FACULTY DEVELOPMENT PROGRAMS FOR TEACHER EDUCATORS

IN STATE SUPPORTED INSTITUTIONS OF

HIGHER LEARNING IN OKLAHOMA

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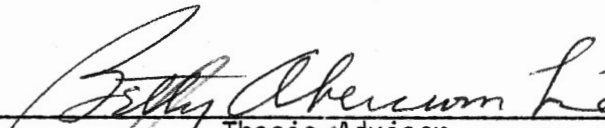Oklahoma State University
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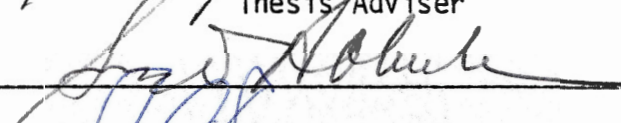DOCTOR OF EDUCATION
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CHAPTER I

INTRODUCTION

The Oklahoma Legislature had mandated change in the certifying of prospective teachers with the passing of House Bill 1706. It includes many aspects, one of which is requiring the teacher education faculty in the four year, state supported institutions of higher learning to develop and participate in programs of faculty development.

House Bill 1706 was a positive move for education in Oklahoma as it should insure competent and well prepared teachers in the future. The faculty development aspect of House Bill 1706 requires all public school teachers and higher education teacher educators to continually pursue excellence in his/her chosen field. Faculty development encourages teachers to keep abreast of new knowledge, methods, and materials as it becomes available in order to improve one's instructional qualities. House Bill 1706, if adhered to, should strengthen all phases of education in Oklahoma.

This bill has generated more debate than any other educational development in the history of the state. Despite the potential benefits of House Bill 1706, problems exist that may inhibit the implementation of this legislation. The conventional pattern of teacher preparation has been challenged by House Bill 1706. Established procedures must be altered; administrators and teachers must share the responsibility for making decisions concerning the certification of

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prospective teachers, and teachers must judge the effectiveness of their peers. The greatest burden must be borne by the state department of education which must plan and develop regulations to implement the provisions of the bill (Kleine and Wisniewski, 1981).

House Bill 1706 is in its formative stage, and already problems have been discovered in the implementation of some areas of the bill. As each institution of higher learning must submit its faculty development plans to the Oklahoma State Board of Education by July 1, 1982, the following year may reveal deficiencies in the program. A year of implementation will also indicate the many strengths of the programs which may be revised and developed.

The public demand for better education of this nation's youth, demonstrated by the attention received from the news media, makes House Bill 1706 a very important piece of legislation for education in Oklahoma. Faculty Development, as a part of House Bill 1706, has an important role to play in assuring that teachers, once certified, continue to grow and improve professionally. Other states may examine the program in Oklahoma as they search for a remedy to their educational ills.

Statement of the Problem

The purpose of this study was to analyze the faculty development programs conceived by the state supported universities of Oklahoma as legislated by House Bill 1706. The study consolidated the information from these programs and analyzed the different variables as well as similarities such as: the criteria for faculty participation, faculty development activities, and evaluation criteria. The study placed

emphasis on the implementation of the time that the teacher education faculty spends in the public schools of Oklahoma.

Significance of the Study

Travers (1969) implied that too many doctoral dissertations and master's theses are nothing but complicated statistical designs. This writer chose a descriptive format as an alternate method for this study. At present, very little has been written concerning House Bill 1706. This study will add to the information available in this area.

Faculty development is an important phase of House Bill 1706. The four year, state supported institutions of higher learning in Oklahoma prepared their faculty development plans following the seven standards established by the Teacher Education/Staff Development Section of the State Department of Education. The development plans were to be returned to the State Department of Education by July 1, 1982. This study is concerned with these original faculty development plans. As faculty development programs continue to change and improve through the years, they may be compared with the original plans contained in this study. The results of this study will be available for the Professional Standards Boards when the first review is conducted in five years.

Limitation

The literature search yielded only one article related to House Bill 1706 in the state of Oklahoma. Some of the literature was concerned with Britain, Australia, and other European countries. Other information found pertained only to community colleges.

Delimitations

This study was limited to information to four year state supported institutions of higher learning in Oklahoma. Private colleges of education will be subject to the mandates of House Bill 1706, but this study was concerned only with the state supported institutions of higher learning under the auspices of the Oklahoma State Regents of Higher Education.

