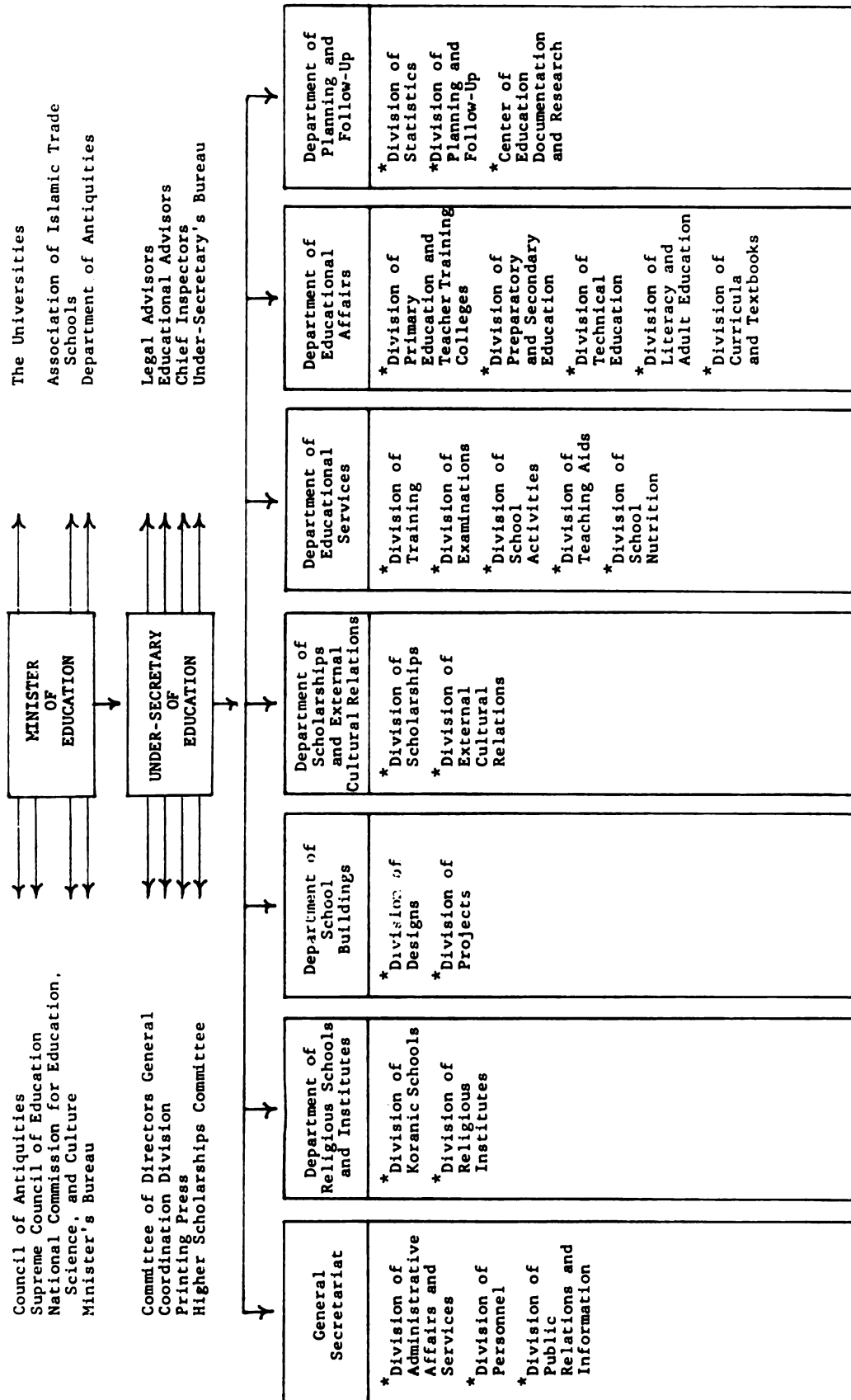


Figure 2.1. Secretariat of Education Decision-Making Hierarchy

departments, and in other leading educational institutions.

7. Sending scholars to study abroad in subject areas not locally available in order to meet the requirements of development plans.
8. Eradicating illiteracy and providing adult education through national programs in which all departments, organizations, and institutions of both the private and public sectors take part.¹¹

Structure and Organization

The educational system of Libya follows the pattern of a 6-3-3-4 system and includes a six-year elementary school, a three-year preparatory school, a three-year secondary school, and a four-year college. Technical and vocational as well as teacher preparation education are also provided. A brief description of each level follows.

Primary Education. At the age of six, children of both sexes attend primary schools, the first part of compulsory education. Study in this stage lasts for six years. Pupils in the first, second, third, and fifth grades are promoted automatically. An exam at the school level is held at the end of each school year for the fourth and sixth grades. Depending upon the results of this exam, the pupil is either promoted or retained at his/her grade level. Pupils who fail the same grade twice are automatically promoted to the

¹¹Ibid.

next grade level. Table 2.1 shows the study plan at the elementary level.

Preparatory Education. The course of study which forms the second part of compulsory education lasts for three years. Promotion from the first and second grades is decided by an exam at the school level. This exam consists of 40 grades for the year's work and 60 grades for the final test in each school subject. No student is promoted unless he/she obtains 50 percent of the maximum grade. However, a student should not be failed more than two years in the same grade. In the final year of this stage, an exam at the zone level is held. To pass this exam, a student should obtain the minimum pass mark for each subject. Should a student fail two successive years, he/she will be issued an attestation of completion of compulsory education. Table 2.2 illustrates the study plan at the preparatory stage.

Secondary Education. To be admitted to secondary schools, a student should hold a general preparatory school certificate and should not be over 18 years of age. The course of study lasts for three years after which a general public examination is held at the national level. Those who pass the final exam are awarded the Certificate of General Education. Study in the first year of this stage is general while in the next two years students either join the literary or scientific division according to their desires and capabilities. To be promoted from the first or second years, a

Table 2.1
 Study Plan for the Primary Stage
 (According to Ministerial Decree No. 245, 1974)

Subject	Hours per Week by School Year					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
Islamics	3	3	3	3	3	3
Arabic	10	10	10	10	10	10
Arithmetic and Practical Geometry	6	6	6	6	6	6
Science and Health Education	1	2	2	3	4	4
Social Studies	-	1	2	2	4	4
National Development Plan	-	-	-	-	-	2
Physical Education	3	3	3	2	2	2
Fine Arts	2	2	2	2	2	2
Agriculture (Boys) or Domestic Science (Girls)	-	-	2	2	2	2
Music and Songs	1	1	1	1	1	1
	—	—	—	—	—	—
TOTAL	26	28	31	31	33	35

Note: When practical, at least 2 periods per week may be spent in environmental and rural study in the 5th and 6th years.

Table 2.2

Study Plan for the Unified Preparatory Stage
(According to Ministerial Decree No. 245, 1974)

Subject	Hours per Week by School Year		
	1st Year	2nd Year	3rd Year
Islamics	3	3	3
Arabic	7	7	7
National Development Plan	-	-	2
English	6	6	6
Mathematics	5	5	5
Science and Health Education	4	4	4
<u>Social Studies</u>			
History, Geography, and Civics	4	4	4
Arts	2	2	2
<u>Practical Studies</u>			
Handicrafts and Agriculture (Boys) or Domestic Science (Girls)	2	2	2
Physical Education	2	2	2
Music and Songs	1	1	1
	—	—	—
Total	36	36	39

student should obtain the minimum pass mark for each subject. He/she should also obtain at least 25 percent of the grade assigned to that subject and 60 percent of the final exam set up by the school at the end of the school year. Table 2.3 indicates the study plan for the secondary level.

Technical and Vocational Education. To be admitted to this type of education the student should have a general preparatory school certificate and should not be less than 15 years of age. The course of study ranges between two and four years. This type of education is financially and administratively run by the counterpart ministries except for the Commercial and Applied Engineering Colleges which are run by the Secretariat of Education. The Secretariat of Education supervises the technical and vocational schools, manages their exams, and issues certificates.

Promotion from one grade to another is determined by the year's work (40 percent) and the final exam (60 percent) at the end of the year. To pass the exam a student should score 50 percent of the total mark. Students of the final year of study sit for a written exam and a practical one in order to get a diploma. Under certain conditions, those who show distinction upon graduation from the four-year institutes are allowed to join some of the faculties of the university.

Higher Education. Higher education is provided by the University of Libya, the Islamic University, and by other institutions and colleges. The first university in Libya was

Table 2.3
Study Plan for the Secondary Stage
(According to Ministerial Decree No. 245, 1974)

Subject	Hours per Week by School Year		
	1st Year	2nd and 3rd Years (Literature)	2nd and 3rd Years (Science)
Islamics	2	2	2
Arabic	8	10	6
English	6	8	6
French	4	6	4
Social Studies	2	-	-
Geography	2	3	-
History	2	3	-
National Development Plan	-	2*	2*
Philosophy (Introduction)	-	2	-
Sociology (Introduction)	-	2	-
Mathematics (including mechanics)	5	-	8
Physics	3	-	4
Chemistry	2	-	4
Natural History	2	-	4
Physical Training	2	2	2
Musical Education	1	-	-
Drawing	1	1	1
Total	42	41	42

* For the 2nd year only.

founded in 1956 when a faculty of arts was established at Benghazi. In that same year, the Islamic University was established at Beida. In 1970, this university was annexed to the University of Libya as the faculty of Arabic language and Islamic studies.

In the twenty years since its creation, the University of Libya has gradually expanded. In 1957, the faculty of science in Tripoli and the faculty of commerce and economics in Benghazi were added to the university. Other faculties followed; a faculty of law was established in Benghazi in 1962, and a faculty of agriculture was established in Tripoli in 1966. In 1961, a faculty of advanced technology was established in Tripoli with the help of the United Nations Special Fund. This became the faculty of engineering in 1962 and was annexed to the University of Libya in 1967. In that same year, the teachers' training college in Tripoli was annexed to the university and became the faculty of education. A faculty of medicine was established in Benghazi in 1970, a faculty of petroleum and minerals was established in Tripoli in 1972, and a faculty of education was established in Beida in 1973. In August 1973, the University of Libya was divided into two universities: the University of Benghazi, which included all of the faculties in Benghazi and Beida; and the University of Tripoli, which included all of the faculties in Tripoli and Sebha. In 1976, both universities were renamed: the University of Benghazi became the University of Garyounis, and the University of Tripoli

became the Al-Fatih University. It is expected that the faculties in Beida will be made into an independent university.

Teacher Preparation

Education is a dynamic force in the life of every individual, one which influences his or her physical, mental, emotional, social, and ethical development. The term education may be interpreted both as the process through which experience or information is gained, and as the product of the learning process. John Dewey believed that education:

...is that reconstruction or reorganization of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experience.¹²

Ongoing efforts to improve teacher preparation programs are vital elements in improving public education. Many studies have been conducted in the United States and other parts of the world concerning the effectiveness of pre-service teacher education. In the Arab countries, the Arab Organization for Education, Culture, and Science has long been involved in teacher preparation. In 1972, participants at a conference on "The Preparation of Arab Teachers" recommended that:

Teacher preparation should consist of the following essential components:

¹²John Dewey, Democracy and Education (New York: Macmillan, 1916), pp. 90-91.

- a. general education dealing with the Arab world in particular and contemporary global issues in addition to other subjects;
- b. major fields of specialization in a number of allied educational disciplines;
- c. education fields as theoretical studies in education such as educational psychology, counseling, educational administration, teaching methodology, and supervised student teaching; and,
- d. practicum programs where the student teachers focus on the application of the theoretical preparation to practical problems in pedagogy.¹³

The conference participants also suggested that:

The academic part of teacher education is not only intended to fill in the teacher in his major subject, but it should also be designed as to train him to continuously acquire knowledge in his major field. A teacher in a rapidly changing world should face children with up-to-date knowledge in his subject.¹⁴

A resolution adopted by the Cultural Department of the Arab League General Secretariat suggests some ways to improve present teacher education programs in Arab countries.

The resolution recommends that:

It is important to carry out a follow-up study of graduate teachers from colleges and institutions by observing them directly at work, by evaluating their cultural impact on the community at large....The ultimate objective is to improve the existing standards of

¹³ Arab Organization for Education, Culture, and Science, Department of Education, The Preparation of Arab Teachers, report of a conference held in Cairo, Egypt, 8-17 January 1972 (Kuwait: Al-Takadom Press, 1973), p. 23 (original in Arabic).

¹⁴ Ibid., p. 129.

teaching by staffing the faculty with well-qualified teachers.¹⁵

Additionally, Al-Roushad and Abdullatif, in a paper presented at the First International Conference on Islamic Education, make some suggestions concerning ways that colleges of education can help their graduates keep up-to-date about new teaching techniques and other areas of education.

It is vitally important for the Education Colleges and the Ministry of Education to jointly follow up on their university graduates. This follow up activity can be conducted in various ways such as:

- a. to establish a sub-office to follow up the university graduates in every college. This sub-office will supply the graduates with the documentation and literature necessary for their professions;
- b. to set up a seminar for graduates in each college annually: the graduates will select the agenda for each seminar by themselves;
- c. every college of education should seek the help of its graduates in conducting various research studies, especially field researches.¹⁶

Arab education leaders have emphasized the importance of practice teaching and student teaching in teacher education. Participants at the 1972 Cairo conference made the following recommendations:

¹⁵ Arab League, General Secretariat, Cultural Department, Collection of the Arab League Council Relations on Cultural Affairs to Be Executed by the Arab Countries, 1946-1966 (original in Arabic).

¹⁶ Mohammed Al-Roushad and Ahmed Abdullatif, "The Colleges of Education's Role in Teacher Preparation," paper presented at the First International Conference on Islamic Education held in Jedda, Saudi Arabia (Jedda: King Abdulaziz University Press, 1977), p. 15 (original in Arabic).

1. The emphasis on practical training in student teaching would be transforming the theories and basics of teaching skills into the teacher's competent performance in his profession. This should be achieved by the following field experiences:
 - a. short visits to training schools;
 - b. more frequent observations of student teachers;
 - c. concurrent and not separate implementation of student teaching and training;
 - d. seminars for discussing pedagogical problems; and,
 - e. visits to other colleges of education within the country.

Utilization of current research findings in all the preceding areas, and updating pedagogical practices of the teacher.

2. The utilization of the current research findings in the evaluation of professional growth of teachers is vital in preparing the prospective teachers.¹⁷

With regard to evaluating teacher preparation programs, the conference participants recommended the following:

1. There is a need for continuous review and evaluation of programs and techniques of preparing teachers in order to meet the demands of development in Arab societies and to improve the existing programs and techniques.
2. Evaluation should include all aspects of the educational process such as planning, curriculum development, preparation of textbooks, and the development of faculties for teacher preparation. For this kind of evaluation the staff should be specialized in its techniques.
3. This Organization, the Arab League, will facilitate regular contacts among the representatives of Arab countries for study and exchange of experiences in regard to teacher preparation.

¹⁷ Arab Organization for Education, Culture, and Science, The Preparation of Arab Teachers, p. 27.

4. The follow-up of teacher graduates from colleges and institutions of education should be through visits, meetings, and questionnaires that should be answered by the graduates, institution directors, and teacher educators in order to improve teacher education programs and to help improve the efficiency of graduate teachers.¹⁸

In Libya, primary school teachers are trained in two types of institutes:

1. General course institutes. These include:
 - a. the five-year system after the primary stage, and
 - b. the two-year system after the preparatory stage.
2. Special course institutes. These last for four years after receipt of the preparatory school certificate.

Holders of a primary certificate are eligible to attend general institutes for four years, after which they receive a general teaching certificate. Until 1962, these institutes prepared teachers of both sexes. Today, the remaining institutes only serve women and are administered by the Women's Teachers' Training College. Most primary teacher training has been taken over by the special teacher training institutes. These institutes require certification at the preparatory level and grant a special teaching certificate after four years of training.

Secondary school teachers attend the Colleges of Arts and Education at the University of Garyounis and Al-Fatih University. Students in the College of Arts are chosen from among

¹⁸Ibid., p. 27.

those who hold a general secondary certificate. They receive a B.A. in arts and education after studying for four years and specializing in Arabic, English, history, geography, sociology, philosophy, or social studies. The College of Education also offers four years of professional preparation in a number of fields such as Arabic, English, French, history, geography, sociology, philosophy, social studies, mathematics, chemistry, physics, science, and biology. Those who enroll in this college receive a B.A. or B.Sc. in their major field and in education.

Educational Trends and Problems

Certain long-term trends and problems characterize education in Libya. Most significant is the rapid expansion of educational services. Most of this expansion has occurred because of the high illiteracy rate that prevailed before independence. Not surprisingly, the two most serious educational problems that Libya will face for many years to come are: (1) the struggle to eliminate illiteracy, and (2) the construction of a system of modern school buildings adequate to meet the needs of an expanded school population.

The many changes in Libyan society also present new challenges for the educational system. The system needs to change in a way that enables Libyan citizens:

1. To be free in their choices, thoughts, and beliefs;

2. To be healthy not only physically, but also mentally, psychologically, and intellectually;
3. To be productive and cooperative; and,
4. To be faithful to their country, culture, and values.

In other words, the rapid changes in Libyan society call for critical changes in the educational system in order to establish and maintain curricula and instruction that reflects an appreciation for individual human existence. Educational changes and curricular reforms need to consider the following:

1. The changing nature of Libyan Arab society that has been brought about by the introduction of socialism in the 1969 revolution and by the announcement of cultural, agricultural, and people's revolutions in 1973, 1974, and 1977 respectively;
2. The national dedication to providing equal educational opportunities for all citizens;
3. The need for educational information to be relevant to individual needs and national goals;
4. The increasing rate of demand for agricultural and technical education; and,
5. The new national target and philosophy of "building the individual" and "increasing productivity."

Another important trend and problem is that the educational system is not able to meet Libya's need for technical, managerial, and skilled personnel, either in numbers or in

the types of courses offered. Research findings estimate that if higher education and secondary level vocational schools and training programs continue to operate at their 1973 capacity, they will supply only about 26.7 percent and 10 percent, respectively, of the graduates needed for technical, managerial, and skilled jobs by 1988. The same research indicates that institutions of higher education will graduate only 42 percent of the candidates needed for professional jobs. Furthermore, school experiences in Libya are not as relevant to the real world of work as they should be. Political theory, its applications, and its impact on popular aspirations and needs have not yet been clearly linked with educational theory, daily school activities, and the subjects of instruction. These relationships need to be strengthened.

Finally, programs to encourage teacher staff development or teacher professional growth face special problems. Schools in Libya are relatively new and nearly all are growing rapidly. Most schools have been or still are dependent on expatriate staff. Local staff members are normally young and lack experience. It is essential, therefore, to establish a definite, systematic pattern of professional development programs or teacher in-service education programs. These programs must be strong enough to convince teaching personnel that attendance will improve their prospects for growth and advancement, and flexible enough to adjust to the inevitable stress and change that accompanies any such program.

It is noteworthy that pre-service training programs offered by colleges of education are not sufficient for developing the skills needed by today's teachers. Furthermore, the current in-service education programs provided by the Secretariat are not considered to be appropriate and are not well-received by teachers. A new, more effective professional development program should be introduced and should come from and develop within the teaching staff.

CHAPTER III

REVIEW OF THE LITERATURE

Introduction

The professional growth of teachers and school personnel is a vital element in any formula for improving public education. Teacher in-service education and professional development activities are essential to the teaching-learning process, students' performance, and teachers' personal growth. Many different methods have been employed in efforts to improve teacher in-service education programs, but the most important step in improving such programs is assessing the quality of existing in-service programs.

This study investigated participants' perceptions of teacher in-service education activities offered by four professional development centers in the state of Michigan with respect to: (a) scheduling appropriate times for providing activities and programs; (b) centers' affiliation with higher education institutions and the involvement of these institutions in teacher in-service education programs; (c) certification and degrees; and, (d) responsibility for planning the content of center programs. The researcher also examined whether and to what extent the experiences of professional development centers in the state of Michigan

can be used to help answer teacher in-service education needs in Libya.

This chapter presents a review of the literature on teacher in-service education programs and traces the history of the professional development center movement. Among the topics discussed are the interest in teacher in-service education, the importance of professional development, the professional development center movement, various definitions and types of centers, center purposes and functions, financing center activities, and professional development centers in the state of Michigan.

Teacher In-Service Education

A great deal of literature has been written about the general topic of in-service education, much of which directly relates to the area of professional development for teachers. Hundreds of documents on this subject are catalogued in the ERIC system. Many journal articles have been published in the last decade and more than 2,000 books, periodicals, and published papers have been written since 1957.¹ As Marsha Ream has observed, the topic of in-service education has always been of great interest to professional educators.²

¹Alexander M. Nicholson et al, The Literature on In-Service Teacher Education, ISTE Report III (Palo Alto, California: June 1976), p. 4.

²Marsha A. Ream, In-Service Education of Teachers: Research Summary 1966-S1 (Washington, D.C.: National Education Association, Research Division, 1966).

The scope of in-service education programs has expanded rapidly but, as Holly notes, there has been no corresponding growth in our understanding of the context in which programs are offered or of the theoretical foundations on which they are based:

Missing is the context through which current programs can be viewed and, lacking this theoretical understanding, teachers are deprived of much that continuing education has to offer. Furthermore, often practices that are detrimental to the growth of teachers and to the growth of children whom they touch, are adopted.³

Though these concerns need to be addressed, all that we know today suggests that in-service education programs might still be the best vehicle for teachers and school personnel to become knowledgeable and skillful about new programs. Rubin recommends that educators meet the challenge of new technological devices and instructional methods by instituting professional growth programs that guarantee that teachers will master the necessary skills.⁴

Educators at a 1975 workshop in Atlanta, Georgia, discussed the future of in-service education. In her article, "Looking Back at Thinking Ahead: 87 Educators in Session," Johnson summarizes the participants' recommendations:

³Mary Louise Hulbert Holly, "A Conceptual Framework for Personal-Professional Growth: Implications for In-Service Education" (Ph.D. dissertation, Michigan State University, 1977), p. 6.

⁴Louis J. Rubin, Improving In-Service Education: Proposals and Procedures for Change (Boston: Allyn and Bacon, 1971), pp. 16-17.

1. In-service education should be recognized as an essential element of the educational process.
2. In-service education should reflect the same principles that educators endorse for students ...e.g., individualized instruction and the freedom to choose among alternatives. ✓
3. The changing role of the teacher should be recognized in designing in-service education. ✓
4. In reconceptualizing in-service education, attention should be given to research and development...e.g., validating existing procedures and learning about change and renewal.
5. In-service education should be elevated in priority at local, state, and national levels.⁵

Turner points out that the format of in-service education, the climate in which such education is conducted, and the extent of teacher involvement in educational programs have a great impact upon teachers' perceptions about in-service education. His main conclusions may be summarized as follows:

1. There is no single format for in-service education that is effective for all teachers; however, there are elements which should be incorporated into all programs if teachers are to perceive them as effective. Objectives must be closely related to the reality of the classroom; topics should be limited to those which can be extensively studied during the workshop; skills and information presented should be those which

⁵Margo Johnson, "Looking Back at Thinking Ahead: 87 Educators in Session" in Rethinking In-Service Education, edited by Roy A. Edelfelt and Margo Johnson (Washington, D.C.: National Educational Association, 1975), p. 73.

teachers can use immediately in their classrooms; and workshops should be concerned with resolving the kinds of problems which teachers encounter daily.

2. The climate in which in-service education is conducted is a major ingredient in teachers' perceptions of effective in-service education. It must be a relaxed, non-threatening atmosphere in which they can question and express opinions, try new teaching behaviors, share ideas with others, change the direction of the activities when needed, and evaluate programs daily. ✓
3. Teachers must be actively involved in the learning process...not passive listeners.⁶

In 1957, Berge, Russell, and Walden surveyed several hundred school districts across the country and identified three approaches to organizing the political structure of in-service education: the centralized approach in which in-service education is initiated and conducted by persons in the central office of the school system; the decentralized approach in which in-service education is the responsibility of the local school staff; and the centrally coordinated approach in which local programs are coordinated through a central office.⁷

⁶I.S. Turner, "A Study of Teachers' Perceptions of an In-Service Program in Three Southern Maryland Counties" (Ph.D. dissertation, George Washington University, 1970).

⁷Marvin L. Berge, Harris E. Russell, and Charles B. Walden, "In-Service Education Programs of Local School Systems," in In-Service Education for Teachers, Supervisors, and Administrators, Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I, edited by Nelson B.

Fishback points out that in-service education, whether individually or group initiated, is a process of working towards change and should be viewed in terms of:

1. Human behavior; the changes are ordinarily identified as gaining new knowledge, increasing understanding, acquiring more desirable attitudes, and strengthening interests....
2. Materials, media, and knowledge itself; changes may suggest exploration, evaluation, modification, amplification, and elimination....
3. Personal involvement; both contributes to behavior changes and leads to changes in administrative and teaching practices.⁸

In a 1976 literature review, Howey identified seven categories into which in-service education could be divided:

1. Transitional (from pre-service to in-service),
2. Comprehensive school renewal/role orientation,
3. Content or specific skill development,
4. Personal growth,
5. Continuing graduate level education,
6. General professional growth, and
7. Career progression.⁹

The Importance of Professional Development

Well-organized and systematic in-service education is essential to any profession, but it is much more important for educational workers because education occupies a unique

Henry (Chicago, 1957), p. 13

⁸Woodson W. Fishback, "In-Service Education Considerations: Psychological Factors," in Readings in In-Service Education, edited by I.J. Patel and M.B. Bach (India: Anand Press, 1968).

⁹Kenneth R. Howey, "Putting In-Service Education into Perspective," Journal of Teacher Education 27 (Summer 1976): 101-5.

and strategic position in the task of human and national development. This need is recognized in a 1966 report by the Indian Ministry of Education:

In all professions, there is need to provide further training and special courses of study, on a continuing basis, after initial professional preparation. The need is most urgent in the teaching profession because of the rapid advances in all fields of knowledge and continuing evolution of pedagogical theory and practice.¹⁰

The term "in-service education" as used in this study refers to the comprehensive network which complements and extends the professional educational component by providing alternatives for fulfilling professional and personal growth. These alternatives represent the means available to professional personnel to develop and expand individualized and job-related competencies and to prepare for new professional roles and job assignments after initial professional preparation. In-service activities are necessary for professional survival.¹¹

In-service teacher education is generally defined as any type of activity that will bring new insights, growth, understanding, qualifications, and improvement on the job. The National Commission on Teacher Education describes in-service teacher education as:

¹⁰India, Ministry of Education, Education and National Development: Report of the Education Commission 1964-66 (New Delhi, India: Government of India Press, 1966), p 84.

¹¹R.H. Shaffer, "Staff Development: Key to Survival," National Association of Student Personnel Administrators Journal 9 (1972): 261-262.

That growth which takes place after the teacher is on the job. It is a continuation of the professional development which was begun during the pre-service period of preparation. In-service education is a process inherent in any planned program designed to make the individual a more effective teacher. This type of education should be an integral part of any school program.¹²

Though there is general agreement about the need for in-service education, educational leaders and curriculum planners have different perspectives concerning the exact nature of that education. Some take a very broad perspective and include in their definition "all activities" directed towards teachers, administrators, and supervisors. Hass writes:

Broadly conceived, in-service education includes all activities engaged in by professional personnel during their service and designed to contribute to improvement on the job.¹³

Orrange and Van Ryn define in-service education as a portion * of a professional development program that is designed to increase competencies (knowledge, skills, and attitudes) needed by school personnel.¹⁴ Some educators also include

¹²National Commission on Teacher Education and Professional Standards, The Teaching Profession Grows In Service, (Washington, D.C.: National Education Association, 1949), p. 9.

¹³C. Glen Hass, "In-Service Education Today," in In-Service Education for Teachers, Supervisors, and Administrators, Fifty-Sixth Yearbook of the National Society for the Study of Education, Part I, edited by Nelson B. Henry (Chicago: 1957), p. 13.

¹⁴Patricia A. Orrange and Mike Van Ryn, "Agency Roles and Responsibilities," in Rethinking In-Service Education, edited by Roy A. Edelfelt and Margo Johnson (Washington, D.C.: National Education Association, 1975), p. 47.

activities oriented towards parents and lay personnel.

Other educators define in-service education in a much narrower sense. They use the term only to refer to "programs of professional study and work" for teachers. Edelfelt and Johnson define in-service education as "any professional development activity that a teacher undertakes singly or with other teachers after receiving his or her initial certificate and after beginning professional practice."¹⁵ †

For the purposes of this study, in-service education refers to any activity (formal or informal) that is designed to promote the professional development and personal growth of teachers and is sponsored by professional development centers that serve teachers and other school personnel. The term "professional development" is used synonymously with in-service education.

In-service education is essential because of the increasing demands on the teaching profession. Teachers have to be skilled, knowledgeable, and dynamic in order to meet the challenges posed by the explosion of knowledge and information. The importance of teacher professional development cannot be underestimated. According to Hass, in-service education is needed to (1) promote the continuous improvement of the entire professional staff of a school system, (2) keep members of the profession abreast of new knowledge,

¹⁵Roy A. Edelfelt and Margo Johnson, eds., Rethinking In-Service Education (Washington, D.C.: National Education Association, 1975), p. 5.

(3) release creative abilities, and (4) eliminate deficiencies in the background preparation of teachers and other professional workers in education.¹⁶

In a survey conducted in England, Scotland, and Wales; Cane found that teachers expressed a strong need for in-service education:

...so very few teachers were completely antagonistic to the idea that in-service training was a necessary part of their future working life. In each of three countries 80 percent of the teaching staff declared positively their need for in-service training.¹⁷

Harris and Bessent believe that in-service education programs are important for a number of reasons:

1. Pre-service preparation of professional staff members is rarely ideal and may be primarily an introduction to professional preparation rather than professional preparation as such.
2. Social and educational change makes current professional practices obsolete or relatively ineffective in a very short period of time. This applies to methods and techniques, tools, and substantive knowledge itself.
3. Coordination and articulation of instructional practices require changes in people.
4. Other diverse factors argue for in-service education activities such as morale which can be stimulated and maintained through in-service education.¹⁸

Howey identifies six categories of reasons why teachers engage in in-service education activities:

¹⁶Hass, "In-Service Education Today," p. 13.

¹⁷Brian Cane, In-Service Training (Great Britain: King, Thorne and Stace Ltd., 1969), p. 4.

¹⁸Harris and Bessent, In-Service Education, pp. 3-4.

1. "Transitional"—as introductory activities to allow teachers to move from generalized, pre-service education to a specific role.
2. "Job-Specific"—as a response to typically recurring needs and problems in a particular situation.
3. "System-Related"—as a response to dramatic changes in society and in the schools. Because of these changes teachers must reorient or redefine their roles.
4. "General Professional Development"—as a means of staying current professionally without regard to applying the information to one's specific situation.
5. "Career Progression"—as a means of changing roles or responsibilities.
6. "Personal Development"—as a process of understanding and enhancing the individual in a professional role.¹⁹

Hite also cites a number of reasons for the increased interest in in-service education including (1) economic pressures and declining enrollments at the university level, (2) concerns about maintaining quality education with an increasingly older, fully certified staff at the state level, (3) demands for retraining to meet specific needs (e.g. multi-cultural education and mainstreaming at the district

¹⁹Kenneth R. Howey, "A Framework for Planning Alternative Approaches to In-Service Teacher Education," in Planning In-Service Teacher Education: Promising Alternatives, edited by Herbert Hite and Kenneth Howey (Washington, D.C.: The American Association of Colleges for Teacher Education, 1977), p. 32.

level, and (4) the political position of teacher organizations.²⁰ x

The many reasons that have been cited concerning the importance of in-service education can be summarized into three broad categories:

Personal Growth. In-service education can help teachers to improve as individuals. This type of education goes beyond the requirements of a specific job or even of the profession. Harris and Bessent note, "In-service education must include all activities aimed at the improvement of professional staff members."²¹ This belief is also reflected in the James Report, "The third cycle (in-service education) comprehends the whole range of activities by which teachers can extend their personal education."²²

Professional Growth. In-service education can help improve overall teaching capabilities, regardless of any specific job assignment. The National Education Research Division notes that "the term in-service education is used by

²⁰Herbert Hite, "In-Service Education: Perceptions, Purposes, and Practices," in Planning In-Service Teacher Education: Promising Alternatives, edited by Herbert Hite and Kenneth Howey (Washington, D.C.: The American Association of Colleges for Teacher Education, 1977), p. 4.

²¹Harris and Bessent, In-Service Education, p. 2.

²²United Kingdom, Secretary of State for Education and Science, Teacher Training and Education: A Report by a Committee of Inquiry Appointed by the Secretary of State for Education and Science under the Chairmanship of Lord James of Rusholme, Paragraph 2.2. (London: Her Majesty's Stationery Office, 1972), p. 5.

educators to denote efforts of administrative and supervisory officials to promote by appropriate means the professional growth and development of educational personnel."²³ Howsam comments, "Continuing professional education is education following entry to the profession, the need for which is derived from the development of knowledge and skills which were not available at the time of pre-service preparation or were not included in the preparatory program."²⁴

Job-Specific. This type of in-service education is designed to meet the needs of the job situations in which teachers find themselves. Job-oriented, in-service education includes training in meeting the specific educational needs of the children being taught (although this is not mentioned in any of the definitions). Hass observes that "...in-service education includes all activities engaged in by the professional personnel during their service and designed to contribute to improvement on the job."²⁵ Orrange and Van Ryn see in-service education as "...that portion of professional development that includes a program of activities planned to increase the competencies—knowledge, skills, and

²³National Education Association, Research Division, In-Service Education of Teachers: Research Summary 1966-S1 (Washington, D.C.: 1966), p. 3. (ERIC Document Reproduction Service No. ED 143 653)

²⁴Robert B. Howsam, "Governance of Teacher Education by Consortium," in Governance by Consortium, edited by John H. Hansen (Syracuse: The Multi-State Consortium on Performance-Based Teacher Education, 1974), p. 18.

²⁵Hass, "In-Service Education Today," p. 13.

attitudes—needed by school personnel in the performance of their assigned responsibilities."²⁶

The Professional Development Center Movement

In-service teacher education is a natural continuation of the professional pre-service education in which teachers have participated. Additional training and special courses of study are of the utmost importance in the teaching profession because of the rapid advances in all fields of knowledge. Devancy and Thorn point to the importance of such training:

Teachers must be more than technicians, they must continue to be learners. Long-lasting improvements in education will come about through in-service programs that identify individual starting points for learning in each teacher; build on teachers' motivation to take more, not less, responsibility for curriculum and instruction decisions in the school and the classroom; and welcome teachers to participate in the design of professional development programs.²⁷

DeVault comments that curriculum improvement and professional development are two immediate reasons behind the professional development center movement, "Curriculum development and in-service education are two needs which have fostered the creation of teachers centers in many

²⁶ Orrange and Van Ryn, "Agency Roles and Responsibilities," p. 47.

²⁷ Kathleen Devancy and Lorraine Thorn, Exploring Teacher Centers (San Francisco: Far West Laboratory for Educational Research and Development, 1975), p. 7.

countries."²⁸

In the United Kingdom, Working Paper No. 10 of the Schools Council sets forth the rationale for British teacher centers:

The most important function of local groups and centers is undoubtedly to focus local interest and to give teachers a setting within which new objectives can be discussed and defined and new ideas on content and methods in a variety of subjects can be aired.²⁹

Although many differences exist in the range and emphasis of instructional programs for teachers; in most countries professional development centers were originally started to support major curricular dissemination or reform efforts. Taylor argues that the professional development center, as an in-service strategy, is particularly effective in supporting some types of curriculum change:

A change in teaching style must be induced, not ordered, because it involves a change in beliefs and habits, not merely an addition of knowledge. A teacher requires time to grow in understanding and conviction and to work out the implications of the new style in his daily classroom practice. The extended, participatory, voluntary, and local in-service training offered by teacher centers suits such a change.³⁰

²⁸M. Vere DeVault, "Teacher Centers: An International Concept," Journal of Teacher Education 25 (Spring 1974): 37.

²⁹United Kingdom, Schools Council, Curriculum Development: Teachers Groups and Centers, Working Paper No. 10 (London: Her Majesty's Stationery Office, 1967), p. 6.

³⁰L.C. Taylor, "Teacher Centers and the Character of Curricular Change," in Teacher Centers: What Place in Education?, edited by Sharon Feiman (Chicago: University of Chicago, 1978), p. 119.

Professional development centers have become one of the most popular educational concepts since the 1960's. Centers can now be found on every continent, with the greatest number in North America, Europe, and Australia. Despite the widespread interest in the concept and Unesco's plans to promote the development of the concept and information sharing about professional development centers and in-service programs, there are currently no comprehensive, worldwide surveys of the professional development center movement. With the exception of England, Japan, and the United States, there are very few in-depth studies of centers and little detailed documentation exists for programs in other countries.

Joyce and Weil suggest that the movement towards professional development centers has had a number of origins and that these factors are now interacting to influence the current professional development center movement.

1. One of the origins is from the revolution in schooling and teacher training that apparently is underway in England at the present time. The combination of events stimulated by the Schools Council, the Plowden report, the more recent James report on teacher training, and the general Infant School movement have all resulted in the establishment of a far greater need for teacher training at the in-service level than England has had for some time. This movement has interacted with the tradition in England that the teacher continues his studies throughout his career and has resulted in the establishment of a variety of types of teacher centers. These centers of in-service education range from informal environments in which teachers study new curriculum materials and talk with others who have experience with them too rather than formal settings for workshops in which teachers study particular

curriculum forms which they then introduce into their classrooms. Stimulated specially by the efforts of the private American foundations, the English movement for school reform has had enormous publicity in the United States.

2. A certain stimulus to establish a tradition of ongoing in-service teacher education in the United States has come from the U.S. Office of Education. Teachers for the Real World^{*} argues persuasively for the establishment of centers for teacher education in or very close to the setting in which the teacher works... the schools. It suggests that colleges and universities have been adequate for teaching general theories about teaching but not for clinical training and that new institutions need to be created for the purpose.
3. Another origin has been the movement toward competency-based teacher education and certification. Although the major thrust of this movement has thus far been at the pre-service level, all of the articulated conceptions of competency-based education have assumed continuing education for the teachers in which teachers would analyze their competency and would engage in efforts to improve their performance.³¹

England, Japan, France, the USSR, and the United States were among the first countries to develop professional development centers to meet in-service and pre-service needs of teachers. In England, professional development centers grew rather spontaneously out of the frustrations British teachers

^{*}Teachers for the Real World is a report prepared by B.O. Smith and others for the Task Force of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth (Washington, D.C.: American Association of Colleges for Teacher Education, 1969. ERIC Document Reproduction Service No. ED 027 267.)

³¹Bruce R. Joyce and Marsha Weil, Concepts of Teacher Centers (Washington, D.C.: ERIC Clearinghouse on Technical Education, 1973), pp. 2-3 (ERIC Document Reproduction Service No. ED 075 375).

faced in the early 1960's. The centers developed from a large and obscure mixture of needs, but the Nuffield Foundation was instrumental in bringing teachers together locally. The movement gained impetus and direction from the Nuffield Foundation primary mathematics project and the work of the teacher-dominated schools council, created in 1964. The Nuffield Foundation involved teachers in the production of math curricula by including them on development teams and by inviting local groups of teachers to try out drafts of materials and provide feedback to the developers. Typically these groups worked through the materials as learners, then explored ways of using them as part of their teaching. Over time, these local groups became the foundation for permanent teacher centers.³² As teachers found this approach to be increasingly successful in helping to solve their teaching problems, professional development centers became more widespread and institutionalized.

From the beginning, British teacher centers reflected a concern that teachers have a high degree of professional and local independence and an active role in the development of new curricula. Today, as Caldwell has indicated, British teachers centers serve three basic purposes: (1) they offer in-service training to further the growth of fundamental knowledge relevant to educational problems; (2) they provide an opportunity for social gathering and interaction; and,

³²Paul S. Pilcher, "Teacher Centers: Can They Work Here?" Phi Delta Kappan.

(3) they aid in curriculum development.³³ Caldwell also notes that two additional points about professional development centers in England deserved to be mentioned: (1) teacher participation in British centers depends largely on the amount of influence and direction given by the Local Education Authority (LEA). This direction ranges from giving teachers responsibility for organizing centers to keeping centers under the strict control of the LEA, and (2) in-service education in Britain places great emphasis on solving problems common to all teachers. Workshop leaders attempt to lead teachers through experiences that give them both the knowledge and skills necessary to solve classroom problems on their own.³⁴

In Japan, as in Britain, professional development centers began at the grassroots level. Thirty or forty years ago, groups of Japanese teachers began to meet informally in houses, at schools, or elsewhere. These small "study circles" eventually sought more formalized accommodations as teachers' needs increased and as technological advances led to the development of more sophisticated educational aids. In time, these formalized centers became popular throughout the country. Today every prefecture has an "education center" where educational research is conducted and Japanese teachers

³³Robert M. Caldwell, "Transplanting the British Teacher Center in the U.S," Phi Delta Kappan 60 (March 1979): 518.

³⁴*Ibid.*, pp. 519-520.

meet for in-service education activities.³⁵

The Japanese centers are among the most prominent buildings on the urban landscape. They usually include laboratories; classrooms; audio-visual units; libraries; staff offices; and, in several cases, planetariums and museums. These centers were launched because of the national interest in raising the quality of science education. In the mid-1960's, the centers were expanded to include other academic areas such as languages and social studies. Japan's system emphasizes single-subject teaching centers, particularly in the sciences. The Japanese generally use release time as a means of encouraging teacher participation in professional development activities. The Japanese apparently believe that if one offers in-service training courses, one should provide release time so that teachers may attend them.³⁶

The history of the professional development center movement in the United States can be traced to the late 1960's when American teachers and educators became interested in the teacher center movement in England:

³⁵Albert J. Leonard, "Teacher Centers: Where Do They Come From and Why?" (paper presented at the National Conference of the American Educational Research Association held in Chicago, Illinois, 15-19 April 1974, ERIC Document Reproduction Service No. ED 090 204) (hereafter cited as "Teacher Centers").

³⁶L.C. Taylor, "Reflections on British Teachers' Centers," in Essays on Teachers Centers, edited by Kathleen Devancy (San Francisco: Far West Laboratory for Educational Research and Development, 1977), pp. 133-146.

England has perhaps influenced most directly the development of centers in the United States. American teachers visiting British schools in recent years were impressed with the friendly, informal, and purposeful atmosphere of centers and came home determined to start centers responsive to the immediate needs of teachers both in the field and in training.³⁷

Although professional development centers in England had not been in existence long enough to withstand the test of time and had not been evaluated by extensive research, the concept was accepted enthusiastically in American educational circles.³⁸ The rationale for this rapid and widespread acceptance is summarized in the following statement by M. Martus:

What seemed impressive about some of the centers was an atmosphere that fostered lively discussion of a range of tools and resources for learning, a climate that encouraged teachers to take initiative in seeking advice and help, and an opportunity to participate in creating curricula that would fit one's particular classroom needs.³⁹

The first professional development centers began to appear in the United States in the early 1970's. These centers adapted practices observed in England to fit

³⁷ Harry Bell and John Peighted, "Teacher Centers and In-Service Education," in Fastback 71 (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1976).

³⁸ Yvonne Fisher Waskin, "The Teacher Center Movement in the United States and Its Implications for Teacher Education" (Ph.D. dissertation, University of Michigan, 1976) (hereafter cited as "Teacher Center Movement").

³⁹ Marjorie Martus, Foreword to Teacher Centers: What Place in Education? edited by Sharon Feiman (Chicago: University of Chicago, 1978).

local conditions.⁴⁰ Stephen Bailey and Harry Silberman were among the first educational leaders to advocate that the United States adopt this approach. Since that time, a number of demonstration centers have been started by Task Force '72 of the U.S. Office of Education; the Ford Foundation has supported a series of programs; the National Education Association, the American Federation of Teachers, and the United Federation of Teachers have shown a great deal of interest in the concept and have published position papers outlining some possible models. At the state level, Texas, New York, and Florida have passed legislation regarding the development of centers.⁴¹

Definitions of Professional Development Centers

Although the concept of professional development centers has been in existence for several decades, there is still some disagreement as to its proper definition. Waskin suggests that a definition of professional development centers is difficult to establish because there is no one framework that specifies how centers will be organized or what functions they will serve.⁴² Yarger notes that a clear, precise definition of a professional development center, like so many

⁴⁰Ibid.

⁴¹M. Vere DeVault, "Teacher Centers in Japan, England and the United States: A Series of Case Studies" (Madison: University of Wisconsin, 1973, p. 77. (ERIC Document Reproduction Service No. ED 093 856)

⁴²Waskin, "Teacher Center Movement," p. 25.

other educational concepts, is difficult to achieve.⁴³ He adds that this lack of precision might in itself be a desirable condition. He believes that innovative educators increasingly have found that the more precise the definition of a new educational approach, the more firm the resistance to accepting that definition and, ultimately, to accepting the concept itself.⁴⁴

Professional development centers are a tool for communicating needs and for translating these needs into practical skills.

The teacher center is both a place and a concept; a place where skills are improved and innovations shared; and a concept of professional growth which responds to the needs of teachers and enhances their professional growth in a positive and constructive way.⁴⁵

Although it may be impossible to offer a simple, concise definition of a professional development center, it is possible to establish some generally accepted definitions that make the concept more understandable. Schnieder and Yarger developed a "generally-specific" definition when they described a professional development center as:

⁴³Sam J. Yarger, "In-Service Education and Teacher Centers," in Teacher Centers: Commissioner's Report on the Education Professions 1975-1976, by Joseph A. Califano, Harry F. Berry, and Ernest L. Boyer, HEW Publication No. OE-77-12012 (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1977), p. 28.

⁴⁴Ibid., p. 28.

⁴⁵Corinne Levin and Robert Horwitz, "The Teacher Center, Inc. (New Haven, Connecticut): A Case Study," Educational Leadership 33 (March 1976): 439.

A place, in situ or in changing locations, which develops programs for the training and improvement of educational personnel (in-service teachers, pre-service teachers, administrators, paraprofessionals, college teachers, etc.) in which the participating personnel have an opportunity to share successes, to utilize a wide range of education resources, and to receive training specifically related to their most pressing teaching problems.⁴⁶

Another definition has been developed by Bailey:

Teacher centers are just what the term implies: local physical facilities and self-improvement programs organized and run by the teachers themselves for purposes of upgrading educational performance. Their primary function is to make possible a review of existing curricula and other educational practices by groups of teachers and to encourage teacher attempts to bring about changes.⁴⁷

No single professional development center can be considered to be "typical" because each center embodies unique resources and attempts to fulfill unique needs. Edelfelt states that there is no quick and easy definition of a professional development center, but he adds that a center is most often:

1. A place (but it could also be an idea) around which teachers gather, individually or in groups, to get help with the immediate and everyday problems they face in teaching.
2. Characterized by a feeling, a feeling of being in a place where you can get advice and support from people you trust. You are there because you want to be, and the human resources

⁴⁶Allen A. Schnieder and Sam J. Yarger, "Teacher/Teaching Centering in America," Journal of Teacher Education 25 (Spring 1974):6 (hereafter cited as "Teacher/Teaching Centering").

⁴⁷Stephen K. Bailey, "Teachers' Centers: A British First," Phi Delta Kappan 53 (November 1971):146 (hereafter cited as "Teachers' Centers").

you draw upon are likely to be your peers and staff, people who have no authority over you, who are not in positions to assess your capabilities and intentions, and who cannot penalize you for what you do or do not know.

3. A place where you call the shots in terms of the kinds of resources you want, rather than having them thrust upon you.⁴⁸

Types of Professional Development Centers

In order to understand and communicate about the experiences of existing professional development centers in the United States or elsewhere, one has to first explore the diverse ways in which they are organized. Three authors (Schnieder, Yarger, and Leonard) have extensively studied professional development centers.⁴⁹ Their findings seem to indicate that centers can be classified into seven organizational categories:

1. Independent Teacher Centers are characterized by the absence of any formal affiliation with an established institution. Teachers become involved with this type of center on a purely voluntary basis; thus, the center tends to have high teacher credibility and to deal with

⁴⁸Roy A. Edelfelt and Tamar Orvell, "Teacher Centers: Where, What, Why?" in Fastback 117 (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1978), p. 8.

⁴⁹Schnieder and Yarger, "Teacher/Teaching Centering," p. 7; Sam J. Yarger and Allen A. Schnieder, "Understanding Existing Teacher Centers," in Teacher Centers: Commissioner's Report on the Education Professions 1975-1976 by Joseph A. Califano, Harry F. Berry, and Ernest L. Boyer, HEW Publication No. OE-77-12012 (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1977), pp. 42-43; and Leonard, "Teacher Centers," p. 6.

individual teacher needs rather than with complex institutional concerns.