Assumptions

It was assumed that the information received from the individual institutions was accurate and that it was identical to the plans that were turned in to the Oklahoma State Board of Education.

Definition of Terms

For the purpose of this study, the following terms are defined:

House Bill 1706: A comprehensive piece of legislatin dealing with teacher education programs, certification, and faculty development (Oklahoma State Board of Education, 1981).

Faculty Development: An attempt to help improve teaching effectiveness in higher education (Phillips, 1976).

Methods

This descriptive study was concerned with a selected "movement" in Oklahoma education, namely, the faculty development programs of institutions of higher education as legislated by House Bill 1706.

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Espenschade and Rarick (1973) explained descriptive documentary

research in their book <u>Research</u> <u>Methods</u>:

> One type of status study that may be done by correspond-
> ence or in person involves the use of published materi-
> als or documents as the source of information. College
> or university catalogs, for example, may be examined to
> study course offerings, major curricula, or graduation
> requirements. Legislation regarding education, public
> health, or recreation can be obtained. This type of
> investigation is similar to historical study but differs
> in that the documents examined are of relatively recent
> date (pp. 273-274).

Procedures

The writer contacted the Oklahoma State Board of Education by

telephone on July 6, 1982. Permission was granted at this time to

proceed with the study. A follow-up letter was requested by the

writer (Appendix B). A letter (Appendix C) was sent to each of the

following state supported institutions of higher learning in Oklahoma

requesting the necessary information:

1. Cameron University

2. Central State University

3. East Central State University

4. Langston University

5. Northeastern Oklahoma State University

6. Northwestern Oklahoma State University

7. Oklahoma Panhandle State University

8. Oklahoma State University

9. Southeastern Oklahoma State University

10. Southwestern Oklahoma State University

11. University of Oklahoma

12. University of Sciences and Arts of Oklahoma

The researcher collected data from these institutions specifying their plans following the seven standards estabished by the Teacher Education/Staff Development section of the State Department of Education. Chapter IV of this paper includes the seven standards and how each institution interpreted them. A copy of the standards may also be found in Appendix E.

The writer examined and critiqued the information showing similarities, differences, and innovative methods found in the programs of the Oklahoma institutions of higher learning. The investigator also critically examined the plans submitted by the individual institutions to ascertain if they met the criteria established for faculty development programs as defined by Centra (1978).

CHAPTER II

REVIEW OF LITERATURE

House Bill 1706

House Bill 1706 which originated in the Oklahoma State Legislature was the nucleus for this study. It was a comprehensive article of legislation dealing with teacher education programs, certification, and staff development. The legislation was developed during several months of work by the Interim Joint Education Committees and the Oklahoma Legislature. Input was received from the following sources: parents, teachers, administrators, deans of colleges of education, and other interested parties (Oklahoma State Board of Education, 1981).

It was the intent of the Legislature in House Bill 1706 to establish certification requirements to insure that the children of Oklahoma are taught by competent instructors. The staff development concept applies to public school teachers and administrators, as well as the instructors in colleges of education. This writer was concerned with the faculty development programs of the latter.

The State Board of Education must work with the Oklahoma State Regents for Higher Education and the various universities to establish a procedure whereby all college of education instructors continue their education during their tenure at a state university. The intent was to ensure that the future teachers of Oklahoma are taught by

professional educators fully prepared in their area of expertise
(House of Representatives and Senate Committee, 1980).

House Bill 1706 further declared that, as a part of the five year
process of teacher education program review, individual faculty devel-
opment plans would be submitted to the Professional Standards Board
(House of Representatives and Senate Committee, 1980). These faculty
development plans would provide alternative means of education, includ-
ing, but not limited to, the following:

1. In-service training programs;

2. Higher education courses;

3. Exchange programs with public classroom teachers, administra-
tors, and other school personnel; and

4. Programs whereby all full-time college of education faculty
members, including the Dean of the College of Education, are required
once every five years to serve in a state accredited public school the
equivalent of at least one-half day per week for one semester in re-
sponsibilities related to their respective teaching fields in the
College of Education.

Literature Related to Faculty Development

Hobbs (1980), Vice-Chancellor for Academic Affairs of the Okla-
homa State Regents for Higher Education, stated in his book, Oklahoma
Higher Education: Planning for the 80's:

> Faculties at colleges and universities of the state sys-
> tem should be systematically upgraded through state and
> institutional policies which provide for programs of in-
> service education, sabbatical leaves, participation of
> professional activities related to faculty members' aca-
> demic field or discipline, and opportunities to partici-
> pate in research and public service programs. Also,

> institutions should adopt policies which provide for
> retraining of affected faculty members when financial
> exigency makes it necessary to terminate educational
> programs (p. 74).

Faculties are a valuable resource of a campus, as well as an expensive one, so it is a good management policy to invest in the maintenance of faculty members' academic skills and to provide opportunity for the upgrading of those skills (Hobbs, 1980).

The Regents for Higher Education in Oklahoma have included faculty development in their planning for the decade of the eighties. House Bill 1706 strengthens this plan for a selected population of faculties.

An ERIC search was conducted through the Edmond Low Library at Oklahoma State University. This search yielded one article pertaining to House BIll 1706 in the state of Oklahoma. Kline and Wisniewski (1981) pointed out that the bill uses explicit language covering the area of faculty development in higher education. They reviewed the individual faculty development planning that must occur, and they specifically pointed out that the full-time college of education faculty members must serve in a state accredited public school at least one-half day per week for one semester every five years.

Prior to the 1970s, the term "faculty development" was virtually unheard of, except in connection with a few small scale, relative isolated ventures. Since that time, predominately all of the authors of faculty development materials have indicated that the faculty development concept was brought to national attention through the publication of <u>Faculty</u> <u>Development</u> <u>in</u> <u>a</u> <u>Time</u> <u>of</u> <u>Retrenchment</u> (Group for Human Development in Higher Education, 1974). This publication

not only brought the concept to national attention; it posed several fundamental questions as well: What is faculty development? What is it important? How can faculty members gain from it? Subsequently, administrators and faculty members began asking more practical questions: How can we use it? What are others doing? How can we get started? Several publications responded to the apparent need for information and materials that could be used immediately in implementing faculty development programs. One innovative recommendation made in this publication which was not alluded to in the following articles, was the establishment of an insurance policy to aid in mid-career transitions. This policy would give the necessary financial security to enable a professor to leave the teaching field and seek another profession. In turn, this would open up positions for young, innovative personnel with new ideas.

In 1975, a survey of faculty development programs was instigated by Centra (1978). He included all degree granting institutions in the country, including two year colleges, four year colleges, and universities. Of the approximately 2,600 institutions, 1,783 responded to his inquiry. Approximately 60% (1,044) said they had programs (or what they called "sets of practice"). Another three to four percent said they were planning programs. Four factors defined patterns of estimated, often used practices among the institutions. The patterns were: high faculty involvement, instructional assistance practice, traditional practices, and emphasis on teaching. Factor analysis yielded the following:

> The more traditional development efforts, such as sabbaticals and temporary teaching load reductions, were typical of some of the larger colleges and universities

in the sample. Another set of related practices, found
generally in some of the smaller colleges, consists of
these run by and for the faculty. Examples are the use
of senior teachers or faculty with expertise to help
other faculty. Many of these smaller colleges were less
able to afford specialists than were larger institutions.
The third category of practices, instructional assistance,
was found at several of the larger two-year colleges and
universities in the sample. They apparently had enough
resources nd staff to support specialists in instruc-
tional development, audiovisual aids, or other instruc-
tional services. The fourth and last group of practices
emphasizes assessment techniques (e.g., ratings by stu-
dents, colleagues, administrators); these practices were
most common among the two-year colleges (Centra, 1978,
p. 162).

Some colleges had a few uncoordinated practices with very small
budgets. These were mostly in small colleges with less than 1,000
students enrolled. Although several larger institutions did not have
faculty development programs, over 40% of the institutions had some
kind of development unit. Most of them had modest staffs; often only
a director or coordinator. Also, most of the units had existed only a
few years and had not been evaluated adequately. Fewer than a fifth
of all institutions had completely evaluated their programs or activi-
ties (Centra, 1978).