2. "Almost" Independent Teacher Centers are formally linked with an educational institution (either a school system or a higher education institution) but maintain a high degree of autonomy. Involvement in center activities is voluntary, and the emphasis is usually on the perceived needs of either the clients or the program leaders rather than on institutional goals.
3. Professional Organization Teacher Centers can be of two kinds: "negotiated" teacher association centers often emerge as the result of formal bargaining procedures between the association and a school system; "subject area" (e.g., social studies) centers often develop from the concerns of a particular subject-focused organization. These two types of centers are the rarest of American centers.
4. Single Unit Teacher Centers are probably the most common type of American centers. These centers are characterized by their association with and administration by a single educational institution. Typically, these centers have a high level of organization, are sophisticated in their approach to program development, and have thoroughly developed institutional goals.
5. Free Partnership Teacher Centers are based on the collaborative efforts of two institutions, usually a higher education institution and a public school system. Program

development in these centers shows evidence of attempts to accommodate the needs and goals of both partners.

6. Free Consortium Teacher Centers are the result of collaboration between three or more institutions. Program organization, communications, level of commitment, and policy-making structures are usually more complex and formal than in a partnership. Program development tends to be more general than in the other types of centers because the goals and constraints of each party must be taken into account.
7. Legislative/Political Consortium Teacher Centers are created either by legislative mandate or as the result of political influence. The organization and constituency of these centers is determined by the legislature or political groups.⁵¹

Purposes and Functions of Professional Development Centers

Just as there is a lack of standardization in British teacher centers, so too is there a great diversity among U.S. professional development centers. Some centers are run cooperatively by school districts and higher education institutions, while others are field-based extensions of higher education programs. Centers may even be independently operated by local school districts. Whatever their purpose, centers are rarely managed by classroom teachers and are

⁵¹Ibid.

usually intended to meet the specific needs of the agencies that fund them.

The Education Amendment of 1976 attempted to correct this by defining a standard set of purposes for all professional development centers funded under the provisions of the Teacher Centers Program. Section 532 of Public Law 94-482 declared:

The term "teacher center" means any site operated by a local educational agency which serves teachers, from public and nonpublic schools of a state, or an area or community within a state, in which teachers with the assistance of such consultants and experts as may be necessary, may:

- A. Develop and produce curricula designed to meet the educational needs of the persons in the community, area, or state being served, including the use of educational research findings or new or improved methods, practices, and techniques in the development of such curricula, and
- B. Provide training to improve the skills of teachers to enable such teachers to meet the special educational needs of persons such teachers serve better, and to familiarize such teachers with developments in curriculum development and educational research, including the manner in which the research can be used to improve their teaching skills.⁵¹

Burrell identifies four purposes of professional development centers:

1. To enable teachers to have continual access to information and ideas that have developed without being limited to the time of the particular meeting or workshop, and to

⁵¹New England Program in Teacher Education. "Helps for a Teacher Center Proposal." No. 169. Durham, New Hampshire: 1977, p. 2. (ERIC Document Reproduction Service No. ED 143 653)

provide a base for curriculum development and in-service education activities which meet the needs of the center members.

2. To act as an information center for schools and teachers within the geographical area served by the center, and to provide a facility for cooperation and coordination between the school and the community.
3. To provide a range of services and facilities to back up and complement the resources of the schools, and to provide also stimuli for professional growth.
4. The center can act as a valuable social center and informal meeting place for teachers within the area. To provide an informal environment in which teachers are free to experiment with various methodologies, exchange ideas on teaching strategies, and suggest solutions to classroom problems.⁵²

Joyce and Weil made one of the earliest attempts to link the general purposes of professional development centers with their style of operation.⁵³ They identified three different types of centers:

1. Informal Style Centers attempt to meet the needs of teachers by providing a place where they can improve themselves on their own terms.⁵⁴ Informal style is used to create an environment in which teachers explore curriculum materials and help each other think out approaches to teaching. This style also refers to personal development programs. Bailey comments:

⁵²David Burrell, "The Teachers' Center: A Critical Analysis," Educational Leadership 33 (March 1976), p. 423.

⁵³Joyce and Weil, Concepts of Teacher Centers.

⁵⁴Sharon Feiman, "The Teacher Center Concept," in Teacher Centers: What Place in Education? edited by Sharon Feiman (Chicago: University of Chicago, 1978), p. 7.

Teachers' Centers are just what the term implies: local physical facilities and self-improvement programs organized and run by the teachers themselves for the purpose of upgrading educational performance.⁵⁵

2. "Corporate" Style Centers are designed to serve the needs of schools and to help teachers acquire the competencies required to implement new curricula or improve existing ones.⁵⁶ Corporate style centers may also serve as places where the state, higher education institutions, and the schools come together to cooperate in teacher education. This term refers to any staff development program. Feiman describes this type of center:

The central focus of the center will be its role as a facilitating agency to (1) provide coordination for all teacher training activities now being conducted, from whatever source, by whatever person or agency, in order to achieve greater impact, cost effectiveness and improvement; (2) achieve more effective deployment of existing training efforts, particularly to individual school sites, and to the administrative and instructional personnel that work together at those sites; (3) develop new training programs or products or processes to meet currently unmet needs.⁵⁷

3. Competency-Based Centers offer activities designed to increase teachers' skills along predetermined lines or in response to diagnosis by peers or supervisors.⁵⁸

⁵⁵Bailey, "Teachers' Centers," p. 146.

⁵⁶Feiman, "Teacher Center Concept," p. 8.

⁵⁷Joyce and Weil, Concepts of Teacher Centers, p. 11

⁵⁸Feiman, "Teacher Center Concept," p. 8.

The competency-based center is developed around sets of instructional systems designed to help teachers acquire specific teaching skills and strategies. This type of center provides three types of support for the overall educational effort:

1. General support through training to improve teacher competence within defined teacher roles.
2. Flexible support to teachers by helping them diagnose their performance and receive training to increase specific competencies in terms of their needs.
3. Support to innovative efforts within the area.⁵⁹

Schnieder, Yarger, and Leonard point out that in order to assess centers' potential for fostering educational reform, one must first understand the functions they serve.⁶⁰ In their analysis of the professional development center movement, they classified centers according to four functional types:

1. "Facilitating" Centers purport to provide an atmosphere that will enable teachers to explore new ideas and techniques through direct interaction with other teachers and/or "hands-on" experience with new curricular materials. The function of these centers is to facilitate the personal and professional development of teachers.

⁵⁹Joyce and Weil, Concepts of Teacher Centers, pp. 13-14.

⁶⁰Schnieder and Yarger, "Teacher/Teaching Centering," p. 8; Yarger and Schnieder, "Understanding Existing Teacher Centers"; and Leonard, "Teacher Centers."

2. "Advocacy" Centers are characterized by a visible commitment to a specific philosophy, orientation, or educational movement such as open education or competency-based education.
3. "Responsive" Centers may be one of two kinds: one type attempts to respond to the specific needs of individual educators, another focuses on specified institutional needs. Responsive centers are not dominated by a particular philosophical theme but are based on identifying problems and seeking to solve them.
4. "Functionally Unique" Centers are described by Yarger as those which serve a limited, unique function such as materials development, research, and/or field testing of available materials. However, Leonard sees this type of center as one which simultaneously serves several of the above functions (e.g. facilitative, advocacy, and/or responsive).

Parsons also attempts to summarize the primary functions of professional development centers.⁶¹ He suggests that there is general agreement that centers have six primary functions. They serve

1. As clearinghouses for disseminating information, material resources, and talent. Professional development centers serve to put teachers within a local area in touch with one another; to make it possible for teachers to share good

⁶¹Theodore W. Parsons, "Developing a Teacher Center" (Washington, D.C.: ERIC Clearinghouse on Teacher Education, October 1972), pp. 2-5 (ERIC Document Reproduction Service No. ED 086 673)

ideas, promising practices, problems and materials; and to bring information, talent, and resources to teachers. They can disseminate new ideas and procedures; put teachers into closer communication with one another while enhancing their individual sense of professional orientation; reduce the sense of anonymity, powerlessness, and loneliness that affects so many teachers in schools today; and optimize the use of local talent by making it accessible to teachers and others whom the center serves.

2. As vehicles for teachers to come together to work cooperatively on solutions to common problems. Professional development centers make it possible for teachers to meet for purposes of discussion or to review and/or develop teaching methods. Improving curricula and educational practices is very much dependent upon teachers having access to one another's ideas and the assistance of colleagues in solving problems and creating new teaching materials.
3. As vehicles for teachers to express professional identify through efforts that are focused on problems of professional practice as opposed to problems of teacher welfare. Professionalization in teaching will be based principally upon the development of attitudes, commitments, language, concepts, and self definitions that focus on teaching and its effect upon children and the community at large. Achieving this will require attention to significant teaching problems. By helping teachers to make such a shift, professional development centers

should contribute to the enhancement of professional identity.

4. As training centers for both pre-service and in-service teachers. Professional development centers can contribute to furthering the professional skills and competencies of teachers already in service. By involving pre-service teachers in the activities of a center, in-service teachers can contribute substantially to raising the quality of pre-service training.
5. As vehicles for teachers and non-teachers to come together to work cooperatively on the development of educational programs. Since the focus of professional development centers is on the improvement of teaching practice and curriculum, it becomes a relatively easy matter for participating teachers to seek the consultative and advisory assistance of members of the community.
6. As vehicles for coordinating teacher development activities and parent programs in order to facilitate effective learning and social-emotional development in children. Effective professional development centers can design and implement programs that will assure that teachers and parents work on complementary (if not collaborative) courses of action.

Financing Professional Development Centers

Allocating funds for any new movement, program, or innovation is one of the most difficult tasks to accomplish. A relatively small percentage of the total funds spent on

American education is allocated for professional development. Waskin states that the amount of money invested in professional growth has been negligible in comparison with allocations for salaries, physical plants, and other programs.⁶² A recent national survey showed that in 180 school districts an average of less than one-half of one percent of the total education dollars is spent on in-service training.⁶³ Education leaders may still see the professional development center movement as a luxury or perhaps they still believe that teachers who have an initial state certificate have completed their training.

A great variety of patterns are used to finance professional development center activities. In many cases, it is impossible to generate adequate financial support from local sources. Therefore, it is important that there be a commitment from the federal government as well as from state and local sources.

Schnieder and Yarger, in a survey of the funding patterns of 600 centers, report that at least three major conclusions can be drawn:

1. Although widespread and numerous, most of the teaching centering taking place in America is being carried out with very little financial support—meaning among other things that continuing professional development apparently

⁶²Waskin, "Teacher Center Movement," p. 38.

⁶³Michael and Mary Van Ryan, Survey of In-Service Education (Albany: New York State Department of Education, 1974).

comes, to a large degree, out of the hides of the participants;

2. It is time again to truck out all of the exciting analogies between education and the other professions and between education and business and industry, regarding the low esteem and comparatively low level of support given to staff development in education; and
3. Although the percentage of education funds devoted to teaching centers is relatively low, the absolute total for the survey sample alone is approximately \$10 million, supporting a substantial network of centers to provide many new ideas and promising approaches to staff development.⁶⁴

Just as each professional development center is unique with respect to its programs and organization, so too each center also has unique ways of attaining financial support. The continued existence of professional development centers despite their minimal funding may reflect the strong desire of many administrators, teachers, and community members to reallocate existing resources for purposes they see as being important.

Professional Development Centers in Michigan

It appears that efforts to develop a statewide system of teacher professional development in Michigan have been influenced largely by the growing demands of new knowledge, mandated educational programs, and the changing role of the schools. In order to maintain up-to-date knowledge and skills, educators and school staff should be provided with

⁶⁴Schnieder and Yarger, "Teacher/Teaching Centering in America," p. 11.

every opportunity to maintain and improve their professional skills, to seek continuous growth experiences, and to acquire new knowledge through their entire work life. The state plan for school staff development in Michigan has been prepared in an effort to meet that need.

During the past twenty-five years new teaching demands have accumulated at a very rapid rate, many of them stimulated by federal support for new programs. There is a need to establish an orderly means by which new knowledge and new teaching strategies become diffused throughout Michigan's school systems.

Department of Education records indicate that most provisional certificate holders complete requirements for a continuing teaching certificate four to six years after graduation from college. Of the approximately 109,000 certified persons employed in Michigan's public schools, 75 percent hold a permanent or continuing certificate and have completed all necessary state requirements beyond the bachelor's degree. In addition, a similarly high percentage of the professional public work force in Michigan is at or very near the top of the local district salary schedule. With declining student enrollments and provisions in most master contracts for layoffs to be made on a seniority basis, it is predicted that professional school staff will tend to include more persons: (1) with extended experience; (2) at the maximum salary level; and (3) with higher levels of college or university preparation than ever before.

Inherent in a systematic approach to staff development programming is the notion of (1) coordination of existing resources, (2) collaboration among the various individuals and agencies concerned with the education of teachers and children, (3) development of in-service planning models which will allow for local assessment of educator needs, (4) local planning of in-service activities, and (5) local delivery of programs.⁶⁵

⁶⁵Michigan Department of Education, Office of Professional Development, "State Plan for School Staff Development in

In Michigan, a professional development program is defined as a planned, organized effort to improve job-related knowledge and skills by continuing in-service education for teachers, administrators, and other school support staff. Since the needs of education workers may be individual and unique, planning for a professional development program must include inventories and needs assessments designed to identify knowledge areas or particular skills that should be addressed by the professional development program.⁶⁶

The Michigan Department of Education defines staff development as:

A planned and organized effort to: (1) provide teachers and other educational workers with knowledge and skills to facilitate improved student learning and performance commensurate with individual student incentive and potential, (2) meet additional developmental needs of students, and (3) meet the specific needs of staff that may or may not be related to cognitive outcomes.⁶⁷

The "State Plan for School Staff Development in Michigan" proposes that the state establish:

A network of up to 25 centers designated by the State Board of Education to assure access by

Michigan," unpublished form (Lansing, Michigan: March 22, 1979) (hereafter cited as "State Plan").

⁶⁶Michigan Department of Education, Office of Professional Development, "Request for a Proposal for Procedures and Models for a Professional Development Center" (Lansing, Michigan: October 1977).

⁶⁷Michigan Department of Education, Office of Professional Development, "Four State Project to Develop a System or Systems to Improve Student Achievement through Staff Development," program revision request, unpublished form PRR-2, FY1978-79 (Lansing, Michigan: 1979).

every local staff development center and local school district. The purpose of the state staff development center is to deliver in-service programs to individual local staff development center constituents, serve as consultant to local staff development centers, disseminate information concerning effective in-service programs, identify resources for local staff development centers, disseminate information and offer technical assistance relative to state and federal programs with in-service components, serve as a communication link between the Department of Education and local district(s) staff development centers. The state staff development centers should have access to materials, libraries, and films.⁶⁸

Local staff development centers are described as follows:

A local staff development center shall serve a minimum of 750 professional personnel. The purpose of the centers is to provide in-service activities to meet the identified needs of teachers, administrators and other support personnel whom individual center policy boards identify as the target group for the center activities. Local staff development centers shall identify local staff needs for in-service training, prioritize identified needs for in-service programs, identify resources for responding to needs, provide evaluation information relative to in-service programs, identify local staff development needs relative to state and federal programs with in-service components, and be represented on state staff development center policy boards.⁶⁹

The State Plan also describes the Department's annual process to link state and federal categorical programs with locally-identified needs and to disseminate information on staff development programs sponsored by the various programs and service areas within the Department. The responsibilities of the Department relative to the planning process are:

⁶⁸Michigan Department of Education, "State Plan," p. 2.

⁶⁹Ibid., p. 3.

1. Identification of funding levels of state and federal programs with in-service components.
2. Coordination and explication of in-service planning relative to the use of categorical funding.
3. Development of professional staff development planning models which include needs assessment, program planning and evaluation procedures.
4. Materials development and...training workshops.
5. Technical assistance and dissemination to colleges and universities, intermediate and local school districts relative to state and local identified needs, model programs, Teacher Corps, and Teacher Center Programs.⁷⁰

The role of the Department is one of coordinating, brokering, networking, and disseminating information in order to have an impact on staff development planning models for local educators.

Staff members at the Department of Education use an eight-step planning process for staff development activities:

1. Specifying expectations for student learning.
2. Determining any variances between expectations and achievements.
3. Analyzing whether students' unmet needs could be better met through provision of a professional development program for staff.
4. Identifying the related professional development needs of teachers and other school staff.
5. Compiling information on possible models and procedures available to meet those needs.
6. Matching staff development activities to the most available models in terms of (a) staff needs, (b) available resources, and (c) student outcomes; or concluding that there is no match, and proceeding to develop an appropriate activity.
7. Providing incentives for adopting or adapting models or procedures locally.

⁷⁰Michigan Department of Education, "State Plan."

8. Establishing an evaluation mechanism to determine the effectiveness of the professional development activity in meeting staff and/or student needs.⁷¹

State Plan activities are grouped under four objectives:

1. Design and implement a structure that will (a) coordinate the various staff development programs and activities within the Department; and (b) provide a communication network among MDE staff responsible for administration of staff development programs and activities.
2. Design and implement an organizational structure that will provide linkages between the various field-based staff development efforts and between the field-based efforts and the Michigan Department of Education.
3. Provide an opportunity for and encourage the intimate involvement of local and intermediate school district and institution of higher education personnel in the state-supported staff development process.
4. Develop an evaluation procedure to determine the effectiveness of regional staff development programs and whether the State Plan for School Staff Development has been effective and disseminate the results of the evaluation.⁷²

The State Plan also identifies specific activities for accomplishing each objective. The agency responsible for each activity is identified as is the timeline for completion and the expected outcome(s) of each activity. The Department hopes that such detailed planning will help educators to see the role of each agency in a comprehensive approach to staff development.

Funds for planning professional development centers have been made available since the legislature passed the 1975-77

⁷¹Ibid.

⁷²Ibid.

appropriation act for the Department of Education. As a result of this act and others, several professional development centers, including the three selected for the study, were created to provide school personnel with additional skills, competencies and knowledge. The following sections briefly describe the three state-funded centers and the one federally-funded center that were the focus of the study.

The Detroit Center for Professional Growth and Development

The Detroit Center began operation in 1976 as Michigan's first state-funded development center. The Center, which was designed to serve Wayne County, currently focuses most of its efforts on the 10,000 classroom teachers in the public schools of Detroit. Programs for school administrators and paraprofessionals are also available. Though the Center is located in the College of Education at Wayne State University, professional development activities are held throughout the district.

In 1978, the center's goals were to involve teachers and staff in a three-phase process of developing:

1. Awareness: The recognition of specific learning problems; the understanding of the causative variables; a knowledge of the center and other resources that are available for direct assistance.
2. Readiness: The willingness to participate in staff development activities.
3. Commitment: The sustained effort to foster improved learning; the willingness to utilize newly-learned knowledge in the classroom; the utilization of student achievement data

as the basis for "recycling" of training; the commitment of available resources to the improvement effort.⁷³

The overall goal of the Detroit Center is to improve the learning of pupils in the Detroit school system. The major focus of the center is to implement staff development activities that link perceived and stated needs of school members with the learning needs of their students.

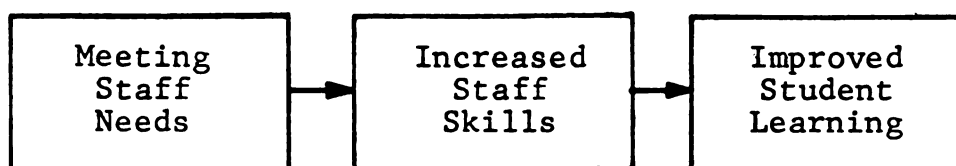


Figure 3.1. Perceived Relationship between Meeting Staff Needs and Improved Student Learning

This goal, which was articulated in 1975, has as its cornerstone:

...the assumption that the behavior of educational personnel is an influenceable variable which effects the learning process and that providing opportunities which will increase the skills and meet the needs of staff members is one way to foster improved student learning.⁷⁴ (See Figure 3.1)

⁷³Detroit Center for Professional Growth and Development, "Annual Report: October 1977-September 1978." (Detroit, Michigan: Wayne State University, College of Education), p. 1 (hereafter cited as "Annual Report").

⁷⁴Detroit Center for Professional Growth and Development, "The Detroit Area Professional Development Center" (Detroit, Michigan: Wayne State University, College of Education, August 6, 1975), p. 1. (This document was accepted by the Michigan Department of Education as the basis for funding the Detroit Center.)

The Detroit Center does not operate in isolation. Active and continuous cooperation with and support from many areas has enhanced and maximized the center's service capabilities. The Detroit Center has successfully integrated the resources of higher education institutions with those of the center and the Detroit school system in ways that are mutually beneficial. Collaboration with the Detroit Center has enabled university faculty to contribute their expertise, particularly in research and theory, to enhance center in-service activities. In addition, student teachers may participate in center training activities.

The center uses a wide variety of techniques for the delivery of in-service education, including:

1. Use of experts from colleges, universities, industries, and other institutions related to education as resource persons in workshop settings and in classrooms.
2. Demonstrations and follow-up in classrooms to initiate goal-directed, objective-based modified teaching behaviors related to in-service experiences.
3. Cluster and individual conferences which focused needs and problems that come out from the daily routine in class.
4. Workshop series on selected topics providing participants with an opportunity to try suggested methods, procedures, and innovations with consultant support and feedback.⁷⁵

In 1980, Detroit Center staff members identified a number of managerial, education, and administrative objectives and grouped them under five major themes that reflect Center

⁷⁵ Detroit Center for Professional Growth and Development, "Annual Report," p. 27.

priorities. These themes are: (a) increased staff competencies; (b) improved student achievement in reading and mathematics; (c) continued inter-institutional cooperation; (d) development of educational leadership; and (e) dissemination of information about successful programs and projects.⁷⁶

The Region 12 Professional Development Center

The Region 12 Center began operation in the fall of 1977 and is designed to serve more than 5,000 educators in Barry, Branch, Calhoun, Kalamazoo, and St. Joseph Counties and in five intermediate school district areas in southwest Michigan. The center is located at the Kalamazoo Valley Intermediate School District Service Center and utilizes the intermediate school district offices in each county as satellite centers. The Region 12 Center's primary purpose is providing in-service programs to improve school staff competencies and skills related to the delivery of educational services to students. The center is based on the belief that:

Professional educators must be provided the opportunity to maintain and improve teaching and other skills and to acquire new knowledge throughout their entire work life.⁷⁷

A regional governance council of eighteen teachers and administrators governs the center. This council formulates center operational policy and plans and coordinates the

⁷⁶Ibid., p. 47.

⁷⁷Region 12 Professional Development Center, "Annual Report: October 1977-September 1978" (Kalamazoo, Michigan: Kalamazoo Valley Intermediate School District), p. 1.

implementation and evaluation of center programs. Five professional development advisory councils (one for each county or intermediate school district in Region 12) have been created to link local school staff needs and resources throughout southwestern Michigan. The advisory councils identify needs on a regional basis, identify possible resources to meet those needs, and assist in planning and coordinating regional professional development services. The Region 12 Center's plans for 1978-1979 included focusing the center's efforts on:

1. Developing a more systematic procedure for effectively assisting local districts and buildings with regard to needs assessment, need verification/prioritization, and staff commitment to meeting needs identified.
2. Creating a more systematic approach to facilitating professional development programs for local districts and buildings.
3. Working with four special project schools to obtain student impact data. This included hiring an outside professional evaluator to guide the development of the evaluation design, data collection, and summary of results.
4. Expanding the existing human resource bank of trainers in Michigan who are available to deliver professional development programs in response to specific needs.
5. The continued development of regional programs with a greater frequency of in-depth programming, thereby increasing the chances for greater

impact on the classroom.

6. The improvement of documentation/evaluation mechanisms.⁷⁸

The Kent Professional Development Center

The Kent Center began operation in October 1977 and is designed to serve staff from twenty school districts in the Kent Intermediate School District area. Approximately 6,000 educators from twenty public school districts and seventy non-public schools are the target population for the center's programs. The Kent Center officers are housed in the Kent Intermediate School District in southeast Grand Rapids.

The Kent Professional Development Center designs programs which not only have a knowledge component, but which also include specific goals and objectives in order to develop skills that can be utilized in the classroom. The Kent Center also can plan programs to suit a specific need. The center is not bound by traditional university course structures, but it has worked with universities to adapt their resources to meet the needs of Kent clientele. Therefore, the goal of the Kent Professional Development Center is to:

...bring together representatives from teacher groups, administrators, school boards, citizens, and the nine colleges and universities that serve the Kent Intermediate service area to identify needs, establish priorities, and plan programs based on these needs that

⁷⁸Ibid., p. 36.

result in improved learning experiences for students.⁷⁹

The Kent Center is governed by a board of ten voting and two ex-officio members. The functions of the governing board are to:

1. Establish PDC policies and bylaws to include processes for amending its own procedures and membership;
2. Hire and evaluate the PDC director;
3. Approve hiring and evaluation of additional PDC staff;
4. Approve budgets and expenditures;
5. Approve programs recommended by the Kent Advisory Council on professional development and establish priorities for their implementation;
6. Accept, reject, or amend recommendations from PDC staff and the professional development advisory council;
7. Approve program design committees to assist center staff in the design, implementation, and evaluation of programs; and
8. Approve information about the PDC for dissemination.⁸⁰

An advisory council whose thirty members represent teachers, administrators, colleges of education, school boards, and citizens, works with the governing board. Its functions are to:

1. Assist in establishing building level advisory committees;

⁷⁹Kent Professional Development Center. "Final Report: October 1, 1977-September 30, 1978." (Grand Rapids, Michigan: Kent Intermediate School District), p. 6.

⁸⁰Ibid., p.4.

2. Arrange training for members of building level advisory committees in the identification of student and teacher needs;
3. Analyze needs assessment data and identify critical areas of need;
4. Recommend programs to the governing board, based on identified needs;
5. Assist in the identification of possible professional development resources;
6. Analyze and coordinate local and intermediate school district professional development activities;
7. Provide communication linkage with the governing board, program design committees, center staff, building level advisory committees, and all constituencies represented on the council; and
8. Maintain communication linkages with the state Department of Education internal council on professional development.⁸¹

The Kent Professional Development Center's plans for 1978-79 included focusing efforts on:

- A. Ongoing needs assessment including:
 1. in-service needs assessment process to identify school staff and department needs;
 2. generic skills inventory to identify individual teacher needs;
 3. interviews with selected teachers for validation of the written form;
 4. in-service needs assessment process to identify administrator/supervisor/personnel needs; and

⁸¹Ibid., p. 3.

5. In-service needs assessment process to identify future needs of education.

B. Programs:

1. Establish a program design team to design, implement and evaluate a program based on each priority need recommended to the governing board by the Advisory Council and each mandated need; and
2. Design a training session for program design team members and design a simpler guide for program design team members to follow in designing programs.

C. Communication Network:

Provide ongoing training sessions to enhance the effectiveness of our two-way communication linkage between our building level advisory committees and the professional development center.

D. Evaluation:

1. Design and implement procedures for obtaining participant perceptions of professional development center programs;
2. Conduct a follow-up survey of participant perceptions of programs' transfer effects to classrooms;
3. Conduct a survey of perceived responsiveness and effectiveness of professional development center activities relative to needs as perceived by significant audiences;
4. Analyze evaluation data from program surveys and interviews to feed back to center staff during the year to increase center effectiveness;
5. Interview professional development center director and staff on their perceptions of program operation; and,
6. Coordinate a three-member external panel review of overall operations and effectiveness of the professional development center.⁸²

⁸²Ibid., pp. 76-77.

The Northwest Staff Development Center

The Northwest Center is a federally-funded staff development center serving educators in seven districts in northwest Wayne County. Located at Wilcox Center in Livonia, Michigan, the Northwest Center seeks to:

...promote the cognitive and affective development of staff and students through a multi-district approach to in-service education. It is recognized that student learning will be enhanced through the presentation to educators of high quality professional development activities.⁸³

The center is governed by a policy board which has responsibility for determining all center policies and which has final authority of all center programs. (The center's director may approve programs that do not exceed an expenditure of \$2,000.00.) All programs and services offered by the center must be based on priorities established through a needs assessment process and must also reflect the project consortium goals and objectives as specified in the federal application for funding.⁸⁴

Programs offered by the center are based on the following assumptions and goals:

1. Individuals have diverse attitudes, values, and learning styles. Consequently, staff development activities must use a variety of techniques and approaches to meet

⁸³Northwest Staff Development Center, "Policy and Operating Procedures Manual: September 1979" (Livonia, Michigan), p. 1.

⁸⁴Ibid., p. 16

teacher/administrator needs.

2. Learning is a continuing, lifelong process. Staff development activities must reflect the fact that educators will experience different needs at various points in their careers.
3. People are capable of self-direction and responsible behavior. Staff development activities must be built on a recognition that, given a choice, educators will select programs that will most enhance their professional growth.
4. Individuals learn and grow most in environments that promote their self-esteem and respect. Consequently, staff development activities must promote the dignity and worth of each person.
5. Staff development activities that are most worthwhile usually possess several of the following elements: (1) are ongoing programs, (2) require the active participation of teachers in the planning, implementation, and evaluation of the activity, (3) are school-based, (4) involve administrators, (5) deal with the concrete, day-to-day problems of educators, (6) are individualized, (7) involve demonstrations, supervised practice, and feedback, (8) provide for sharing and mutual support among educators.
6. The techniques and methods used in staff development activities must be consistent with the basic principles of learning and effective teaching.⁸⁵

Summary

The professional development of teachers and school personnel is a vital element in any formula for improving public education. Teacher in-service education and professional development activities are important for teachers to improve their personal growth, professional competencies and teaching

⁸⁵Ibid., p. 1.

effectiveness, particularly at a time when the demands on the teaching profession are increasing. Well-organized and systematic in-service education is essential for any profession, but it is much more important for educational workers because education occupies a unique and strategic position in the task of human and national development. The major reasons for in-service education are to promote the continuous improvement of the total professional staff of the school system; to keep the profession abreast of new knowledge; to release creative abilities; and to eliminate deficiencies in the background preparation of teachers and other professional workers in education. In-service education can enhance personal growth, professional development, and specific job competencies.

Professional development centers are one response to this need. These centers, which represent one of the most popular educational concepts since the 1960s, can be found on every continent, with the greatest number located in North America, Europe, and Australia. According to Waskin, the professional development center movement in the United States began in the mid-1960s. She notes that the movement grew slowly until about 1970, and increased significantly by 1973.

The statistics show that of the teacher centers surveyed, 9 percent were established before 1970 and 91 percent were established since 1970, which is a powerful indicator of this rapidly ascending popularity.⁸⁶

⁸⁶Waskin, "Teacher Center Movement," p. 109.

In Michigan, it appears that efforts to develop a state-wide system of professional development centers for teachers have been largely influenced by the growing demand for new knowledge, mandated educational programs, and rising expectations concerning the role of the schools. In response to this demand, the 1975-77 Appropriate Act for the Department of Education made funds available for planning professional development centers. As a result of this act and others, several state-funded professional development centers and a federally-funded center were created to provide school personnel with additional skills, competencies, and knowledge. Three state-funded centers (the Detroit Center for Professional Growth and Development, the Region 12 Professional Development Center, and the Kent Professional Development Center) and a federally-funded center (the Northwest Staff Development Center) were selected for the study.

CHAPTER IV

DESIGN OF THE STUDY

Introduction

This chapter describes the research design and outlines the methods used in collecting and analyzing the data. The sections in Chapter IV describe the research questions, instrumentation, population and samples, location, survey procedure, pilot group, distribution, respondents included in the study, procedures for analyzing the data, and the background characteristics of respondents.

Research Questions

The researcher investigated five primary research areas concerning the activities of four professional development centers in the state of Michigan:

1. When are in-service education activities offered to teachers in the various professional development centers and what are appropriate times for offering such activities?
2. Is there any affiliation with and/or participation between professional development centers and higher education institutions?
3. Does teacher participation in professional development center activities count towards or lead to certification and/or degrees?

4. How is the content of the curriculum of professional development centers determined? Who plans the program activities for teacher in-service education?
5. How do the findings from the above questions relate to teacher education and in-service education activities for Libyan teachers?

Instrumentation

The descriptive-survey method was chosen for the study because "description tells us what we reckon with...descriptive studies help us in learning how to accomplish desired purposes."¹ After consulting with the researcher's committee chairperson and the Office of Research Consultation (ORC) at Michigan State University, the researcher decided to use a questionnaire as the major research instrument. Babbie notes that questionnaire design is the process by which researchers devise procedures that will result in observations relevant to the general concepts they are studying.² Goods and Scates describe the questionnaire as:

a form prepared and distributed to secure responses to certain questions; as a result, these questions are factual, intended to obtain information about conditions or practices of which the respondent is presumed to have knowledge. The

¹Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 254.

²Earl R. Babbie, The Practice of Social Research (Belmont, California: Wadsworth Publishing Company, Inc., 1975), p. 105.

questionnaire has been used increasingly, however, to inquire into the opinions and attitudes of a group....It is a major instrument for data-gathering in descriptive survey studies...³

The questionnaire method was selected because, as Selting and others note:

1. The questionnaire is likely to be a less expensive procedure than the interview. It requires much less skill to administer them than an interview. In fact, questionnaires are often simply mailed or handed to respondents with a minimum of explanation.
2. Another advantage of the questionnaire is that respondents may have greater confidence in their anonymity and thus feel freer to express views they fear might be disapproved of or might get them into trouble.
3. It may place less pressure on the subject for immediate response. When the subject is given ample time for filling out the questionnaire, he can consider each point carefully rather than replying with the first thought that comes to mind.⁴

As no instrument was available that could be used for gathering the necessary data, the researcher developed a questionnaire that asked participants for background information about themselves and asked for information concerning their attitudes towards and involvement in professional development center activities. The development of the questionnaire went through five stages: (1) the instrument

³Good and Scates, Methods of Research.

⁴Claire Selting et al, Research Methods in Social Relations (New York: Published for the Society for the Psychological Study of Social Issues by Holt, Reinhart, and Winston, Inc., 1965), pp. 238-241.

was discussed with the Office of Research Consultation whose observations and feedback were appreciated; (2) a tentative form covering the first four research areas was prepared; (3) the researcher's chairperson reviewed the questionnaire and made recommendations concerning revisions, modifications, and deletions; (4) the questionnaire was pilot-tested in the Region 12 Professional Development Center (Kalamazoo Valley Intermediate School District) where many notes, comments, and recommendations were taken into consideration; and, (a) a final, more efficient format was developed with the help of the researcher's committee chairperson.*

Population and Sample

The study focused on activities at four professional development centers in the state of Michigan: the Detroit Center for Professional Growth and Development, the Region 12 Professional Development Center, the Kent Professional

*Most of the questions used in the survey were adapted from the following sources:

"The Teacher Center Movement in the United States and Its Implications for Teacher Education" by Yvonne Fisher Waskin (Ph.D. dissertation, University of Michigan, 1976).

"Professional Development Needs as Perceived by Full-Time Teachers Not Pursuing Advanced Study and Factors Affecting Their Acceptance of Programs Designed to Meet These Needs" by Charles Thomas King (Ph.D. dissertation, Michigan State University, 1978).

"A Study of the Status of Michigan's Current K-12 Teacher Professional Development System from the Perspective of Evaluation Research Theory" by Cecilia Morris (Ph.D. dissertation, Michigan State University, 1979).

Development Center, and the Northwest Staff Development Center. Three of the four centers (the Detroit Center, the Region 12 Center, and the Kent Center) are funded by the state of Michigan; the fourth center (the Northwest Center) is funded by the federal government.

The population for the study consisted of the 25,000 K-12 teachers and administrators who are served by the four professional development centers. These school personnel work in the Detroit public schools; five intermediate school districts located in Barry, Branch, Calhoun, Kalamazoo, and St. Joseph Counties in southwest Michigan; twenty public school districts and seventy non-public school districts in the Kent Intermediate school district area; and seven districts in Northwest Wayne County.

Because a large number of teachers participate in professional development center programs and activities, it was necessary to limit the number who were to receive the survey questionnaire. A proportionate sample of 300 K-12 teachers and administrators in professional development center activities during 1979 was selected for the study. Of this group, 281 teachers and administrators ultimately were sent the questionnaire.

Table 4.1 lists the distribution of teachers by professional development center. As is shown in the table, 35 percent (n=100) were selected from the Detroit Center, 20 percent (n=56) were from the Region 12 Center, 27 percent (n=75) were from the Kent Center, and 18 percent (n=50) were from the

Northwest Center.

Table 4.1
Distribution of Sample Population
by Professional Development Center
(N=281)

Location	Number	Percentage [*]
Detroit Center for Professional Growth and Development	100	35.58
Region 12 Professional Development Center	56	19.92
Kent Professional Development Center	75	26.69
Northwest Staff Development Center	50	17.79
Total	281	99.98

^{*} Percentages are rounded and do not necessarily add to 100.

Location

In recent years, improving the professional development services that are available to Michigan school personnel has become a priority issue of the State Board of Education and of many intermediate school districts and higher education institutions in the state.

Staff knowledge, skills and awareness of attributes of human growth and development all contribute to bringing student outcomes up to stated expectations. In order to maintain up-to-date knowledge and skills, school staff should be

offered the opportunity to receive and encouraged to seek continuous growth experiences.⁵

As a result of the increased emphasis on the professional development of school staff, the Michigan State Board of Education and the Superintendent of Public Instruction have supported many new activities and programs. In particular, the State Board of Education has supported the creation of state-funded professional development centers. These centers operate on a regional basis and provide services that have been developed in response to needs identified by the target population and the state educational agency. Because teacher professional development has become an important educational policy issue at the national as well as the state level,⁶ the federal government has also supported the creation of professional development centers.

The three state-funded centers and the one federally-funded center selected for the study are briefly described in this section and in Chapter III. These descriptions are provided so that readers may more accurately interpret the extent to which the findings from the data analysis may be applied to centers in other locations.

⁵Michigan Department of Education, Office of Professional Development, "State Plan," p. 1.

⁶Cecilia Morris, "A Study of the Status of Michigan's Current K-12 Teacher Professional Development System from the Perspective of Evaluation Research Theory" (Ph.D. dissertation, Michigan State University, 1979, hereafter cited as "K-12 Teacher Professional Development System").

The Detroit Center for Professional Growth and Development began operation in 1976 as Michigan's first state-funded staff development center. The Detroit Center, which was designed to serve Wayne County, currently focuses most of its efforts on the 10,000 public school teachers in the city of Detroit. Programs for school administrators and paraprofessionals are also available. The Center's offices are located in the College of Education at Wayne State University, but activities are held throughout the district.

The Region 12 Professional Development Center began operation in the fall of 1977 and is designed to serve more than 5,000 educators in five intermediate school district areas in Barry, Branch, Calhoun, Kalamazoo, and St. Joseph Counties in southwest Michigan. The Region 12 Center is located at the Kalamazoo Valley Intermediate School District Service Center and utilizes the intermediate school district offices in each county as satellite centers.

The Kent Professional Development Center began operation in October 1977 and is designed to serve staff from twenty school districts in the Kent Intermediate School District area. Approximately 6,000 educators from twenty public school districts and seventy non-public schools are the target population for the Center's programs. The Kent Center offices are housed in Kent Intermediate School District in southeast Grand Rapids.

The Northwest Staff Development Center is a federally-funded staff development center serving educators in seven

districts in northwest Wayne County. The Northwest Staff Development Center is located at Wilcox Center in Livonia, Michigan.

Survey Procedure

On November 5, 1979, two letters (one from the researcher and one from the researcher's committee chairperson) were sent to the directors of each of the four centers. (See Appendices A and B.) The purpose of these two letters was to alert the directors to the arrival of the questionnaire and to ask for their cooperation and help.

The survey questionnaire was mailed a few weeks later. A cover letter, the questionnaire, and a stamped, pre-addressed envelope were sent to all individuals in the sample. (See Appendices C and D). Each envelope and questionnaire were coded with a number that matched a list containing the names of each individual to whom the questionnaire was sent. Self-adhesive, color-coded labels (e.g. blue for the Detroit Center, red for the Region 12 Center, black for the Kent Center, and green for the Northwest Center) were placed on the return envelopes to facilitate sorting and to indicate which center the respondent attended.

The researcher also visited each of the four centers during the fall of 1979 and the spring of 1980. The directors of each center were interviewed and information was collected with regard to:

1. Scheduling appropriate times for in-service teacher education and training activities and programs;
2. The center's affiliation with higher education institutions and the extent of their involvement in center activities.
3. The center's relationships with support agencies other than higher education institutions (e.g., public schools and government agencies);
4. Certification and degrees;
5. Plans for expanding on-going programs;
6. Who has responsibility for planning center activities;
7. Available materials and equipment; and,
8. Projected plans for future development.

Pilot Group

A pilot group of 21 teachers was selected at random from a list of 35 names provided by the Region 12 Center which is located in the Kalamazoo Valley Intermediate School District. This group was used to test a preliminary draft of the survey questionnaire.

On November 8, 1979, the questionnaire was distributed to the teachers in the pilot group. Each teacher was asked to complete the questionnaire, to make recommendations for improving the questions, and to comment on the proposed study.

Seventeen responses (approximately 81 percent) were received. Of these, approximately 71 percent (n=12) of the

respondents were female, and 29 percent (n=5) were male.

As a result of the pretest, some questions were re-phrased or deleted, and a more efficient format was developed. The final version of the questionnaire was approved by the chairperson of the researcher's guidance committee.

Distribution

The population of the study, as indicated earlier, consisted of K-12 teachers and administrators who participated in some of the programs and/or activities offered by the four centers selected for the study. The researcher personally telephoned the directors of each of the centers.* The purpose of these calls was to:

1. Explain the general purpose and overall importance of the study and to ask for the directors' cooperation;
2. Obtain an up-to-date list of participants for the 1978-1979 school year and to seek the directors' assistance in assuring teacher participation in the study; and,
3. Ask for descriptive materials such as annual reports, booklets, speeches, and pamphlets that might be useful in developing a comprehensive overview of the professional development center movement in Michigan.

The questionnaire and the cover letter were sent to a population of 281 participants. The survey instrument was mailed to the teachers and administrators at the schools

*Approximately 12 calls were made.

and/or districts with one exception. The Detroit Center director refused to release the names of any participants because the center follows a strict policy of confidentiality. In this case, the questionnaires were sent to the director who distributed them to the teachers.

On January 25, 1980, a follow-up letter and a second copy of the questionnaire were sent to those who did not respond to the first contact. (See Appendix E.) A thank-you letter was mailed to each director on March 10, 1980. In this letter, the researcher thanked the directors for their time and effort and asked them to extend his appreciation to all participants. (See Appendix F.) Saturday, March 1, 1980, was set as the deadline date after which responses would not be considered in the study.

Response Rate

A total of 180 questionnaires (64 percent) were returned. Of the 180 responses, 48 responses (27 percent) were from the Detroit Center; 41 responses (23 percent) were from the Region 12 Center; 53 responses (29 percent) were from the Kent Center; and 38 responses (21 percent) were from the Northwest Center.

A total of 172 questionnaires (61 percent of those mailed and 96 percent of those returned) were analyzed for the study. Eight questionnaires (4 percent) were rejected. Three questionnaires (2 from the Region 12 Center and 1 from the Northwest Center) were eliminated because they did not have

accurate addresses; 5 questionnaires (1 from the Detroit Center and 4 from the Kent Center) were not used because the respondents did not feel that their experiences were appropriate. One respondent wrote:

I don't feel that I can answer most of these questions honestly because I don't know enough about the center...I could go through your questionnaire and make check marks but then you wouldn't have an accurate answer. I'm sorry I couldn't help you.

Another wrote:

The professional development center has invited me to many workshops. During the school year I find it impossible to attend because of other classes. I have received information that to attend the workshops is an enriching experience but I would be very unfair if I gave you a false report!!

Table 4.2 presents data concerning the percentage and sex of the respondents. Of the 172 usable responses, 33 respondents (19.18 percent) were men and 139 respondents (80.81 percent) were women; 47 respondents [6 men (12.76 percent) and 41 women (87.23 percent)] were from the Detroit Center; 39 respondents [10 men (25.64 percent) and 29 women (74.35 percent)] were from the Region 12 Center; 49 respondents [4 men (8.16 percent) and 45 women (91.83 percent)] were from the Kent Center; and, 37 respondents [13 men (35.13 percent) and 24 women (64.86 percent)] were from the Northwest Center.

Analysis of Data

Descriptive statistics were used to analyze the responses to the questionnaire. The data were organized and recorded

Table 4.2
Percentage and Sex of Respondents by Professional Development Center
Total Response = 172

Professional Development Center	Total Number	Usable Number	Percent of Total	Male Number	Percent of Total	Female Number	Percent of Total	Total*
Detroit Center for Professional Growth and Development	100	47	47.00	6	12.76	41	87.23	99.99
Region 12 Professional Development Center	56	39	69.64	10	25.64	29	74.35	99.99
Kent Professional Development Center	75	49	65.33	4	8.16	45	91.83	99.99
Northwest Staff Development Center	50	37	74.00	13	35.13	24	64.86	99.99
Total	281	172	61.20	33	19.18	139	80.81	99.99

*Percentages have been rounded and will not necessarily add to 100.

on computer data cards and programmed into the Michigan State University computer. The Statistical Package for the Social Sciences (SPSS) program was used to tabulate and analyze the data by frequency, percentage, mean, median, and standard deviation. A detailed description and analysis of the data is included in Chapter V.

Background of Respondents

The first part of the questionnaire sought specific information about the respondents' background in order to note any generalizations which might be attributed to likenesses or differences in background or environment.

Of the 180 questionnaires that were returned, 172 responses were used in the study. As is shown in Table 4.2, 33 respondents (19.18 percent) were male and 139 respondents (80.81 percent) were female. A total of 58 respondents (33.72 percent) were aged 31 to 40; 42 respondents (24.41 percent) were aged 41 to 50; 35 respondents (20.34 percent) were aged 24 to 30. Only 30 respondents (17.44 percent) were aged 51 to 60; only 3 respondents (1.74 percent) were 23 years or younger; and only 4 respondents (2.32 percent) were 61 years or older. (See Table 4.3.)

Table 4.4 shows the primary areas of responsibility of respondents. Of those who responded to the questionnaire, 140 respondents (80.45 percent) were teachers; 4 respondents ((2.30 percent) were center directors; 11 respondents (6.32 percent) were administrators; 3 respondents (1.72 percent)

were educational media specialists; 4 respondents (2.30 percent) were counselors; and 12 respondents (6.89 percent) were employed in other occupations (e.g., teacher consultants, mathematics consultants, paraprofessionals, and reading specialists).

Table 4.5 indicates the number and percentage of respondents who work as full- or part-time teachers. The vast majority of the respondents (83.0 percent) worked as full-time teachers. Only 25 respondents (15.0 percent) worked as part-time teachers. Four respondents (2.0 percent) did not answer the question.

Of a total of 47 respondents from the Detroit Center, 42 teachers (89.4 percent) worked full-time and only 3 teachers (6.4 percent) worked part-time. Of a total of 37 respondents from the Region 12 Center, 29 teachers (74.4 percent) worked full-time and only 8 teachers (20.5 percent) worked part-time. Of 49 respondents from the Kent Center, 46 teachers (93.9 percent) worked full-time and only 3 teachers (6.1 percent) worked part-time. Concerning the Northwest Center, of a total of 37 respondents, 26 teachers (70.3 percent) worked full-time and 11 teachers (29.7 percent) worked part-time.

Table 4.3

Respondents by Age Group

Total Response = 172

	23 Years or Younger	24-23 Years	31-40 Years	41-50 Years	51-60 Years	61 Years or More	Total
Professional Development Center							
Detroit Center for Professional Growth and Development	0	7	19	11	8	2	47
Region 12 Professional Development Center	1	10	13	9	5	1	39
Kent Professional Development Center	1	12	13	13	9	1	49
Northwest Staff Development Center	1	6	13	9	8	0	37
Total	3	35	58	42	30	4	172
Percentage of Total*	1.74	20.34	33.72	24.41	17.44	2.32	99.97

*Percentages have been rounded and will not necessarily add to 100.