According to this national survey undertaken by Centra (1978),
emphasis on faculty development occurred in the 1970s. Prior to that
time, a few institutions offered workshops or financial assistance for
attendance at professional meetings, but there were very few comprehen-
sive programs for faculty development.

In the 1970s, faculty development programs expanded to include a
variety of practices. Most of these programs tried to help the fac-
ulty improve their teaching effectiveness by sharpening their skills,
to better understand themselves and their institutions, or to promote

better teaching/learning environments. Reasons for the emphasis at this time on faculty development included a decrease in faculty mobility because faculty members did not change jobs as often as they once did, and there was disenchantment with the quality of college instruction (Centra, 1978).

The results of Centra's (1978) survey revealed five categories of development practices:

1. Institution wide practices. In this category, practices considered to be the most effective were summer grants for projects to improve instruction, sabbatical leaves, and travel grants.

2. Analysis or assessment practices. The analysis of in-class videotapes were the most effective in this category; however, it was used by only a small percentage of the faculty where it was available.

3. Workshops, seminars, and similar presentations. The best attended and the most effective were those programs dealing with specific techniques of instruction and with new knowledge in a field.

4. Media, technology, and course-development practices. The most widely used technique in this category involved specialists providing assistance in employing audiovisual aids.

5. Miscellaneous practices. The practice that was rated highest and used extensively was granted to faculty for developing new or different approaches to courses or teaching.

Evidence was provided by Eble (1972) of the lack of faculty development programs through the use of the questionnaire method. He then proposed a development program for beginning teachers, mid-career, and faculty in the later years. He recommended quality leadership for a quality faculty development program and suggested that

academic deans and departmental chairmen were in the best positions to promote faculty development.

In 1975 there was little material available concerning coherent faculty development programs. Instructional development, organizational development, and personal development were the essential ingredients of an effective faculty development program (Allman, 1975).

Martin (1975) found faculty development programs to be too narrow. Faculty needs to be renewed instead of merely developed. After individual development, teachers should expand their concerns to their institutions and communities.

The criticism was made that most faculty development programs are not individualized. All faculty must start at the same place and do the same things to be considered developed. If the right atmosphere is established, faculties will develop predominately on their own intiative (Furniss, 1975). This concept was rebutted by Phillips (1976). He proclaimed that faculty development is and must be on a strictly voluntary basis, and that programs are and must be individualized. Furthermore, faculty development attempts to be supportive, not critical, of the individual faculty member.

Self-development of faculty was also advocated by Brown and Hanger (1975). Academic leaders should encourage self-development, but oftentimes this is very difficult. Development is a private activity requiring self-motivation. These authors listed 142 activities that would contribute to one's self-development and at the same time benefit the institution.

Many educators found faults with the faculty development programs existing in 1975, but a few were developing new ideas and programs.

Frances (1975) offered one framework for faculty development. He used a three-stage developmental model to show the phases through which instructional development programs typically passed: the three stages were the consciousness-raising stage, the focal-awareness stage, and the subsidiary-awareness stage.

A unique method of faculty development was performance contracting for individual faculty development. This placed a great deal of responsibility on the chairperson of the individual departments to negotiate honestly and fairly with the faculty members. Both the chairperson and the faculty member must be clear on the procedure and the rewards for performance contracting in order for it to be effective (Buhl and Greenfield, 1975).

The University of Wisconsin developed a faculty development plan based on a new academic calendar. Faculty could compress their teaching load into 14 weeks instead of the traditional 17, and use the remaining three weeks for faculty development purposes (Birnbaum, 1975).

In three volumes of A Handbook for Faculty Development, Bergquist and Phillips (1975, 1977, 1981) devised a model of a comprehensive approach to faculty development. The authors noted three categories within which faculty members could seek improvement: personal--by means of faculty interviews, interpersonal skills training, counseling, and personal growth workshops; instructional (including curriculum development)--involving activities such as microteaching, classroom diagnosis, and educational methodologies; and organizational--covers departmental management development, team-building, conflict management, and decision making. The authors also included in their

work a set of faculty development activities, exercises, question-
naires, interview forms, and related documents. Much of the litera-
ture deals with these types of techniques and their usage.