Table 4.4

Respondents by Primary Area of Responsibility
Total Response = 174

Professional Development Center	Director of Center	Adminis- trator	Teacher	Educ. Media Specialist	Counselor	Other	Total
Detroit Center for Professional Growth and Development	1	2	40	0	0	4	47
Region 12 Professional Development Center	1	3	31	1	1	2	39
Kent Professional Development Center	1	1	46	1	0	0	49
Northwest Staff Development Center	1	5	23	1	3	6	39
Total	4	11	140	3	4	12	174
Percentage of Total*	2.30	6.32	80.45	1.72	2.30	6.89	99.98

*Percentages have been rounded and will not necessarily add to 100.

Table 4.5
 Respondents by
 Full-Time/Part-Time Teaching Responsibility
 Total Response = 172

Professional Development Center	Full- Time	Part- Time	No Reply	Total
Detroit Center for Professional Growth and Development	42	3	2	47
Percentage	89.4	6.4	4.2	100.0
Region 12 Professional Development Center	29	8	2	39
Percentage	74.4	20.5	5.1	100.0
Kent Professional Development Center	46	3	0	49
Percentage	93.9	6.1	0	100.0
Northwest Staff Development Center	26	11	0	37
Percentage	70.3	29.7	0	100.0

Summary

The purpose of this study was to investigate the perceptions of participants in in-service education activities offered by four professional development centers in the state of Michigan with respect to: (1) scheduling appropriate times for providing activities and programs; (2) centers' affiliation with higher education institutions and the involvement of those institutions in teacher in-service education programs offered by professional development centers; (3) certification and degrees; and (4) responsibility for planning center programs and activities. The study also sought to determine whether and to what extent professional development centers and the findings from the study could be used to help meet teacher in-service education needs in Libya. Chapter IV described the research design, outlined the methods used in collecting and analyzing the necessary data, and provided background information about the respondents.

A two-part questionnaire was developed for the study: the first part asked for specific information about the respondent, while the second part sought to collect the data necessary to answer the questions posed by the study. Of a total of 281 questionnaires, 180 questionnaires (64 percent) were returned and 172 responses were usable in the study. Of the 172 respondents, 33 respondents (19 percent) were male and 139 respondents (81 percent) were female.

Responses to the questionnaires were recorded on computer data cards and processed at the Michigan State University Computer Center using the SPSS program. When appropriate, frequencies, means, percentages, and medians were calculated and this information was summarized in tables.

The researcher also visited each of the four centers and interviewed the directors with respect to the major research questions. A detailed presentation of the findings from the questionnaires and the interviews is included in Chapter V.

CHAPTER V

ANALYSIS OF THE DATA

Introduction

This chapter presents the findings from the data analysis. The first section describes the characteristics of respondents with respect to their teaching responsibilities, years of full-time teaching experience, school level, educational level, the amount of time they spend in planning and preparation, and the amount of extra time they spend working with students. The second section examines respondents' attitudes towards professional development centers concerning the expansion of center services, the extent to which they believe they would benefit from such an expansion, their perceptions of who uses center facilities, their responsibility for paying for the costs of center services, their reactions to various characteristics of center services and their attitudes towards the relative importance of these characteristics, their ability to apply center experiences in their teaching situations, and their knowledge about the evaluation of individual centers. The last section summarizes the researcher's findings concerning the four research questions that guided the investigation effort. This section discusses appropriate times for center activities, centers' affiliation with

higher education institutions, certification and degrees, and responsibility for planning center activities and programs.

Characteristics of Respondents

This section presents background information about the respondents with respect to various professional attributes. The data are presented in Tables 5.1 through 5.6. It should be noted that the number of respondents is not the same in each table since the respondents did not always answer all questions.

Teaching Responsibilities

Table 5.1 presents the data concerning the respondents' teaching responsibilities as indicated in response to Question 6 of the questionnaire:

Would you please indicate what your area of teaching responsibility is?

It was found that the largest groups of respondents were teachers of mathematics (X477), reading (X459), language arts (X436), social studies (X378), science (X349), social science (X174), and special education (X140). Eighty-two respondents (16.7 percent) taught mathematics, 79 respondents (15.58 percent) taught reading, 75 respondents (14.79 percent) taught language arts; 65 respondents (12.82 percent) taught social studies; 60 respondents (11.83 percent) taught science; 30 respondents (5.91 percent) taught social science; and 24 respondents (4.73 percent) taught special education.

Table 5.1
 Respondents by Teaching Responsibility
 Total Responses = 507

Subject Matter	Detroit Center	Region 12 Center	Kent Center	Northwest Center	Total N	Percentage of Total	Mean (\bar{X})	Mean Ranking
Mathematics	25	20	30	7	82	16.17	.477	1
Science	10	15	28	7	60	11.83	.349	5
Social Science	6	10	11	3	30	5.91	.174	7
Social Studies	16	15	25	9	65	12.82	.378	4
Reading	23	18	31	7	79	15.58	.459	2
Language Arts	18	21	28	8	75	14.79	.436	3
Foreign Language	0	0	4	0	4	0.78	.023	12
Industrial Arts	0	0	1	0	1	0.19	.006	14
Special Education	4	4	5	11	24	4.73	.140	8
Technical Education	0	0	1	0	1	0.19	.006	14
Business Education	0	0	1	0	1	0.19	.006	14
Physical Education	1	1	4	0	6	1.18	.035	11
Home Economics	1	1	1	0	3	0.59	.017	13
Music	5	1	7	1	14	2.76	.081	10
Art	3	5	9	0	17	3.35	.099	9
Others*	6	11	16	12	45	8.87	.262	6
Total	118	122	202	65	507	99.93		

* Percentages have been rounded and will not necessarily add to 100.

The second largest groups of respondents were teachers of art ($\bar{X}099$), music ($\bar{X}081$), physical education ($\bar{X}035$), foreign language ($\bar{X}023$) and home economics ($\bar{X}017$). Seventeen respondents (3.35 percent) taught art; 14 respondents (2.76 percent) taught music, 6 respondents (1.18 percent) taught physical education; 4 respondents (0.78 percent) taught foreign languages; and 3 respondents (0.59 percent) taught home economics. Interestingly, industrial arts, technical education, and business education each had only 1 respondent (0.19 percent).

A relatively high number of teachers ($\bar{X}262$) were responsible for teaching subjects other than those listed in the questionnaire. Forty-five respondents (8.87 percent) had responsibilities such as supervising kindergartens, home-rooms, self-contained elementary classrooms, and media centers; serving as peacemakers; or teaching library skills.

Years of Full-Time Teaching Experience

Table 5.2 presents the data concerning respondents' answers to Question 7 of the questionnaire:

How many years of full-time teaching experience have you completed?

The majority of respondents had 3 to 10 years or 11 to 20 years of experience. Of 168 full-time teachers, 79 respondents (47.00 percent) had 3 to 10 years of experience; 58 respondents (34.50 percent) had 11 to 20 years of experience; and 21 respondents (12.50 percent) had 21 to 30 years of experience. Only 9 respondents (5.40 percent)

Table 5.2

Respondents by Years of Full-Time Teaching Experience
Total Responses = 168

Professional Development Center	2 Years or Less	3-10 Years	11-20 Years	21-30 Years	31-40 Years	41 Years or More	Total
Detroit Center for Professional Growth and Development	0	17	21	5	1	0	44
Region 12 Professional Development Center	3	23	10	3	0	0	39
Kent Professional Development Center	4	22	15	7	0	0	48
Northwest Staff Development Center	2	17	12	6	0	0	37
Total	9	79	58	21	1	0	168
Percentage of Total*	5.40	47.00	34.50	12.50	0.60	0.00	100.00

*Percentages have been rounded and will not necessarily add to 100.

had less than 2 years of experience. No respondent had more than 40 years of experience, and only 1 respondent (0.60 percent) had 31 to 40 years of experience.

School Level

Table 5.3 presents the data concerning respondents' replies to Question 11 of the questionnaire:

What is the level of school you are working in?

As is indicated in the table, the largest number of respondents were elementary school teachers ($\bar{X}686$), while high school teachers represented the next largest group ($\bar{X}110$). Of a total of 176 respondents, 118 respondents (67.00 percent) taught at the elementary school level; 19 respondents (10.80 percent) taught at the high school level; 15 respondents (8.50 percent) taught at the junior high school level; 13 respondents (7.40 percent) taught at the middle school level; and 11 respondents (6.30 percent) worked in other types of educational programs (i.e. all levels, programs for autistic people, preschools, special schools, and/or adult education).

Educational Level

Table 5.4 presents the data concerning respondents' replies to Question 13 of the questionnaire:

What is the highest level of education you have completed as of this date?

Of 172 respondents, 5 respondents (2.90 percent) had bachelor's degrees; 58 respondents (33.70 percent) had done

Table 5.3

Respondents by Type of School
Total Responses = 176

Professional Development Center	Elementary School	Junior High School	Middle School	High School	Other	Total
Detroit Center for Professional Growth and Development	33	1	8	5	1	48
Region 12 Professional Development Center	28	6	1	4	0	39
Kent Professional Development Center	37	5	3	4	2	51
Northwest Staff Development Center	20	3	1	6	8	38
Total	118	15	13	19	11	176
Percentage of Total	67.00	8.50	7.40	10.80	6.30	100.00
Mean (\bar{X})	.686	.087	.076	.110	.064	

Table 5.4

Respondents by Completed Level of Education

Total Response = 172

Completed Level of Education	Detroit Center	Region 12 Center	Kent Center	Northwest Center	Total N	Percentage of Total
Less than Bachelor of Arts or Science	1	0	0	0	1	0.60
Junior/Community College Degree	0	0	0	0	0	0.00
Bachelor of Arts or Science	0	2	2	1	5	2.90
Bachelor's plus some course work	14	15	23	6	58	33.70
Master of Arts or Science	11	5	6	12	34	19.80
Master's plus some course work	16	17	16	13	62	36.00
Educational Specialist	3	0	1	3	7	4.10
Doctor of Philosophy or Education	2	0	1	2	5	2.90
Other	0	0	0	0	0	0.00
Total	47	39	49	37	172	100.00

some additional coursework beyond the bachelor's degree; 34 respondents (19.80 percent) held master's degrees; and 62 respondents (36.00 percent) had completed some coursework beyond the master's degree. Only 7 respondents (4.10 percent) had earned the educational specialist degree, and 5 respondents (2.90 percent) had earned the doctoral degree. None of the respondents had only completed a junior or community college degree, and only 1 respondent (0.60 percent) had less than a bachelor's degree.

Time Spent in Planning and Preparation

Table 5.5 describes the responses of participants regarding Question 9 on the questionnaire:

How many hours per week do you spend on planning and preparation?

The general reaction to this question was very positive as is evidenced by the overall rating of an average of 6 to 10 hours per week spent in planning and preparing for their classes. Of the 155 respondents to this question, the largest group (61 respondents or 39.30 percent) spent 6 to 10 hours per week on preparation. The second largest group (42 respondents or 27.00 percent) indicated that they spent an average of 3 to 5 hours per week. Of the remaining respondents, 28 teachers (18.00 percent) spent an average of 9 to 12 hours per week; 10 teachers (6.40 percent) spent an average of 16 to 20 hours per week; and 5 teachers (3.20 percent) spent more than 21 hours per week on planning and

Table 5.5

Respondents by Hours per Week Spent on Planning and Preparation
Total Response = 155

Professional Development Center	Hours per Week										Total		
	-2		3-5		6-10		9-12		16-20			21+	
	N	%	N	%	N	%	N	%	N	%		N	%
Detroit Center for Professional Growth and Development	3	6.8	13	29.5	15	34.1	7	15.9	4	9.1	2	4.5	44
Region 12 Professional Development Center	2	5.7	9	25.7	16	45.7	6	17.1	1	2.9	1	2.9	35
Kent Professional Development Center	1	2.1	10	21.3	19	40.4	13	27.7	3	6.4	1	2.1	47
Northwest Staff Development Center	3	10.3	10	34.5	11	37.9	2	6.9	2	6.9	1	3.4	29
	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	9	5.80	42	27.00	61	39.30	28	18.00	10	6.40	5	3.20	155

preparation. Only 9 respondents (5.80 percent) spent less than 2 hours per week.

Amount of Extra Time Spent with Students

Table 5.6 indicates the data concerning respondent's replies to Question 10 of the questionnaire:

How many hours per week do you spend with students beyond the regular school day?

The majority of respondents (115 respondents or 73.24 percent) spent an average of less than 2 hours per week meeting with students beyond regular school hours, 26 respondents (16.56 percent) spent 3 to 4 hours, and 14 respondents (8.91 percent) spent 5 to 8 hours per week. Only 1 respondent (0.63 percent) spent 9 to 12 hours per week and only 1 respondent spent more than 16 hours per week.

Summary

The major characteristics of the respondents' professional attributes have been reported in this section. It was found that teachers of mathematics, reading, language arts, social studies, science, social science, and special education formed the largest groups of respondents. The majority of respondents had 3 to 20 years of full-time teaching experience, and most taught at the elementary school level. Approximately 90 percent of the participants had completed bachelor's degrees plus some coursework or had master's degrees or higher. Between 3 to 10 hours per week were spent on planning and preparation, while less than 4

Table 5.6

Respondents by Hours per Week Spent Working with Students
beyond the Regular School Day

Total Response = 157

Professional Development Center	Hours per Week										Total		
	-2		3-4		5-8		9-12		13-15			16+	
	N	%	N	%	N	%	N	%	N	%		N	%
Detroit Center for Professional Growth and Development	36	81.8	2	4.5	4	9.1	1	2.3	0	0.0	1	2.3	44
Region 12 Professional Development Center	21	63.6	9	27.3	3	9.1	0	0.0	0	0.0	0	0.0	33
Kent Professional Development Center	34	70.8	11	22.9	3	6.3	0	0.0	0	0.0	0	0.0	48
Northwest Staff Development Center	24	75.0	4	12.5	4	12.5	0	0.0	0	0.0	0	0.0	32
Total	115	73.20	26	16.50	14	8.90	1	0.63	0	0.0	1	0.63	157

hours per week were spent with students beyond regular school hours.

Attitudes towards Professional Development Centers

This section describes and analyzes respondents' attitudes towards professional development centers with respect to expanding professional development center services, perceived benefits from such expansion, perceptions about who uses center facilities, the extent of participants' responsibility for paying for center services, reactions to various characteristics of center services and attitudes towards the relative importance of each characteristic, respondents' ability to apply center experiences in their teaching situations, and respondents' knowledge about the evaluation of individual centers. The data are presented in Tables 5.7 through 5.14. Since the respondents did not always answer all questions, the number of respondents is not the same on each table.

Expansion of Center Services

Table 5.7 summarizes the data concerning respondents' replies to Question 15 on the questionnaire:

Some people feel that professional development centers and their services to teachers should be expanded; others oppose the idea for a variety of reasons. When you think about the need for such services, would you:

- a. strongly support the expansion?
- b. weakly support the expansion?
- c. weakly oppose the expansion?

- d. strongly oppose the expansion?
- e. no opinion, do not know

There was overall support for the idea of expansion. Of 167 respondents to this question, 145 respondents (86.80) percent agreed in gneral to support the expansion of professional development centers and their services. Of these, 111 respondents (66.50 percent) strongly supported the idea of expansion and 34 respondents (20.40 percent) weakly supported the idea of expansion. Only 3 respondents had negative attitudes towards the need to expand professional development centers and their services: 2 respondents (1.20 percent) weakly opposed the expansion and 1 respondent (0.60 percent) strongly opposed the idea. Nineteen respondents (11.40 percent) neither supported or opposed the expansion; they stated no opinion.

Extent of Perceived Benefit from Expanded Services

Table 5.8 indicates the extent to which respondents believed they would benefit if professional development center services were expanded. Question 15 asked participants in the study:

Do you feel you would benefit if the professional development services available now were expanded?

- a. yes, to a great extent.
- b. yes, to a small extent.
- c. no benefit
- d. no opinion, do not know.

The vast majority of respondents indicated that they

Table 5.7

Respondents' Attitudes towards Expanding Center Services
Total Response = 167

Attitude	Professional Development Center								Total	Percentage
	Detroit Center		Region 12 Center		Kent Center		Northwest Center			
	N	%	N	%	N	%	N	%		
Strongly support	30	66.7	23	59.0	31	64.6	27	77.1	111	66.5
Weakly support	7	15.6	10	25.6	12	25.0	5	14.3	34	20.3
Weakly oppose	0	0.0	1	2.6	0	0.0	1	2.9	2	1.2
Strongly oppose	1	2.2	0	0.0	0	0.0	0	0.0	1	0.6
No opinion	7	15.6	5	12.8	5	10.4	2	5.7	19	11.4
	—	—	—	—	—	—	—	—	—	—
Total	45	99.9*	39	100.0	48	100.0	35	100.0	167	100.0

*Percentages have been rounded and will not necessarily add to 100.

Table 5.8
Extent of Perceived Benefit from Expanding Center Services
Total Response = 169

Extent of Benefit to Respondents	Professional Development Center						Total Percentage*			
	Detroit Center		Region 12 Center		Kent Center			Northwest Center		
	N	%	N	%	N	%		N	%	
To a great extent	22	47.8	15	38.5	22	45.8	19	52.8	78	46.1
To a small extent	17	37.0	19	48.7	22	45.8	16	44.4	74	43.8
No benefit	1	2.2	1	2.6	1	2.1	0	0.0	3	1.8
No opinion	6	13.0	4	10.3	3	6.3	1	2.8	14	8.3
Total	46	100.0	39	100.1	48	100.0	36	100.0	169	100.0

*Percentages have been rounded and will not necessarily add to 100.

would benefit from such an expansion. Of a total of 169 responses, 152 respondents (89.90 percent) felt they would benefit in some way from the expansion. Of these, 78 respondents (46.20 percent) felt that they would benefit to a great extent while 74 respondents (43.80 percent) felt that they would benefit to a small extent. Only 3 respondents (1.80 percent) indicated that they perceived no benefit from an expansion of center services. Fourteen respondents (8.30 percent) had no opinion.

Perceptions of Who Uses Center Facilities

Table 5.9 indicates respondents' perceptions concerning which groups use the facilities of professional development centers. Question 20 asked:

To what extent do the following groups of public school personnel make use of the facilities of your center?

- | | |
|---------------------------|----------------------------|
| a. classroom teachers | d. other administrators |
| b. curriculum consultants | e. paraprofessionals |
| c. principals | f. others (please specify) |

The means for these groups ranged from 2.812 for classroom teachers to 1.902 for paraprofessionals. Of those who responded to this question, 19 respondents (18.80 percent) indicated that classroom teachers have sometimes used center facilities, while 82 respondents (81.20 percent) indicated that this group always used center facilities. The second most frequently cited group was curriculum consultants (X²2.043). Sixty-four respondents (92.80 percent) indicated that

Table 5.9
 Respondents' Perceptions of Who Uses Center Facilities

Users of Center Services	Frequency of Usage						Mean
	Never		Sometimes		Always		
	N	%	N	%	N	%	
Classroom teachers	0	0.0	19	18.8	82	81.2	2.812
Curriculum consultants	1	1.4	64	92.8	4	5.8	2.043
Principals	1	1.6	59	93.7	3	4.8	2.032
Other administrators	1	1.6	58	93.5	3	4.8	2.032
Paraprofessionals	10	16.4	47	77.0	4	6.6	1.902
Others	0	0.0	2	1.2	0	0.0	2.000
Total	13	3.6	249	69.5	96	26.8	

curriculum consultants sometimes used center facilities, 4 respondents (5.80 percent) indicated that this group always used the facilities, and only 1 respondent (1.40 percent) indicated that this group never used center facilities. The third most frequently cited group consisted of principals and other administrators (\bar{X} 2.032). Sixty-two respondents (98.50 percent) indicated that principals sometimes or always used the facilities and 68 respondents indicated that administrators sometimes or always used the facilities. Only one respondent (1.60 percent) indicated that principals and administrators never used the facilities.

Cost of Using Center Services

Table 5.10 indicates the extent to which respondents were responsible for paying the costs of center services.

Question 33 asked:

In the majority of instances where you received services from any one of these professional development centers, did you:

- a. receive those services free?
- b. pay less than 50 percent of the cost?
- c. pay more than 50 percent of the cost?
- d. do not know.

Slightly more than half of the respondents (80 respondents or 50.31 percent) received most center services without cost, and about one-fifth of the respondents (32 respondents or 20.12 percent) had to pay less than 50 percent of the cost of services. Approximately one-fifth of the respondents

Table 5.10
 Cost of Using Center Services
 Total Response = 159

Cost to Respondent	Professional Development Center								Total	Percentage of Total
	Detroit Center		Region 12 Center		Kent Center		Northwest Center			
	N	%	N	%	N	%	N	%		
Free services	33	76.7	10	28.6	9	19.2	28	82.4	80	50.31
Less than 50 percent	3	7.0	14	40.0	14	29.8	1	2.9	32	20.12
More than 50 percent	0	0.0	5	14.3	19	40.4	3	8.8	27	16.98
Do not know	7	16.3	6	17.1	5	10.6	2	5.9	20	12.57
	—	—	—	—	—	—	—	—	—	—
Total	43	100.0	35	100.0	47	100.0	34	100.0	159	99.98*

* Percentages have been rounded and will not necessarily add to 100.

(27 respondents or 16.98 percent) paid more than 50 percent of the cost of services.

Over two-thirds of the respondents who participated in activities provided by the Detroit Center and the Northwest Center received free services: 33 respondents (76.70 percent) received free services from the Detroit Center, and 28 respondents (82.40 percent) received free services from the Northwest Center. No respondent paid more than 50 percent of the cost of services provided by the Detroit Center, while approximately 40 percent of the respondents from the Kent Center paid more than 50 percent of the cost of services.

Reactions to Various Descriptions of Center Services

Table 5.11 indicates respondents' reactions to a number of descriptions of center services. Question 31 asked how much respondents agreed or disagreed with various descriptions of services:

Listed below are some descriptions of professional development services which you have received. Please indicate the extent to which you "strongly agree," "agree," "disagree," "strongly disagree," or have "no opinion" about each item on the list. (See Table 5.11 for a list of the descriptions.)

Respondents most frequently cited the following characteristics in the "strongly agree" category: "resource people" (52.8 percent); "well organized" (43.1 percent); "practical and useful" (39.0 percent); "relevant to teaching situation" (37.3 percent); "conveniently located" (35.6 percent), "individualized help" (34.9 percent), and "relevant to district needs" (29.5 percent).

Table 5.11
 Respondents' Reactions to Descriptions of Center Services

Description	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion		Mean
	N	%	N	%	N	%	N	%	N	%	
Well organized	69	43.1	86	53.7	0	0.0	0	0.0	5	3.1	1.662
Conveniently located	57	35.6	65	47.5	16	10.0	4	2.5	7	4.4	1.925
Convenient time	48	30.4	95	60.1	10	6.3	1	0.6	4	2.5	1.848
Relevant to teaching situation	59	37.3	82	51.9	9	5.7	3	1.9	5	3.2	1.816
Relevant to district needs	46	29.5	87	55.8	8	5.1	1	0.6	14	9.0	2.038
Practical, useful	60	39.0	85	55.2	3	1.9	1	0.6	5	3.2	1.740
Earned college credit	18	12.5	26	18.1	17	11.8	6	4.2	77	53.5	3.681
Share ideas	53	34.2	83	53.5	7	4.5	1	0.6	11	7.1	1.929
Resource people	84	52.8	66	41.5	5	3.1	0	0.0	4	2.5	1.579
Individualized help	53	34.9	76	50.0	7	4.6	3	2.0	13	8.6	1.993
Help in planning	26	17.6	64	43.2	14	9.5	4	2.7	40	27.0	2.784
Other	1	11.1	0	0.0	0	0.0	1	11.1	7	77.8	4.444

Only 12.5 percent of the respondents "strongly agreed" that "earned college credit" describes center services and only 17.6 percent "strongly agreed" that "help in planning" describes center services.

Relative Importance of Various Characteristics of Professional Development Activities

Participants in the study were also asked to indicate the relative importance that they assigned to various characteristics of professional development activities. Table 5.12 summarizes the data concerning their responses to Question 39:

Listed below are some characteristics of professional development activities that might be important. Would you please respond to each item below by indicating whether it is "essential," "of great importance," "of some importance," or "not relevant" in regard to your own expectations for professional development activities? (See Table 5.12 for the list of characteristics.)

For the sake of analysis, the responses were recategorized into three main categories: "essential," "less important," and "not relevant." Ninety-seven percent of the respondents indicated that "well-organized" activities were "essential" or "of great importance" to them, less than 2 percent indicated that this characteristic was "less important," and 1 percent indicated that it was "not relevant." Other characteristics that respondents indicated were "essential" or "of great importance" include: "relevant to teaching situation" (95.0 percent); "practical and useful" (93.0 percent); "convenient time" (92.5 percent); "conveniently

Table 5.12

Respondents' Attitudes towards the Relative Importance
of Various Characteristics of Center Services

Characteristic	Essential		Of Great Importance		Of Some Importance		Not Relevant		Mean
	N	%	N	%	N	%	N	%	
Well Organized	142	86.6	17	10.4	3	1.8	2	1.2	1.177
Conveniently located	82	50.3	56	34.4	23	14.1	2	1.2	1.663
Convenient time	99	62.3	48	30.2	10	6.3	2	1.3	1.465
Relevant to teaching situation	100	62.9	51	32.1	6	3.8	2	1.3	1.434
Relevant to district needs	59	38.8	59	38.8	30	19.7	4	2.6	1.862
Practical, useful	102	65.0	44	28.0	8	5.1	3	1.9	1.439
Earning college credit	18	11.8	37	24.2	51	33.3	47	30.7	2.830
Sharing ideas	66	42.9	54	35.1	29	18.8	5	3.2	1.825
Individualized help	51	31.9	69	43.1	34	21.2	6	3.7	1.969
Participate in Planning	27	17.0	39	24.5	66	41.5	27	17.0	2.585
No financial cost	49	30.6	32	20.0	63	39.4	16	10.0	2.287

located" (84.7 percent), "sharing ideas" (78.0 percent), "relevant to district needs" (77.6 percent), "individualized help" (75.0 percent), and "no financial cost" (50.6 percent).

On the other hand, characteristics that were perceived to be "less important" or "not relevant" were "earning college credit" (64.0 percent) and "participating in planning" (58.5 percent).

Ability to Apply Learning Gained from Professional Development Activities to Teaching Situations

Table 5.13 indicates respondents' replies to Question 32:

On the average, were you able to apply what you learned at these locally conducted professional development activities to your teaching situation?

Of a total of 159 respondents who answered this question, 136 respondents (85.5 percent) were able to apply what they had learned from professional development activities, 17 respondents (10.7 percent) were not able to do so or could only apply their learning to a very limited extent, and 6 respondents (3.8 percent) marked "do not know."

An analysis of the replies from each center indicates that 73.8 percent of the respondents from the Detroit Center, 91.9 percent of those from the Region 12 Center, 93.7 percent of those from the Kent Center, and 81.8 percent of those from the Northwest Center were able to apply what they had learned "to a great extent" or "to some extent"; 21.4 percent of the respondents from the Detroit Center, 5.5 percent of those from the Region 12 Center, 4.2 percent of those from the Kent

Table 5.13
 Respondents' Ability to Apply Center Experiences in Their Teaching
 Total Response = 159

Applicability	Professional Development Center								Total	Percentage
	Detroit Center		Region 12 Center		Kent Center		Northwest Center			
	N	%	N	%	N	%	N	%		
To a great extent	13	31.0	19	52.8	25	52.0	7	21.2	64	40.2
To some extent	18	42.8	14	38.9	20	41.7	20	60.6	72	45.3
To a small extent	7	16.6	2	5.5	1	2.1	1	3.0	11	6.9
To no extent	2	4.8	0	0.0	1	2.1	3	9.1	6	3.8
Do not know	2	4.8	1	2.8	1	2.1	2	6.1	6	3.8
	—	—	—	—	—	—	—	—	—	—
Total	42	100.0	36	100.0	48	100.0	33	100.0	159	100.0

Center, and 12.1 percent of those from the Northwest Center were not able to apply their learning or could do so only to a limited extent; and 4.8 percent of the respondents from the Detroit Center, 2.8 percent of those from the Region 12 Center, 2.1 percent of those from the Kent Center, and 6.1 percent of those from the Northwest Center did not know if they were able to apply what they had learned from professional development activities.

Knowledge about the Evaluation of Individual Centers

Table 5.14 indicates respondents' perceptions concerning whether or not activities at their center were evaluated.

Questions 34 and 35 asked:

Are professional development center activities evaluated at your center? (34) If yes, by what means? (35)

Of the 158 respondents to this question, 104 respondents (65.82 percent) indicated that professional development activities were evaluated at their centers, 15 respondents (65.82 percent) indicated that activities were not evaluated, and 31 respondents (24.68 percent) marked "do not know."

With respect to the individual centers, 48.8 percent of the respondents from the Detroit Center, 85.7 percent of those from the Region 12 Center, 66.0 percent of those from the Kent Center, and 65.8 percent of those from the Northwest Center indicated that their center's activities were evaluated; 12.2 percent of the respondents from the Detroit Center, 5.7 percent of those from the Region 12 Center, 4.3 percent of those from the Kent Center, and 17.1 percent

Table 5.14

Center Evaluation	Professional Development Center								Total Percentage	
	Detroit Center		Region 12 Center		Kent Center		Northwest Center			
	N	%	N	%	N	%	N	%		
Yes	20	48.8	30	85.7	31	66.0	23	65.8	104	65.8
No	5	12.2	2	5.7	2	4.3	6	17.1	15	9.5
Do not know	16	39.0	3	8.6	14	29.7	6	17.1	39	24.7
	—	—	—	—	—	—	—	—	—	—
Total	41	100.0	35	100.0	47	100.0	35	100.0	158	100.0

of those from the Northwest Center indicated that activities were not evaluated; and 39.0 percent of the respondents from the Detroit Center, 8.6 percent of those from the Region 12 Center, 29.7 percent of those from the Kent Center, and 17.1 percent of those from the Northwest Center indicated that they did not know whether or not activities were evaluated.

The four centers used a number of different methods to evaluate their services including (1) paper and pencil surveys, (2) follow-up surveys, (3) informal evaluations, and (4) policy board evaluations. During an interview with the researcher, one director described his center's approach to evaluation:

When we do any activity we evaluate it. We ask participants to tell us whether they found it valuable and interesting and useful...(This is the) paper and pencil method...We hand a survey or an evaluation form. So anything that teachers participate in we ask them to tell us what it was like to them and whether they think they will use what they learn with their kids in classrooms.

Last year we also did a follow-up survey. We randomly picked a number of people who'd received services from us and asked them whether that had been helpful to them (and if so to identify) any more ways specifically.

We get a great deal of informal feedback from people who come up and say, you know I like this part of it but I wish it was different in this way. They were very open to that....

We have a policy board that meets monthly and they are also a kind of evaluation group in a sense because they hear what we are doing and can give us feedback.

Another director emphasized the importance of evaluation.

We have a full-time evaluator who has developed a format for evaluating our activities, following two major paths: first, we attempt to assess the extent to which specified goals and objectives had been met and second, we assess the value of in-service activities to the participants. In order to do that, we have evaluation forms which we administered to people after any major activity. Then we have arrangements for a follow-up questionnaire to determine from them whether or not what we have done has actually been usable, useful, and used in the classroom.

In addition to that we are in a process of a three-year study (of) a population of teachers in eight schools to see whether their continuing use and involvement with the center has in fact changed their attitude about education and whether or not this will have any measurable impact on pupils' achievement.

Summary

Respondents' attitudes were described with respect to a number of aspects of professional development centers including the need to expand center services and respondent's perceptions of the extent to which they would benefit from an expansion of services, respondents' perceptions of who uses center facilities, the extent to which respondents were responsible for paying the costs of center services, respondents' reactions to various descriptions of center services and the relative importance that they assigned to those characteristics, respondents' ability to apply what they had learned in professional development activities, and respondents' knowledge about the evaluation of individual centers.

Respondents' overall perception of center services was positive, and the majority of respondents found those services to be at least somewhat usable, useful, and applicable

to their teaching. Respondents generally supported the idea of expanding center services. Approximately 87 percent of those who responded to this question were in favor of expanding services, and a vast majority (89.9 percent) indicated that they would benefit if services were expanded. Slightly more than half of the respondents (50.31 percent) indicated that most center services were free and about one-fifth of the respondents (20.12 percent) had to pay less than 50 percent of the cost of services. A majority of the respondents (85.5 percent) were able to apply what they had learned at professional development activities "to a great extent" or "to some extent" to their teaching situations. More than two-thirds of the respondents (65.8 percent) indicated that professional development activities were evaluated at their centers. Paper and pencil surveys, follow-up surveys, informal evaluations, and policy board evaluations were the major methods used to evaluate programs and services.

Specific Data Regarding the Major Research Questions

This section presents an analysis of the data related to the four main research questions. The section describes respondents' reactions to various times for scheduling professional development center activities (Tables 5.15 to 5.20); centers' affiliation with higher education institutions (Tables 5.21 to 5.24); certification and degrees (Tables 5.25 and 5.26); and respondents' perceptions of who has

responsibility for planning activities and developing operational policies (Tables 5.27 to 5.30).

Appropriate Times for Activities

The first major research question, "When are in-service education activities offered to teachers in the various professional development centers?" was asked to identify appropriate times for centers to offer in-service education activities.

Participants in the study were asked to indicate the extent to which various time periods for activities were a problem. As is indicated in Table 5.15, a majority of the respondents indicated that most of the time periods listed in the questionnaire were "sometimes" or "always" a problem. Approximately half of the respondents indicated that 8:00 a.m. to 3:00 p.m. weekdays, Sundays, and weekends (both Saturdays and Sundays) were "always" problem time periods: 70 respondents (45.5 percent) indicated that 8:00 a.m. to 3:00 p.m. weekdays was "always" a problem, 68 respondents (46.3 percent) indicated that Sundays were "always" a problem, and 61 respondents (41.8 percent) indicated that weekends (both Saturdays and Sundays) were a "always" a problem.

On the other hand, almost 30 percent of the respondents indicated that summers, weekday evenings between 5:00 p.m. and 11:00 p.m. were relatively appropriate times for professional growth activities. Of a total of 150 respondents, 50 respondents (33.3 percent) indicated that summers

Table 5.15
 Respondents' Perceptions of the Extent to Which
 Various Time Periods Are a Problem

Time Period for Activity	Frequency as a Problem							
	Never		Sometimes		Always		Mean	
	N	%	N	%	N	%	\bar{X}	
Weekdays :								
8:00 a.m. - 3:00 p.m.	21	13.6	63	40.9	70	45.5	2.318	
8:00 a.m. - 5:00 p.m.	19	12.4	87	56.9	47	30.7	2.183	
5:00 p.m. - 11:00 p.m.	43	29.3	85	57.8	19	12.9	1.837	
Weekends :								
Saturdays only	26	17.3	97	64.7	27	18.0	2.007	
Sundays only	26	17.7	53	36.1	68	46.3	2.286	
Both Saturdays and Sundays	21	14.4	64	43.8	61	41.8	2.274	
Summers	50	33.3	91	60.7	9	6.0	1.727	
Vacation periods other than summers	32	21.3	85	56.7	33	22.0	2.007	

Note: The lower the mean, the more positive the respondents' perceptions of the factor.

were an appropriate time for professional development center activities, 43 respondents (29.3 percent) considered weekday evenings between 5:00 p.m. and 11:00 p.m. to be a good time period for such activities, and 32 respondents (21.3 percent) felt that professional development activities should be offered during vacation periods other than summer.

Respondents' perceptions of appropriate times for each center's activities are indicated in Table 5.16. The data indicate that respondents from the Detroit Center felt that summers ($\bar{X}1.730$), weekday evenings between 5:00 p.m. and 11:00 p.m. ($\bar{X}1.892$), Saturdays ($\bar{X}1.917$), and vacation periods other than summers ($\bar{X}1.943$) were appropriate time periods.* Respondents from the Region 12 Center also felt that weekday evenings ($\bar{X}1.169$), summers ($\bar{X}1.676$), Saturdays ($\bar{X}1.861$), and vacation periods other than summers ($\bar{X}1.946$) were appropriate time periods. Respondents from the Kent Center indicated that summers ($\bar{X}1.614$), weekday evenings ($\bar{X}1.795$), vacation periods other than summers ($\bar{X}2.087$) and Saturdays ($\bar{X}2.109$) were appropriate. In contrast to those from the other centers, respondents from the Northwest Center indicated that 8:00 a.m. to 5:00 p.m. weekdays was an appropriate time period for center activities. Summers ($\bar{X}1.938$), 8:00 a.m. to 5:00 p.m. weekdays ($\bar{X}1.971$), vacation

* Because the respondents were asked to indicate which time periods were a problem, the highest mean (average) represents the greatest problem area. Therefore, the lower the mean, the more positive were the respondents' perceptions about the time period.

Table 5.16

Mean and Ranking by Center of Problem Time Periods

Ranking.	Detroit Center		Region 12 Center		Kent Center		Northwest Center	
	\bar{X}	Time Period	\bar{X}	Time Period	\bar{X}	Time Period	\bar{X}	Time Period
1	2.475	8-3 weekdays	2.324	8-3 weekdays	2.578	Sunday only	2.323	Sunday only
2	2.410	8-5 weekdays	2.176	Sunday only	2.512	Saturday and Sunday	2.323	Saturday and Sunday
3	2.054	Saturday and Sunday	2.171	Saturday and Sunday	2.261	8-3 weekdays	2.194	8-3 weekdays
4	2.000	Sunday only	2.083	8-5 weekdays	2.227	8-5 weekdays	2.125	Saturday only
5	1.943	Other vacation periods	1.946	Other vacation periods	2.109	Saturday only	2.062	5-11 weekdays
6	1.917	Saturday only	1.861	Saturday only	2.087	Other vacation periods	2.031	Other vacation periods
7	1.892	5-11 weekdays	1.676	Summer	1.795	5-11 weekdays	1.971	8-5 weekdays
8	1.730	Summer	1.639	5-11 weekdays	1.614	Summer	1.938	Summer

Note: The lower the mean, the more positive the respondents' perceptions of the factor.

periods other than summers ($\bar{X}2.031$), and weekday evenings ($\bar{X}2.062$) were other appropriate time periods.

In an interview with the researcher, one of the center directors stated that most professional growth activities are held after regular school hours and on Saturdays. He noted:

Most of the in-service activities are held after school and on Saturdays. This has been necessary because the substitute shortage in the school system meant that the central board established a policy that there would not be any release time for in-service activity nor for almost any other kind of activity. Therefore, the center has to go to after school and on Saturdays for activities. The center still has many participants who do come after school and on Saturdays even in very bad weather... participation in the center activities is entirely voluntary. So, if the participants wish to take summers off, that is their choice. But the center has found that there are many teachers who do come to activities during the summer.

Another director commented, "When we were state-funded, most activities that we offered were after 4 o'clock at night, on Saturdays, and during summer vacation." Another director stated that the nature of the program usually determines the time when it is offered:

Some of the center programs are of the "make it, take it" variety which tends to be an evening kind of one-shot activity. Another type is an "awareness" activity which is not an evening kind of activity. It is considered an in-depth program which usually starts on a Thursday evening and goes all day Friday and Saturday. Those in-depth programs run sometimes during the school-day time because there is not enough time in the evening to accommodate this kind of effort....

If you look at our numbers of human beings in attendance, our participants would probably be highest during our evening programs, however, if you looked at participant hours of attendance,

it is not necessarily that true. But again, more in-depth programs take more time, therefore, they have to take place during the day.

Table 5.17 shows the length of time that respondents wish to spend on each professional growth activity. It appears that, for all of the participants in this study, appreciation of activities decreased as the length of time increased. For example, approximately 84 percent of the respondents indicated that activities lasting more than 6 weeks were "sometimes" or "always" a problem. In general, respondents preferred that in-service education activities last for short periods of time: 56 respondents (38.9 percent) indicated that 1 to 2 weeks was a reasonable length of time for an activity, while only 22 respondents (16.1 percent) cited 6 to 19 weeks as a reasonable length of time.

Table 5.18 ranks the means for each center. Respondents from all four centers indicated that appropriate lengths of time for each activity were 1 to 2 weeks, 2 to 4 weeks, 4 to 6 weeks and 6 to 19 weeks in that order. The means for activities lasting from 1 to 2 weeks are 1.811 for the Detroit Center, 1.706 for the Region 12 Center, 1.429 for the Kent Center, and 1.742 for the Northwest Center.* The means for activities lasting from 2 to 4 weeks are 1.882 for the Detroit Center, 1.879 for the Region 12 Center, 1.905 for the Kent Center, and 1.935 for the Northwest Center. For activities lasting from 4 to 6 weeks, the means are 2.029

*The lower the mean, the more positive were the respondents' perceptions about the length of time for each activity.

Table 5.17

Respondents' Perceptions of Problem Lengths
of Duration for Center Activities

Length of Duration	Frequency as a Problem							
	Never		Sometimes		Always		Mean Ranking	
	N	%	N	%	N	%	\bar{X}	No.
1 - 2 weeks	56	38.9	81	56.3	7	4.9	1.660	4
2 - 4 weeks	32	22.9	90	64.3	18	12.9	1.900	3
4 - 6 weeks	27	19.3	82	58.6	31	22.1	2.029	2
6 - 19 weeks	22	16.1	55	40.1	60	43.8	2.277	1

Note: The lower the mean, the more positive the respondents' perceptions of the factor.

Table 5.18

Mean and Ranking by Center of Problem
Lengths of Duration for Center Activities

Mean Rank No.	Detroit Center		Region 12 Center		Kent Center		Northwest Center	
	X	No. of Weeks	X	No. of Weeks	X	No. of Weeks	X	No. of Weeks
1	2.242	6-19	2.281	6-19	2.390	6-19	2.161	6-19
2	2.029	4-6	2.061	4-6	2.024	4-6	2.000	4-6
3	1.882	2-4	1.879	2-4	1.905	2-4	1.935	2-4
4	1.811	1-2	1.706	1-2	1.429	1-2	1.742	1-2

Note: The lower the mean, the more positive the respondents' perceptions of the factor.

for the Detroit Center, 2.061 for the Region 12 Center, 2.024 for the Kent Center, and 2.000 for the Northwest Center. The means for activities lasting 6 to 19 weeks are 2.242 for the Detroit Center, 2.281 for the Region 12 Center, 2.390 for the Kent Center, and 2.161 for the Northwest Center.

Table 5.19 lists a number of reasons for not participating in center activities and indicates the extent to which each reason was "never," "sometimes," or "always" a problem for respondents. "Lack of released time from job" (\bar{X} 2.230), "time demands of job too heavy to become involved in growth experience" (\bar{X} 1.899), "inability to break away from family obligations" (\bar{X} 1.884), and "not aware of programs relevant to my needs" (\bar{X} 1.832) were most frequently cited as being a problem for respondents. A "lack of released time" was cited as a problem by 136 respondents (91.9 percent), while 12 respondents (8.1 percent) indicated that this factor was "never" a problem. The "time demands" of their jobs were cited as a problem by 123 respondents (83.2 percent), while 25 respondents (16.9 percent) indicated that this item was "never" a problem. "Family obligations" were considered to be a problem by 119 respondents (81.5 percent), while only 27 respondents (18.5 percent) indicated that this factor was "never" a problem. "Not aware of programs relevant to my needs" was cited as a problem by 110 respondents (76.9 percent), while 33 respondents (23.1 percent) indicated that this factor was "never" a problem.

Table 5.19

Problems Associated with Participation
in Center Activities

Reason for Not Participating	Frequency of Problem							
	Never		Sometimes		Always		Mean Ranking	
	N	%	N	%	N	%	\bar{X}	No.
Inability to break away from family obligations	27	18.5	109	74.7	10	6.8	1.884	3
Lack of transportation	103	72.0	34	23.8	6	4.2	1.322	7
Lack of released time from job	12	8.1	90	60.8	46	31.1	2.230	1
Lack of graduate credit	85	58.6	43	29.7	17	11.7	1.531	6
Lack of economic incentive for professional growth	70	48.6	61	42.4	13	9.0	1.604	5
Time demands of job too heavy to become involved in growth experiences	25	16.9	113	76.4	10	6.8	1.899	2
Not aware of programs relevant to needs	33	23.1	101	70.6	9	6.3	1.832	4

Table 5.20 indicates the mean and ranking by center of reasons why respondents do not participate in professional development activities. An analysis of the data shows that a "lack of released time from from job" is the main reason respondents do not participate in center activities. This factor was cited most frequently by respondents from the Detroit Center, the Region 12 Center, and the Kent Center and was the second most frequently cited factor by respondents from the Northwest Center. ("Family obligations" were the most frequently cited factor by respondents from this group.)

The center directors indicated in their interviews that a shortage of "money for release time" and a "substitute shortage" were the main factors that them from introducing growth activities during regular school hours. One director commented:

We would like very much to have in-service occur within the teacher's work day. We think that in-service is a critically important factor in keeping teacher feeling abreast of the latest research, so the students can learn. But we are controlled first of all by the substitute shortage and secondly by not enough money to pay some even if there were no substitute shortage. So, I would wish that a time would come when there would be enough money and enough substitutes so that in-service could become a part of a regular day and integrated into the normal life of the teacher.

Another center director observed, "the more funding that would be available for any center, the higher the likelihood would be for running more programs during the day because one could provide teachers with release time."

Table 5.20
Mean and Ranking by Center of Problems
Associated with Participation in Center Activities

Reason for Not Participating	Detroit Center		Region 12 Center		Kent Center		Northwest Center	
	No.	\bar{X}	No.	\bar{X}	No.	\bar{X}	No.	\bar{X}
Inability to break away from family obligations	3	1.892	4	1.714	3	1.881	1	2.063
Lack of transportation	7	1.353	7	1.343	7	1.349	7	1.226
Lack of released time from job	1	2.472	1	2.206	1	2.200	2	2.030
Lack of graduate credit	6	1.611	5	1.588	6	1.558	6	1.344
Lack of economic incentive for professional growth	5	1.806	6	1.486	5	1.595	5	1.516
Time demands of job too heavy to become involved in growth experiences	2	1.947	3	1.765	2	1.955	3	1.906
Not aware of programs relevant to needs	4	1.889	2	1.848	4	1.780	4	1.818

Findings. The findings concerning the first major research question can be summarized as follows:

1. The appropriate times for professional development and in-service education activities in the state of Michigan are summers, weekday evenings (5:00 p.m. to 11:00 p.m.), vacation periods other than summer, and Saturdays.
2. The most reasonable length of time for a professional development activity is from 1 to 2 weeks. A suitable length of time encourages individuals to participate in such growth activities.
3. The most important factors that prevent involvement in professional development center activities are a lack of release time, heavy time demands of jobs, family obligations, and a lack of awareness of relevant programs.

Center Affiliation with Higher Education Institutions

The research question, "Is there any affiliation with and/or participation between professional development centers and higher education institutions?" was designed to measure the relationship between professional development centers and higher education from the perspective of teacher in-service education and professional development services. In order to determine the extent of this relationship, four questions were asked in the survey instrument: participants were asked to indicate the organizations that provide the best services, the kinds of higher education institutions

with which their centers were affiliated, the types of services that these institutions provided, and whether centers should become affiliated with higher education institutions, increase their affiliation or discontinue their affiliation with higher education institutions.

Question 16 asked respondents to rate the organizations which could best provide the services they wanted for their own professional development. Responses are tabulated by means and ranks in Table 5.21. Professional development centers ($\bar{X}3.523$) were most frequently cited as the organizations that could best provide the services that respondents wanted, intermediate districts ($\bar{X}2.854$) ranked second, and higher education institutions ($\bar{X}2.719$) ranked third.

Table 5.21

Mean and Ranking of Respondents' Perceptions
Concerning Organizations That Best Provide
Professional Development Services

Organization	Mean (\bar{X})	Ranking
Local School Districts	2.434	4
Intermediate School Districts	2.854	2
Higher Education Institutions	2.719	3
Professional Development Centers	3.523	1

Question 18 asked participants to identify the kinds of higher education institutions with which their center is

affiliated. Their responses are shown in Table 5.22.

Table 5.22
Mean and Ranking of Respondents' Perceptions
Concerning Their Center's Affiliation
with Higher Education Institutions

Higher Education Institution	Mean (X)	Ranking
Community College	.000	5
Four-Year College	.006	4
University	.209	2
All of the above	.221	1
None of the Above	.154	3

Question 19 asked for information regarding the extent to which higher education institutions provided services to the respondent's professional development center. All of the respondents indicated that higher education institutions provided consultant services. Approximately 92 percent of the respondents indicated that higher education institutions provided equipment and library services, and that they offered workshops and seminars. Responses to Question 19 are tabulated by means and ranks in Table 5.23.