By 1977, many weak points related to faculty development programs
existed. Although there was a great amount of faculty development
material available, much of it was controversial and complex. The
number of poorly designed, haphazard, and fragmented attempts at
program implementation was a severe problem. Faculty development
could be destined to become just another fad unless the programs were
properly organized and the individual needs of institutions were taken
into consideration (Rose and Nyre, 1977).

Student evaluation of teachers and faculty development programs
on campuses fall short of reaching their theoretical goals. The
student evaluations are neither reliable nor valid measures of faculty
members' instructional abilities. Almost everything that a faculty
member does outside the classroom is called faculty development;
however, most development programs do not contribute significantly to
instructional improvement (Rose, 1977).

Instructional improvements deemed desirable by students appeared
to differ from those held by faculty development programs. Students
wanted the teachers to stimulate more interest in their subject mat-
ter, be more enthusiastic, encourage more class discussion, and relate
the subjects more to interests of students. The students felt that
the quality of advising needed improving. Increasing the faculty's
knowledge of their subjects was rated by students as the change least
likely to result in teaching improvement. These results were reported

in a survey of 16 different institutions of higher learning by Morstain and Gaff (1977).

The problem of an aging faculty was considered by Goss (1977). In 1990, the typical professor will be 48 years old, and virtually no professors will be under the age of 35. He pointed out the problems of aging such as the gradual decline in intelligence after one reaches 35 years of age. He advocated a government sponsored early retirement and tenure restrictions. He recommended the creation of government supported jobs for new holders of doctorates.

There are many different faculty development programs. The concept has come to include many dimensions of personal, professional, and institutional growth. However, a large majority of programs focus on improving classroom instruction. "It is important to recognize that these are primarily teaching improvement programs, rather than teaching improvement systems" (Bess, 1977, p. 255).

A random sample of faculty was surveyed at the State University of New York to discover their attitudes toward faculty development. An openness was found to change, but it was not discovered how the change should be shaped. Programs and activities for faculty development deemed the most acceptable were those that stayed close to traditional modes of faculty renewal. It was not clear what would happen to the willingness of faculty to accept faculty development efforts if they appeared to come from the central administration, state budget officers, or legislatures (Neff, 1977).

A partial answer may be found to this dilemma by studying faculty development in Oklahoma as the faculty development programs were mandated by the State Legislature.

By examining a faculty development program in retrospect, Wergin, Mason, and Munson (1976) evaluated strategies employed by their success and analyzed why others did not work as well. Basically, strategies used in faculty development were successful if there was a "felt need" for them, if there was proper planning, and if there was evaluation.

Dillon (1976) contended that faculty development has always been with us under the title of in-service education. It is a new look at an old idea. She gave three reasons for the increased emphasis placed on faculty development: "(a) the declining birth rate and resultant decline in teacher turnover, (b) public dissatisfaction with the achievement of many students, and (c) general societal pressures that impinge on the schools" (p. 165).

In the late 1970s, authors of faculty development literature indicated concern about faculty development programs in higher education. Lindquist (1979) discussed how to devise programs in different kinds of settings such as liberal arts colleges, nontraditional settings, and the interinstitutional setting.

There are many institutional factors that can have positive or negative influences on teaching and its improvement. These factors include institutional morale; the quality of the libraries, equipment, and staff assistance; the agreement of student and faculty interests and abilities; the flexibility and commitment of the administration; and the nature of incentives and rewards for improvement in one place may be totally unacceptable in another (O'Connell and Meeth, 1978). Evaluation of teaching improvement programs is a must according to the above authors, but they caution that it is complex, with many pitfalls.

Kersh (1979) indicated that institutional faculty development programs for educational faculty lag behind and that professional educators seldom are influential in campus-wide initiatives. Few faculty development programs are designed to meet the special needs of faculty members assigned to professional education programs. Kersh further classified public school professionals as nontraditional students and, as colleges and universities across the nation prepare to serve this group of students, they will be challenged to meet new and different expectations. If the challenge is met, financial gains could be substantial. Kersh encouraged cooperation between public schools and institutions of higher learning for faculty development programs to be a success.

As early as 1976, it was recommended that there be a regular exchange of public school and college personnel. It would enrich both learning environments and result in continuing professional development for both groups. Also, teacher educators, along with public school lecturers, need lifelong professional development (Howsam, Corrigan, Denemark, and Nash, 1976).