As to centers' affiliation with higher education institutions, the data show that none of the respondents wanted professional development centers to discontinue their affiliation with higher education institutions. On the

Table 5.23

Respondents' Perceptions Concerning the Services
That Higher Education Institutions Provide to Centers

Service	Frequency of Service							
	Never		Sometimes		Always		Mean Ranking	
	N	%	N	%	N	%	\bar{X}	No.
Offers classes	34	34.7	37	37.8	27	27.6	1.854	3
Supervises student teachers	34	38.2	34	38.2	21	23.6	1.854	3
Offers workshops and/or seminars	3	3.1	91	93.8	3	3.1	2.000	2
Provides library services	2	7.1	24	85.7	2	7.1	2.000	2
Provides equipment	2	6.7	26	86.7	2	6.7	2.000	2
Provides consultant services	0	0.0	63	94.0	4	6.0	2.060	1

contrary, respondents generally supported increasing their center's affiliation with higher education institutions. Responses are tabulated by means and ranks in Table 5.24.

Table 5.24

Mean and Ranking of Respondents' Perceptions
Concerning Their Center's Future Affiliation
with Higher Education Institutions

Response	Mean (\bar{X})	Ranking
Become affiliated with higher education institutions	.029	2
Increase affiliation with higher education institutions	.395	1
Discontinue affiliation with higher education institutions	.000	3

Most of the center directors indicated that they have close working relationships with higher education institutions and that these relationships are strong. Institutions of higher education provide a variety of services to centers, including facilities, credits, and resource personnel. One of the directors commented:

Our center has very close working relationships with all of the collegiate institutions in southeastern Michigan. We have as a part of the overall government structure five advisory committees...We have ongoing relationships with faculty members from different institutions. They help plan and address issues. In addition, professors from those institutions may be a part of our research bank of consulting.

Our workshops and programs may be offered in a college of education and their students use the center building without charge.

Another center director noted:

We have two primary relationships established with institutions of higher education. One relationship is that we work together in terms of offering credit courses from time to time. The other relationship is probably more with individuals within institutions of higher education than with the institution itself.... We seek out those human resources.

Findings. All of the centers surveyed in this study were affiliated with higher education institutions, particularly universities. Approximately 72 percent of the respondents indicated that institutions of higher education provided various services to their centers. Ninety-four percent of the respondents indicated that higher education institutions provided consultant services and offered workshops and seminars, while 86 percent of the respondents indicated that higher education institutions provided equipment and library services. The majority of the respondents indicated that center affiliation with institutions of higher education should be continued and/or increased.

The findings from the data analysis and the interviews can be summarized as follows:

1. Professional development centers are affiliated with higher education institutions.
2. Higher education institutions provide a significant number of services and personnel to participants at professional development centers.

3. There is a tendency among all participants and directors of professional development centers to prefer increased affiliation with higher education institutions.

Certification and Degrees

The research question, "Does teacher participation in professional development center activities count towards or lead to certification and/or degrees?" was designed to investigate whether center programs counted as credit towards a given degree. In order to determine whether teacher involvement in center activities counted as higher education credit, participants were asked to indicate the way or ways in which they were compensated for attending center activities. They were also asked to indicated the extent to which the services offered by the centers counted towards or led to higher education credit.

Table 5.25 describes the data obtained from responses to Question 21. When asked to indicate in what way or ways they were compensated for their participation in center activities, the majority of the respondents (87.4 percent) indicated that such activities "never" counted as in-service credit, and approximately one-third of the respondents (37.8 percent) indicated that such activities "never" counted as higher education credit. Approximately 12 percent of the respondents "sometimes" received in-service credit, and only 1 respondent (1.1 percent) indicated that they "always" received in-service credit. Compensation for

participating in activities was primarily limited to payments for specific projects: 97 percent of the respondents indicated that they were "sometimes" paid for participating in specific projects.

Table 5.25

Ways in Which Respondents Are Compensated
for Participating in Center Activities

Form of Compensation	Frequency of Compensation							
	Never		Sometimes		Always		Mean Ranking	
	N	%	N	%	N	%	\bar{X}	No.
In-Service Credit	83	87.4	11	11.6	1	1.1	1.137	4
Higher Education Course Credit	37	37.8	61	62.2	0	0.0	1.622	2
Salary Increments	10	52.6	8	42.1	1	5.3	1.526	3
Payments for a Specific Project	2	3.0	64	97.0	0	0.0	1.970	1

Table 5.26 presents respondents' perceptions of services offered by professional development centers. Question 23 asked respondents to indicate the extent to which centers provide activities that count towards or lead to higher education credit. Over one-third of the respondents (37.0 percent) indicated that higher education credit courses were not offered at their centers. All of the respondents indicated that no credit was given for in-service training

activities. Approximately 88 percent of the respondents indicated that courses, workshops, and seminars provided by professional development centers "never" had a salary increment.

The majority of the respondents indicated that their centers "sometimes" offered the following services: "informal work sessions for teachers for planning programs, preparing and/or obtaining materials" (98.4 percent), "demonstration teaching" (95.2 percent) and "informal discussion among groups of teachers" (96.7 percent).

The majority of center directors indicated that centers cannot offer college credit, but they can serve as a catalyst for linking together the special needs of the teacher population with the resources of higher education institutions. Centers can, however, serve as instruments for developing college programs. By working with teachers, higher education institutions can find out what they need. One of the center directors commented:

We work closely with the schools of education. We were able to develop a format for offering a credit course on an institutional basis. In other words, representatives from higher education institutions agreed that they would help the center plan a course for credit based on an immediate need of a given teacher population and they would agree on the teaching faculty and all the number of credit hours that would be given.

Center directors had various points of view concerning participants' interest in receiving college credits, especially when the majority of teachers do not need them.

Table 5.26

Respondents' Perceptions of Services Offered by Centers

Type of Service	Frequency of Service							
	Never		Sometimes		Always		Mean Ranking	
	N	%	N	%	N	%	\bar{X}	No.
Higher education credit courses, workshops, and/or seminars	37	37.0	62	62.0	1	1.0	1.640	7
Courses, workshops, and/or seminars for in-service training without credit	0	0.0	7	6.9	94	93.1	2.931	1
Courses, workshops seminars for in-service with salary increment	70	87.5	9	11.2	1	1.2	1.137	8
Courses, workshops, seminars for in-service without salary increment	1	1.4	10	13.7	62	84.9	2.836	2
Informal discussion among groups of teachers	1	1.6	59	96.7	1	1.6	2.000	6
Informal work sessions for teachers for planning programs, preparing, and/or obtaining materials	0	0.0	61	98.4	1	1.6	2.016	5
Demonstration teaching	0	0.0	40	95.2	2	4.8	2.048	3
Loaning or renting materials	17	32.7	17	32.7	18	34.6	2.019	4
Loaning or renting equipment	18	34.6	16	30.8	18	34.6	2.000	6

One director stated:

The attraction of credit particularly in the summertime is something that I think is easy for the teacher to justify in his or her own mind. Otherwise, the teacher is spending his time to participate in professional growth activity that he is getting something for in his record.

Another center director had a different point of view:

Teachers never ask for credits. They do not need them. They have whatever they want. They will have to pay for more credits which they are just not interested in and do not need. I only heard one participant out of 4,000 people ask for something that the center might offer for credit.

Findings. With regard to the issue of college certification and degrees, it was found that most professional development center activities do not lead to or count towards a certificate or degree. Many teachers participate in such activities for their own professional growth. This is mainly because the great majority of participants have already met all requirements for permanent certification. Approximately 75 percent of teachers in the state of Michigan have all the college credits they need in order to remain in the classroom. However, some professional development centers do offer some courses for education credit.

Curriculum Content Determinants

The research questions, "How is the content of the curriculum of professional development centers determined? Who plans the program activities for teacher in-service education?" were designed to examine the way or ways decisions

about center programs and activities are made and to identify who participates in decision-making. Participants in the study were asked if they had ever participated in administering any of the professional development centers, the extent to which they were responsible for planning programs, the extent to which they aided in developing operational policies, and whether or not they had ever participated in growth activities conducted by a professional development center.

Table 5.27 summarizes the data concerning the respondents' roles in administering professional development centers. Only 6 respondents (3.6 percent) have served as directors, assistant directors, and/or administrators; while 161 respondents (96.4 percent) have never served in any of these positions.

Table 5.27
Respondents' Roles in Center Administration

Position	Number	Percentage
Director	4	2.4
Assistant Director	1	.6
Administrator	1	.6
No participation	161	96.4

Question 22 asked respondents to indicate who had responsibility for planning center programs. This question was designed to describe teachers' involvement and participation in planning various professional growth activities. The data listed in Table 5.28 show that "center administrators" ($\bar{X}2.952$), "center coordinators" ($\bar{X}2.923$), and "education media specialists" ($\bar{X}2.500$) were perceived to be the main forces behind professional development center planning. "Classroom teachers" ($\bar{X}1.909$) were perceived as having less responsibility for such planning. All of the respondents indicated that center administrators and coordinators were "sometimes" or "always" responsible for planning such activities.

With respect to their involvement in developing operational policies, only one-third of the respondents (33.3 percent) indicated that classroom teachers were 'always' involved in such development. Approximately 98 percent of the respondents indicated that their center's board of directors were "always" responsible for developing policies. and approximately 37 percent of the respondents indicated that school administrators were "always" responsible. The number and percentage of respondents are listed in Table 5.29.

Questions 29 and 30 asked about respondents' participation in professional development activities. Of the 169 respondents who answered this question, 145 respondents (85.8 percent) indicated that they have participated in

Table 5.28

Respondents' Perceptions of Who Has Responsibility
for Planning Center Programs and Activities

Position	Never		Sometimes		Always		Mean Ranking	
	N	%	N	%	N	%	\bar{X}	No.
Center coordinator	0	0.0	6	7.7	72	92.3	2.923	2
Center administrators	0	0.0	5	7.5	62	92.5	2.925	1
Secretarial staff	2	9.1	9	40.9	11	50.0	2.409	4
Classroom teachers	3	27.3	6	54.5	2	18.2	1.909	5
Education media specialists	0	0.0	1	50.0	1	50.0	2.500	3

Table 5.29

Respondents' Perceptions of Who Has Helped
to Develop Operational Policies for Centers

Position	Never		Sometimes		Always		Mean Ranking	
	N	%	N	%	N	%	\bar{X}	No.
Board of directors	0	0.0	2	2.2	89	97.8	2.978	1
School administrators	1	9.1	6	54.4	4	36.4	2.273	2
Classroom teachers	1	8.3	7	58.3	4	33.3	2.250	3
Higher education personnel	1	2.2	40	87.0	5	10.9	2.087	5
State agency personnel	15	27.3	20	36.4	20	36.4	2.091	4
Lay citizens	6	46.2	4	30.8	3	23.1	1.769	6

professional development activities conducted by a center, while 24 respondents (14.2 percent) indicated that they had not participated in such activities. Table 5.30 indicates the total number of respondents who have participated in center activities.

Table 5.30
Number and Percentage of Respondents
Who Have Participated in Center Activities

Participation	Number	Percentage
Yes	145	85.8
No	<u>24</u>	<u>14.2</u>
Total	169	100.0

A total of 150 respondents indicated the centers at which they have participated. Of these, 37 respondents (24.6 percent) have participated in activities conducted by the Detroit Center, 35 respondents (23.3 percent) have participated in activities conducted by the Region 12 Center, 44 respondents (29.3 percent) have participated in activities conducted by the Kent Center, and 34 respondents (22.6 percent) have participated in activities conducted by the Northwest Center. Table 5.31 indicates the number and percentage of respondents who have participated in

activities at each center.

Table 5.31

Number and Percentage of Respondents
Who Have Participated in Activities at Each Center

Professional Development Center	Participants	
	Number	Percentage [*]
Detroit Center for Professional Growth and Development	37	24.6
Region 12 Professional Development Center	35	23.3
Kent Professional Development Center	44	29.3
Northwest Professional Development Center	34	22.6
Total	150	99.8

* Percentages are rounded and do not necessarily add to 100.

Findings. Respondents indicated that center administrators and coordinators had most of the responsibility for planning professional development center programs. Ninety-two percent of the respondents indicated that center administrators and coordinators were responsible for program planning. Approximately 98 percent of the respondents indicated that the board of directors was in charge of developing center operational policies. In an interview,

one director stated:

The policy board takes a look at the needs that have been serviced as a result of doing a major need assessment. It then says what the top needs are that the program focuses on during a given school year. The policy board usually delegates the responsibility of planning programs to the center staff.... Our center policy board consisted of eleven members, the majority were teachers.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter summarizes the main features of the study and includes observations, recommendations, and conclusions based on the findings of the study. The chapter is divided into three main sections: the first section includes a brief review of the purpose of the study, the related precedents, and the design of the study; the second section presents the conclusions of the study, interprets the findings using information and insights largely acquired during visits to the centers and interviews with the directors, and presents suggestions made by respondents when they returned the questionnaire; the third section includes recommendations for professional development centers in general as well as recommendations for professional development centers in Libya and other developing countries. This section also includes recommendations for future research.

Summary

The basic purpose of the study was to investigate professional development centers in the state of Michigan with regard to teacher in-service education from the perspective of: (1) scheduling appropriate times for activities and

programs; (2) centers' affiliation with higher education institutions and the involvement of higher education institutions in teacher in-service education programs offered by professional development centers; (3) certification and degrees; and (4) determinants of in-service education activities and programs. The study also examined whether and to what extent the experience of professional development centers in Michigan could help in answering teacher in-service education needs in Libya.

For the foreseeable future, meeting education's new demands and challenges will be dependent upon generally improving teacher in-service education and, specifically, on improving the education of teachers in the classroom. Professional continuing education is important for teachers to improve their personal growth, professional competencies, and teaching effectiveness, especially at a time when the demands on the teaching profession are increasing. As Miller notes:

In today's climate, everyone must improve his/her skills. Today's declining enrollments and shrinking resources call for the ultimate in effectiveness and efficiency. Renewal and re-education are necessary so that staff members can meet new challenges and keep up with new developments.¹

A great deal of literature, much of which directly relates to the area of professional development activities

¹William C. Miller, "What's Wrong with In-Service Education? It's Topless!" Educational Leadership 35 (October 1977):31.

for teachers, has been written on the general topic of in-service education. As Marsha Ream has observed, the topic of in-service education has always been of great interest to professional educators.² Well-organized and systematic in-service education is essential for the members of any profession, but it is much more important for educational workers because education occupies a unique and strategic position in the task of human development.

Professional development centers are one response to the need for continuing education. These centers, which represent one of the most popular educational concepts since the 1960s, can be found on every continent, with the greatest number located in North America, Europe, and Australia. According to Waskin, the professional development center movement in the United States began in the mid-1960s. The movement grew slowly until about 1970 and increased significantly by 1973. "The statistics show that of the teacher centers surveyed, 9 percent were established before 1970, and 91 percent were established since 1970, which is a powerful indicator of their rapidly ascending popularity."³ DeVault points out that curriculum improvement and professional development are two of the main reasons for the

²Marsha A. Ream, In-Service Education of Teachers: Research Summary 1966-51 (Washington, D.C.: National Education Association, Research Division, 1966).

³Yvonne Fisher Waskin, "The Teacher Center Movement in the United States and Its Implications for Teacher Education" (Ph.D. dissertation, University of Michigan, 1976), p. 109.

professional development center movement, "Curriculum development and in-service education are two needs which have fostered the creation of teachers' centers in many countries."⁴

In Michigan, it appears that efforts to develop a state-wide system of professional development centers for teachers have been largely influenced by the growing demand for new knowledge, mandated educational programs, and rising expectations concerning the role of the schools. In response to this demand, the 1975-77 Appropriation Act for the Department of Education made funds available for planning professional development centers. As a result of this act and others, several professional development centers were created to provide school personnel with additional skills, competencies, and knowledge. Three of these state-funded centers (the Detroit Center for Professional Growth and Development, the Region 12 Professional Development Center, and the Kent Professional Development Center) and one federally-funded center (the Northwest Staff Development Center) were the focus of the study.

The purpose of the study was to describe and analyze the perceptions of participants at the four centers with respect to their involvement in the total program activities offered by their centers. The study also sought to address

⁴M. Vere DeVault, "Teacher Centers: An International Concept," Journal of Teacher Education 25 (spring 1974):37.

the primary research questions discussed in Chapter IV. To accomplish these objectives, a questionnaire was designed and pilot-tested in the Region 12 Professional Development Center at Kalamazoo on November 8, 1979.

After the questionnaire had been revised, letters were sent to the directors of each of the four centers selected for the study. These letters notified the directors about the study and asked for their help. A few weeks later, a cover letter, the questionnaire, and a stamped, pre-addressed envelope were mailed to a randomly selected sample of teachers and administrators who had participated in activities offered by the centers. On January 25, 1980, a follow-up letter and a second copy of the questionnaire were sent to those who did not respond to the first contact. By March 1, 1980 (the deadline for including questionnaires in the study), 180 responses (64 percent) had been received. Of this total, 172 questionnaires (61 percent of the original sample of 281) were usable after the data had been processed by the Michigan State University computer. On March 10, 1980, a thank you letter was mailed to each director. In this letter, the author thanked the directors for their time and effort and asked them to extend his appreciation to the participants.

The author also visited the four centers and interviewed the directors of each center. Information was collected with regard to: (1) scheduling appropriate times

for in-service education and teacher training; (2) centers' affiliation with higher education institutions and the involvement of higher education institutions in center programs; (3) centers' relationships with other support agencies (e.g., public schools and government agencies); (4) certification and degrees; (5) determinants of in-service education activities; (6) available materials and equipment; and (7) projected plans for future development. The data from the questionnaires and the results of the interviews are presented in Chapter V.

Conclusions

This section summarizes the findings from the data analysis and presents the researcher's conclusions with respect to the major research questions.

Characteristics of Respondents

Age and Experience. The majority of respondents (78.4 percent) were between 24 and 50 years old. Almost one-half (47 percent) were teachers who had 3 to 10 years of experience and over one-third (34.5 percent) had 11 to 20 years of experience.

Teaching responsibilities. Most respondents (80.4 percent) were teachers. The vast majority (83 percent) worked as full-time teachers and were responsible for teaching mathematics (16.1 percent), reading (15.5 percent), language arts (14.7 percent), social studies (12.8 percent),

and science (11.8 percent). The largest number of the respondents (67 percent) were elementary school teachers.

Educational Level. A majority of respondents (89.5 percent) had completed the bachelor's degree plus some course work. This finding is in accordance with the findings of previous studies which indicate that approximately 75 percent of teachers in the state of Michigan have all the college credits they need in order to remain in the classroom.

Preparation Time and Time Spent Working with Students. Over one-third of the respondents (39.3 percent) indicated that they spent an average of 6-10 hours per week in planning and preparation. On the other hand, the majority of respondents (73.2 percent) indicated that they spent an average of less than 2 hours per week working with students beyond regular school hours.

Attitudes towards Professional Development Centers

Expansion of Center Services. A majority of the respondents (86.8 percent) supported the expansion of center services. Approximately 90 percent of the respondents felt that they would benefit if center services were expanded.

Cost of Services. Over one-half of the respondents (50.3 percent) received center services without cost, and about one-fifth of the respondents (20.1 percent) paid less than 50 percent of the cost of services.

Ability to Apply Center Experiences. The majority of respondents (85 percent) were able to apply knowledge gained at center activities to their teaching situations.

Characteristics of Centers. The majority of respondents indicated that professional development activities should be "well organized" (86.6 percent), "practical and useful" (65 percent), "relevant to teaching situation" (62.9 percent), held at a "convenient time" (52.3 percent) and "conveniently located" (50.3 percent). Characteristics that seemed to be less important or not relevant were "earning college credit" (11.8 percent) and "participating in planning" (17 percent).

Evaluation. Centers in Michigan use different methods to evaluate their services, including paper and pencil surveys, follow-up surveys, informal evaluations, and evaluations by policy boards.

Research Questions

Scheduling Center Activities. The data gathered with regard to the first research question, "When are in-service education activities offered to teachers in the various professional development centers and what are appropriate times for scheduling such activities?" indicates that:

1. The preferred times for in-service education activities were summers (33.3 percent), weekday evenings between 5:00 p.m. and 11:00 p.m. (29.3 percent), vacation periods other than

summers (21.3 percent), and Saturdays (17.3 percent).

2. The preferred length of duration for a professional development activity is 1 to 2 weeks (38.9 percent). A suitable length of time encourages individuals to participate in growth activities.
3. The factors that constituted the greatest obstacles to teacher participation in professional development center activities were "lack of released time" (91.9 percent), "time demands of job too heavy" (83.2 percent), "family obligations" (81.5 percent), and "lack of awareness of programs relevant to needs" (76.9 percent).

Affiliation with Higher Education Institutions. With regard to the question, "Is there any affiliation with and/or participation between professional development centers and higher education institutions?" the data indicate that:

1. Professional development centers are closely affiliated with higher education institutions.
2. Higher education institutions provide significant services, equipment, and personnel to professional development center participants. Approximately 94 percent of the respondents indicated that higher education institutions provide consultant services and offer workshops and seminars. Also, 86 percent of the respondents indicated that higher education institutions provided equipment and library

services.

3. All respondents and directors of the four centers desired to continue and/or increase their center's affiliation with higher education institutions.

Certification and Degrees. With regard to the research question, "Does teacher participation in professional development center activities count towards or lead to certification and/or degree attainment?" the data indicate that:

1. Professional development center activities do not count towards or lead to a teaching certificate. Most of the participants in the study seemed to be involved in activities for their own professional growth.
2. The majority of participants have already met all requirements for permanent certification. Approximately 89 percent of the respondents indicated that they had all the college credits they needed to remain in the classroom.
3. The centers serve as catalysts for linking together the special needs of the teacher population with the resources of higher education institutions. Centers are instruments for developing college programs because they work with teachers to find out what they need. Some professional development centers offer courses for higher education credits.
4. The majority of respondents indicated that courses, workshops, and/or seminars provided by professional development centers did not have a salary increment.

Participation in Program Planning and Operational Policy Development. With regard to the research question, "How is the content of the curriculum of professional development centers determined? Who plans the program activities for teacher in-service education?" the data indicate that:

1. Center administrators and center coordinators have primary responsibility for determining professional growth programs. Approximately 93 percent of the respondents indicated that center administrators and coordinators "always" have responsibility for planning center programs and activities, while approximately 92 percent indicated that coordinators "always" have such responsibilities. Only 18 percent of the respondents indicated that classroom teachers are "always" responsible for planning activities.
2. Boards of directors are primarily responsible for developing the operational policies of centers. Only one-third of the respondents indicated that classroom teachers "always" aid in developing such policies, while 97.8 percent indicated that the board of directors is "always" responsible for policy development.

Observations

The effectiveness of a professional development center depends very largely upon the quality of its services and the professional outlook of those who offer them.

Opportunities for serious consulting work and well organized, relevant programs are essential components of good professional development services. The findings of the study have led the author to develop a number of specific observations that need to be considered if professional development programs are to operate effectively.

1. The professional development center movement should be nurtured. Centers are social learning places where teachers can identify their training needs, explore new directions, talk together, and have an opportunity to grow professionally. Every teacher should have easy access to a professional development center.
2. The professional development center concept should continue to challenge institutions of higher education so that they will be responsive to teachers' needs and do things differently. In the past, many educators felt that even though they did not get what they needed from a university, they had no other alternative. Today, professional development centers provide that alternative.
3. Education is a political process. There is a political struggle between higher education institutions (especially colleges of education) and professional development centers concerning the power to control inservice education and professional development programs. That teachers and other school personnel prefer to receive

professional development services from centers and/or institutions of higher education suggests that a collaborative effort between the two agencies should be encouraged. There should also be a serious attempt to join higher education institutions and professional development centers. Centers should avoid political confrontation by working very closely with colleges, including them in all planning efforts, and consulting with them about center activities. On the other hand, colleges should provide resources and expertise and assist centers in meeting participants' needs.

4. Higher education institutions must create suitable programs that recognize and address the needs of teachers. Findings from this study suggest and/or support King's recommendation that:

...there are large numbers of teachers who do not choose to pursue formal graduate study. Colleges and universities must begin to look at the feasibility of designing programs for this unique group. Those programs must include experiences based on teacher identified needs, oriented⁵ towards specific student learning problems.

5. The findings and conclusions of the study also support Morris who states:

⁵Charles Thomas King, "Professional Development Needs as Perceived by Full-Time Teachers Not Pursuing Advanced Study and Factors Affecting Their Acceptance of Programs Designed to Meet These Needs"(Ph.D. dissertation, Michigan State University, 1978).

...although much of the recent writings on professional development stress the importance of teachers having the opportunity to plan their own professional development activities, this research did not find evidence to support the concept. Teachers would rather, for example, have their professional development well organized than have the opportunity to plan it. This is of importance to planners if confronted with a choice of involving a large number of teachers in the planning or making sure that the activities are well organized. Well organized would be a better choice.⁶

Recommendations

Though the study has been limited to four professional development centers in the state of Michigan, the findings have significant meaning for in-service education in Michigan and perhaps for teacher professional growth in other states and in Libya and other developing countries. This section includes recommendations for professional development centers in the state of Michigan, professional development centers in Libya and other developing countries, and further research.

Recommendations for Professional Development Centers in Michigan

Based on the findings for the study, the following recommendations for professional development centers in Michigan are made:

⁶Cecilia Morris, "A Study of the Status of Michigan's Current K-12 Teacher Professional Development System from the Perspective of Evaluation Research Theory" (Ph.D. dissertation, Michigan State University, 1979).

1. Teachers should be given release time from their jobs in order that they may participate in professional development programs. Funding needs to be allocated by federal and state governments so that districts may pay for substitute teachers.
2. Professional development centers should provide more programs in individual schools and districts. It is important for centers to initiate programs in the schools and then continue them at the centers. In this way, teachers can have an opportunity to make contact with the centers. Center representatives should also visit local districts and meet with teachers.
3. An ideal professional development would be centrally located, staffed by professionals, and equipped with up-to-date materials. Activities would be stimulating and teacher-centered. Students would be the ultimate beneficiaries of center activities. Facilities would be readily available and conveniently located.

Recommendations for Professional Development Centers in Libya and Other Developing Countries

Based on the study's findings, the following recommendations are made concerning professional development centers in Libya and other developing countries:

1. Centers in developing countries can provide an opportunity for teachers to have dialogues among themselves and try innovations in a non-threatening atmosphere. The professional development center concept is especially

valuable in countries where resources for teacher training are limited.

2. Planners must take into account varying societal and cultural structures from country to country. The professional development center concept may be very compatible in countries that operate according to democratic ethics and that believe that the best decisions are made when many people are involved. Professional development centers may also respond to needs in countries where the educational program is dictatorial and teachers have few opportunities to share ideas. In all countries, the perceptions of the teachers about the purposes and functions of centers are critical.
3. The results of this study indicate that there is positive support for the professional development center concept. One cannot, however, assume that policy-makers and teaching staff personnel in Libya understand the possible benefits and implications of professional development centers. Therefore, an awareness program must be established to provide Libyan decision-makers and teachers with an adequate knowledge of professional development centers.
4. The Secretariat (Ministry) of Education, through its administrative structure and substantial input from various agencies, needs to analyze available data, identify areas where professional growth is needed, develop plans for providing in-service education, establish centers, and allocate funds for professional development programs. The Secretariat should

establish an office for teachers' affairs. Such an office should have a comprehensive and workable records system in order to help provide data about the needs of individual teachers. Plans should be developed for meeting these objectives, for allocating financial resources, and for evaluating programs.

5. The committees in each educational zone should work with teacher's unions and community members to identify local needs and objectives, local resources, and areas where professional development is needed to conform with the national philosophy and to meet national educational goals.
6. The various institutions of higher education (mainly colleges and universities) should be responsive to local and national teacher needs and requests. These institutions should engage in further investigation and research and make available professors, advisory units, expert researchers and evaluators, and advanced facilities as needed. Higher education institutions should also provide expertise in specialized areas of needs assessment, diagnosis, prescription, evaluation, and follow-up techniques.
7. The teacher's union should help the Secretariat and zone administrators plan and organize professional development programs. Representatives from the union could monitor and encourage teacher participation in various programs. They could also determine the particular needs of individual teachers and work to

achieve the broad goals of the nation.

Recommendations for Further Research

Based on the study's findings, the following recommendations are made concerning future research:

1. Further research needs to be done with regard to the relationship between professional development centers and higher education institutions. Can professional development centers be provided on university campuses and will they be as effective as when they are located off campus? Do colleges of education absorb or assimilate the professional development center movement when they provide teacher centers on university campuses?
2. Further research on teaching effectiveness is also needed. For example, more information is needed about the relationship between participation in professional development center in-service activities and student performance.
3. There should be an in-depth evaluation of the effectiveness of Michigan professional development centers in terms of meeting their objectives.
4. It would be valuable to study teachers and administrators that never participate in professional development center activities. These teachers and administrators could be compared with teachers and administrators who do participate in professional development center activities to determine whether there are any significant differences with respect to competency, teaching effectiveness,

perceptions of professional development, and needs.

5. This study was limited to four professional development centers in the state of Michigan, but the study should be replicated to include all professional development centers in Michigan.
6. An evaluation of current professional development programs (teacher in-service education) in Libya should be conducted to determine whether or not these programs provide teachers and administrators with the appropriate competencies, skills and professional growth. Also, it should be determined whether or not teacher in-service education in Libya is designed according to teacher needs assessments.

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APPENDICES

APPENDIX A

Letter to Professional Development
Center Directors from the Author

Mohamed H. Falougi
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Tel. (517) 355-0741

November 5, 1979

Dear Director:

In recent years continuing in-service education for professional development has received a good deal of attention. From the increased emphasis on in-service education one specific phenomena has evolved which is the emergence of the professional development center (PDC) as one of the most powerful vehicles for the delivery of in-service education on the scene today.

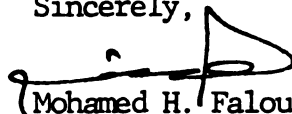
This is to let you know that a study is being conducted to determine whether and to what extent professional development centers in the state of Michigan help in answering teacher in-service education problems, and if professional development centers would be feasible for the improvement of teacher in-service education in my country of Libya. I earnestly seek your assistance with my significant study.

I have developed a questionnaire which was pretested and revised to make it possible to obtain needed information with a minimum amount of time. The survey instrument will be sent to you and a number of teachers to complete. Please return it to me as soon as possible. Your help and input is extremely valuable.

The information gathered and findings will be made available to you on your request at a later date. I would like to assure you that your name and response will be kept completely confidential. Your cooperation will be sincerely appreciated by me and all members of my doctoral guidance committee.

Thank you for your help and time.

Sincerely,



Mohamed H. Falougi
Doctoral Student
Curriculum and Instruction
College of Education
Michigan State University

Doctoral Guidance Committee Members:

Dr. Peggy M. Riethmiller, Chairman
Dr. Ben A. Bohnhorst
Dr. Howard W. Hickey
Dr. Walter W. Scott

APPENDIX B

Letter to Professional Development Center
Directors from Michigan State University

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM

ERICKSON HALL

EAST LANSING • MICHIGAN • 48824


November 5, 1979

As the Chairman of Mr. Mohamed Falougi's doctoral guidance committee I have worked with him for a number of months in his effort to develop a dissertation study of significance. Mr. Falougi's other committee members have also spent time with him in deliberation about research which will be beneficial to Michigan and/or American educators, as well as those of Libya.

By this time, Mr. Falougi has contacted you about participating in his approved research project entitled, "A Study of Selected Aspects of Professional Development Centers with Recommendations for the In-Service Education of Libyan Teachers." The other members of Mr. Falougi's committee and I wish to thank you in advance for your part in this valuable effort and your assistance with the teacher participants of the study.

Because of Mr. Falougi's conscientiousness, thoroughness, and professionalism on other academic endeavors, I am assured that this effort will be one of excellence. We are grateful for your support of it.

Sincerely,



Peggy M. Riethmiller
Professor

APPENDIX C

Cover Letter for the Questionnaire

Mohamed H. Falougi
1401 F Spartan Village
Michigan State University
East Lansing, Michigan 48823
Tel. (517) 355-0741

November 15, 1979

Dear Participant:

A few weeks ago your professional development center director received a letter indicating that a survey of professional development center participants would be sent to you shortly. Here is that survey. This questionnaire is an instrument being used to gather needed information for a doctoral dissertation which is entitled, "A Study of Selected Aspects of Professional Development Centers with Recommendations for the In-Service Education of Libyan Teachers."

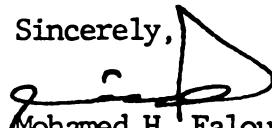
The questionnaire is brief and has been pretested with teachers and revised to make it possible to obtain needed information with a minimum amount of your time. I would like to ask you kindly to complete this questionnaire and return it to me as soon as possible. I would greatly appreciate having your response by next week. The success of this study depends upon information which only you can provide. A stamped return envelope is enclosed for your convenience.

Although I do not ask for your name, you will notice a number on the first page of the questionnaire. This number can identify you, if necessary, but will be used only to determine who has not returned the questionnaire.

Confidentiality will be strictly maintained throughout the study. No personal identification (such as name, address, etc.) will appear on any of the materials. If you wish, a summary of the findings of this study will be sent to you when the study is complete.

Thank you for your help and time.

Sincerely,



Mohamed H. Falougi
Doctoral Student
Curriculum and Instruction
College of Education
Michigan State University

Doctoral Guidance Committee Members:

Dr. Peggy M. Riethmiller, Chairman
Dr. Ben A. Bohnhorst
Dr. Howard H. Hickey
Dr. Walter W. Scott

APPENDIX D

The Questionnaire

col (1-3)

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1

GENERAL INSTRUCTIONS: Either a pen or pencil may be used to complete this questionnaire. Most of the questions may be answered by simply placing an (X) in the appropriate box; other questions ask for written-in answers. However, you may write in additional comments whenever you wish to do so.

I. Background Data

Please provide the following information about yourself by placing an (X) mark in the appropriate box.

1. What is your sex?

1. Male.....() 2. Female.....() (5)

2. What is your age group?

1. 23 or younger.....() 4. 41 - 50.....()
 2. 24 - 30.....() 5. 51 - 60.....()
 3. 31 - 40.....() 6. 61 or more.....() (6)

3. Are you working as a full-time teacher?

1. Yes..() (Please skip Question 4. Go directly to Question 5.)
 2. No...() (Please answer Question 4.) (7)

4. What is the reason(s) for not being a full-time teacher?
 (Please explain briefly)

5. What is your primary responsibility?

1. Director (PDC).....() 5. Counselor.....()
 2. Administrator.....() 6. Other.....()
 3. Teacher.....() (please specify)
 4. Education media
 specialist.....()

(8-13)

6. I am most responsible for teaching:

1. Math.....() 7. Foreign Language.....()
 2. Science.....() 8. Industrial Arts.....()
 3. Social Science.....() 9. Special Education... ()
 4. Social Studies.....() 10. Technical Education..()
 5. Reading.....() 11. Business Education...()
 6. Language Arts.....() 12. Physical Education...()

1. Less than B.A. or B.S.....()
2. Junior/community college degree.....()
3. Bachelor's degree.....()
4. Bachelor's degree plus some course work.....()
5. Master's degree.....()

6. Master's degree plus some course work.....()
7. Education specialist.....()
8. Ed.D. or Ph.D.....()
9. Other (Please specify).....()

(42)

II. Attitudes towards Professional Development Activities

14. Some people feel that professional development centers (PDCs) and their services should be expanded; others oppose the idea for a variety of reasons. When you think about the need for such services, would you:
 1. Strongly support the expansion of PDCs and their services.....()
 2. Weakly support the expansion of PDCs and their services.....()
 3. Weakly oppose the expansion of PDCs and their services.....()
 4. Strongly oppose the expansion of PDCs and their services.....()
 5. No opinion, do not know.....()
15. Do you feel you would benefit if the professional development center services available now were expanded?
 1. Yes, a great deal.....()
 2. Yes, to a small extent.....()
 3. No, no benefit.....()
 4. No opinion, do not know.....()
16. There are a variety of organizations which currently conduct professional development activities. Which of the organizations listed below could best provide the services you would want for your own professional development?

NOTICE: Rate each on a scale ranging from zero to five (1,2,3,4,5). A score of "0" indicates that the organization fails to meet your expectations while a score of "5" implies that it does so fully.

 1. Local school districts.....()
 2. Intermediate districts.....()
 3. Higher education institutions.....()
 4. Professional development centers.....()
 5. Other (please specify).....()

(43-49)

17. Have you ever participated in administering any of the professional development centers in the state of Michigan? (The Detroit Center for Professional Growth and Development,

the Kent Professional Development Center, the Region 12 Professional Development Center, or the Northwest Staff Development Center)?

1. Yes, as a director.....()
2. Yes, as an assistant director.....()
3. Yes, as an administrator.....()
4. No.....() (50)

18. With which higher education institution(s) is your center affiliated?

1. Community college.....()
 2. Four-year college.....()
 3. University.....()
 4. All of the above.....()
 5. None of the above.....()
 6. Other (please specify).....()
- (51-56)

19. Please indicate the extent to which higher education institution(s) provide the following services to your center.

- | | Never
(1) | Sometimes
(2) | Always
(3) |
|---|----------------|--------------------|-----------------|
| 1. Offers classes..... | () | () | () |
| 2. Supervises student teachers.. | () | () | () |
| 3. Offers workshops and/or
seminars..... | () | () | () |
| 4. Provides library service..... | () | () | () |
| 5. Provides equipment..... | () | () | () |
| 6. Other (please specify)..... | () | () | () |
- (57-63)

20. To what extent do the following groups of public school personnel make use of the facilities of your center?

- | | Never
(1) | Sometimes
(2) | Always
(3) |
|---------------------------------|----------------|--------------------|-----------------|
| 1. Classroom teachers..... | () | () | () |
| 2. Curriculum consultants..... | () | () | () |
| 3. Principals..... | () | () | () |
| 4. Paraprofessionals..... | () | () | () |
| 5. Others (please specify)..... | () | () | () |
- (64-69)

21. In what way or ways are you compensated for your participation?

- | | Never
(1) | Sometimes
(2) | Always
(3) |
|-----------------------------------|----------------|--------------------|-----------------|
| 1. In-service credit..... | () | () | () |
| 2. Higher education course credit | () | () | () |

	Never (1)	Sometimes (2)	Always (3)
3. Salary increments.....	()	()	()
4. Payment for specific project.	()	()	()
5. Other (please specify).....	()	()	()

(70-74)

22. To what extent are the following staff members responsible for planning the program offerings and other activities in your center?

	Never (1)	Sometimes (2)	Always (3)
1. Center coordinator.....	()	()	()
2. Center administrators.....	()	()	()
3. Secretarial staff.....	()	()	()
4. Classroom teachers.....	()	()	()
5. Educational media specialists	()	()	()

(5-9)

23. To what extent does your center offer the following services?

	Never (1)	Sometimes (2)	Always (3)
1. Higher education credit courses, workshops, and/or seminars.....	()	()	()
2. Courses, workshops, and/or seminars for in-service training without credits....	()	()	()
3. Courses, workshops, and/or seminars for in-service training with salary increment.....	()	()	()
4. Courses, workshops, and/or seminars for in-service training without salary increment.....	()	()	()
5. Informal discussion among groups of teachers.....	()	()	()
6. Informal work sessions for teachers for planning programs, preparing, and/or obtaining materials.....	()	()	()

	Never (1)	Sometimes (2)	Always (3)
7. Demonstration teaching.....	()	()	()
8. Loaning or renting materials.	()	()	()
9. Loaning or renting equipment.	()	()	()
10. Other (please specify).....	()	()	()

(10-19)

24. To what extent did the following groups aid in developing operational policies or guidelines for your center?

	Never (1)	Sometimes (2)	Always (3)
1. Board of directors.....	()	()	()
2. School administrators.....	()	()	()
3. Classroom teachers.....	()	()	()
4. Higher education personnel...	()	()	()
5. State agency personnel.....	()	()	()
6. Lay citizens.....	()	()	()
7. Others (please specify).....	()	()	()

(20-26)

25. Please place an (X) mark in the appropriate box beside each item or items below which you like to see as projected plans for the future of your center.

There is a plan to expand our services and programs in these ways:

1. Expand program offerings.....()
2. Involve greater numbers of public school personnel.()
3. Involve greater numbers of private school personnel()
4. Affiliate with higher education institutions.....()
5. Increase affiliation with higher education institutions.....()
6. Discontinue affiliation with higher education institutions.....()
7. Increase professional materials supply.....()
8. Other (please specify).....()

(27-34)

26. To what extent does your center provide opportunities for undergraduate student teachers to participate in activities with practicing teachers?

27. Does your state government, through the Department of Education or any other state agency, exercise control or supervision over your professional development center?
1. Yes..() (Please answer Question 28.)
 2. No...() (Please skip Question 28. Go directly to Question 29.)
- (35)

28. If yes, please describe briefly how this is accomplished.
-
-
-

29. Have you ever participated in professional development activities conducted by a professional development center?
1. Yes..()
 2. No...()
- (36)

30. If yes, in which of the centers listed below have you participated in professional development activities?
1. The Detroit Center for Professional Growth and Development.....()
 2. The Kent Professional Development Center.....()
 3. The Region 12 Professional Development Center or ()
 4. The Northwest Staff Development Center.....()
- (37-40)

31. Listed below are some descriptions of professional development center services which you have received. Please indicate the extent to which you agree or disagree with each item on the list. Use (SA) to indicate "strongly agree," (A) to indicate "agree," (D) to indicate "disagree," (SD) to indicate "strongly disagree," and (NO) to indicate "no opinion."

	SA	A	D	SD	NO
	(1)	(2)	(3)	(4)	(5)
1. Well organized.....	()	()	()	()	()
2. Conveniently located	()	()	()	()	()
3. A convenient time...	()	()	()	()	()
4. Pertinent and relevant to my teaching situation.....	()	()	()	()	()
5. Relevant to district needs.....	()	()	()	()	()
6. Practical and useful	()	()	()	()	()
7. Earned college credit	()	()	()	()	()
8. Opportunity to share ideas with other teachers.....	()	()	()	()	()
9. Knowledgeable and experienced resource people.....	()	()	()	()	()

$\frac{SA}{1}$ $\frac{A}{2}$ $\frac{D}{3}$ $\frac{SD}{4}$ $\frac{NO}{5}$
 (1) (2) (3) (4) (5)

10. Good personal, individualized help..() () () () ()
11. Opportunity to help in planning.....() () () () ()
12. Other (please specify)() () () () ()

(41-52)

32. On the average, were you able to apply what you learned at these locally conducted professional development activities in your teaching?

1. Yes, a great deal.....() 4. No.....()
2. Yes, some() 5. Do not know.....()
3. Yes, a little.....()

(53)

33. In the majority of instances where you received services from any one of these professional development centers did you:

1. Receive those services free?.....()
2. Pay less than 50 percent of the cost?.....()
3. Pay more than 50 percent of the cost?.....()
4. Do not know.....()

(54)

34. Are professional development center activities evaluated at your center?

1. Yes..() (Please answer Questions 36 and 37.)
2. No...() (Please skip Questions 36 and 37. Go to Question 38.)

(55)

35. If yes, by what means? (Explain briefly.)

36. If yes, are you involved in the evaluation? (Explain briefly.)

37. Would you like to be more involved in the total program (design, operation, and evaluation) of professional development programs than you are now?

1. Yes..()
2. No...()

(56)

38. If yes, what do you consider the obstacles which keep you from being more involved?

39. Listed below are some characteristics of professional development activities that might be important. Would you please respond to each item below by indicating whether it is "essential" (E), "of great importance" (GI), "of some importance" (SI), or "not relevant" (NR) in regard to your own expectations for professional development activities.

	$\frac{E}{(1)}$	$\frac{GI}{(2)}$	$\frac{SI}{(3)}$	$\frac{NR}{(4)}$	
1. Well organized.....	()	()	()	()	
2. Conveniently located.....	()	()	()	()	
3. A convenient time.....	()	()	()	()	
4. Relevant to my teaching situation.....	()	()	()	()	
5. Relevant to district needs..	()	()	()	()	
6. Practical and useful.....	()	()	()	()	
7. Earning college credit.....	()	()	()	()	
8. Sharing ideas with other teachers.....	()	()	()	()	
9. Receiving personal, individualized help.....	()	()	()	()	
10. Participating in planning activities.....	()	()	()	()	
11. No financial cost.....	()	()	()	()	(57-67)

40. Below is a list of reasons why teachers sometimes do not take advantage of professional growth activities in professional development centers. Some may apply to you, some may not.

Please place an (X) mark in the appropriate box to indicate the extent to which each factor is a problem.

col 4

3

	Never (1)	Sometimes (2)	Always (3)
1. Travel distance to the PDC..	()	()	()
2. Time of day activities provided (8:00 - 3:00).....	()	()	()
3. Time of day activities provided (8:00 - 5:00).....	()	()	()
4. Time of day activities provided (5:00 - 11:00).....	()	()	()
5. Weekend programs (Saturday)..	()	()	()
6. Weekend programs (Sunday)...	()	()	()

	Never (1)	Sometimes (2)	Always (3)	
7. Weekend programs (both Saturday and Sunday).....	()	()	()	
8. Summer programs.....	()	()	()	
9. During vacation periods other than summer.....	()	()	()	
10. Duration of activity (1 - 2 weeks).....	()	()	()	
11. Duration of activity (2 - 4 weeks).....	()	()	()	
12. Duration of activity (4 - 6 weeks).....	()	()	()	
13. Duration of activity (6 - 19 weeks).....	()	()	()	
14. Inability to break away from family obligations.....	()	()	()	
15. Lack of transportation.....	()	()	()	
16. Lack of released time from job.....	()	()	()	
17. Lack of graduate credit.....	()	()	()	
18. Lack of economic incentive for professional growth.....	()	()	()	
19. Time demands of job too heavy to become involved in growth experiences.....	()	()	()	
20. Not aware of programs relevant to my needs.....	()	()	()	(14-21)
41. How might professional development centers gain greater teacher participation in programs and services?				
<hr/>				
<hr/>				
<hr/>				
42. What recommendations do you have regarding the provision of compensation for teacher participation in PDC activities?				
<hr/>				
<hr/>				
<hr/>				
43. What recommendations do you have for more involvement by teachers in professional development center design, operation, and management?				
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<hr/>				

44. What do you recommend regarding the best suitable time(s) for the operation of professional development centers?

45. What recommendations do you suggest for professional development centers regarding their affiliation with higher education institutions?

46. What incentives would you recommend to attract teachers to such activities offered by professional development centers?

47. An ideal professional development center can be described as:

APPENDIX E

Follow-Up Letter to Participants
from the Author

Mohamed H. Falougi
1401 F Spartan Village
Michigan State University
East Lansing, Michigan 48823
Tel. (517) 355-0741

January 25, 1980

FOLLOW-UP LETTER

Dear Participant:

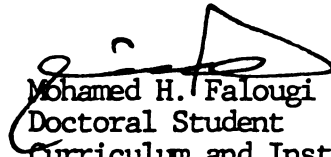
About one month ago, I sent you a letter and a questionnaire concerning "Professional Development Centers," which is the topic of my doctoral dissertation at Michigan State University. To date I have not received your questionnaire. I realize with your busy schedule the survey may have been overlooked.

Enclosed is another copy of the questionnaire for your completion and a stamped, self-addressed envelope for your submission.

In order to assure the accuracy of this study, I would like to ask you kindly to take a little of your time to fill out the questionnaire. I am working under a deadline and would appreciate having your response by next week.

Your immediate attention and cooperation will be greatly appreciated.

Sincerely yours,


Mohamed H. Falougi
Doctoral Student
Curriculum and Instruction
College of Education
Michigan State University

APPENDIX F

Thank You Letter to Professional Development
Center Directors from the Author

Mohamed H. Falougi
1401 F Spartan Village
Michigan State University
East Lansing, Michigan 48823
Tel. (517) 355-0741

March 10, 1980

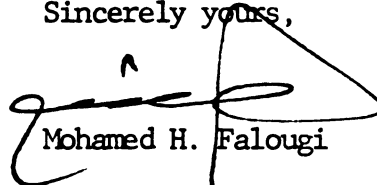
Dear Director,

I would like to take this opportunity to thank you for taking the time to complete the questionnaire and helping the completion of the questionnaire by some participants of your center programs.

Although the data has yet to be analyzed, the high response rate from all of the four professional development centers was satisfying. I sincerely hope that the information gathered in this study will be meaningful and will significantly contribute to the professional growth and development of all.

Once again, thank you for your cooperation and participation and please pass along my extended appreciation to all the participants in this study.

Sincerely yours,



Mohamed H. Falougi

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