Schools, colleges, and departments of education are less involved in faculty development than other parts of the higher education institutions because the improvement of instruction is the focus of their daily efforts. Faculty development in departments of education should depend on the needs of the individual faculty member, the institution, and the school district the institution serves. An especially important consideration is to include school personnel from the districts that are served by the institution (Davies, 1978). House Bill 1706 has incorporated these recommendations in its legislation.

Kaplan (1978) believed that the faculty of the college of educa-
tion needs to participate in a staff development program. Public
school teachers and university instructors should cooperate in plan-
ning and carrying out research. This joint effort will facilitate
staff development in colleges of education. There should be an ex-
change of faculty members. University faculty members should become
public school teachers. This is a policy utilized by House Bill 1706.

Grasha (1978) stressed the importance of faculty development
programs. There is a lack of interest among higher education institu-
tions for broad based faculty development programs. Most faculty
development activities challenge the status quo; the faculty members,
being human, are resistant to change. Some common reasons for the
lack of faculty development programs are:

1. The money crunch. Many institutions are simply trying to
survive or to balance budgets with decreasing revenues.

2. Lack of administrative training. The majority of administra-
tors come from faculty ranks. Few have the formal training in manage-
ment skills. Consequently, they operate by trial and error or
observation of what others are doing. Implementing programs requires
strong leadership, and few administrators want or know how to initiate
change.

3. Management by crisis. Institutions of higher education sel-
dom have well-articulated, long-range plans for anything. They react
to crisis rather than developing plans of action.

4. Internal research and development not valued. Most colleges
and universities do not spend money on improving their internal re-
sources. Most profit making organizations do.

5. High value placed on independence and autonomy. Departments demand that they be allowed to set their own goals and to take care of their faculty as they see fit. In many instances, cooperation across disciplines and departments is difficult to obtain.

Bergquist (1978) reported that the extensive foundation money that has been used for faculty development programs make the movement potential a "fad" (p. 18). As the money is withdrawn, faculty development may be in for hard times. He did feel, however, that institutions are beginning to support faculty development, and they may survive the faddish period. Past programs have not been very effective. Most faculty members can see the value of faculty development for their peers, but not for themselves. Success in the faculty development programs can be measured by the degree of resistance encountered.

Literature points to the need for the comprehensive approach to faculty development with the following elements: consideration of adult psychological development; adoption of personal, instructional, or organizational model; analysis of institutional awareness; and encouragement of faculty to work independently to revitalize themselves as teachers and persons. They argue that financial exigency may have been the impetus for faculty development, but that it should not be used to justify such efforts (Gaff, Festa, and Gaff, 1978).

The faculty development movement is experiencing a greater level of acceptance today. This is supported by the existence of a professional organization committed to the advancement of higher education through professional development, instructional improvement, and institutional change. This organization is the Professional and

Organizational Development Network in Higher Education, called the
"POD Network" (Crow, 1978).

There are many obstacles in improvement of college teaching.
Yet, many of the institutions of higher learning are trying to do
something in this area. Institutions face hard economic times. The
number of traditional students is decreasing while the cost of college
education continues to rise, and the competition for students is
fierce. Institutions need to help their faculties cope with the hard
times. Lindquist (1979, p. 276) discerns that "There may be no more
effective way to meet the higher education challenge of the next
decade than by aiding staff members as they solve the problems they
will face."

Much has been accomplished during the 1970s regarding faculty
development. Many different types of programs have been conceptual-
ized, tested, and proven valuable to faculty members. There has been
an extensive growth of professional literature dealing with faculty
development. There is no one program that can guarantee success.
Each individual institution must keep working and experimenting to
find the program that best fits its needs. Educators came a long way
in the seventies toward faculty development, but the long-term success
will depend on how well faculty development assists both faculty
members and institutions of higher learning in meeting the challenges
of the future (Gaff, 1978).

It is fortunate for Oklahomans that some of these problems have
been avoided. Previously, Oklahoma has seen a consistent increase in
the appropriations of funds to higher education. Also, in Higher
Education: Planning for the 80's, Hobbs (1980) mentioned the

extensive planning accomplished by all the state supported institutions so they would be ready for almost any contingency.

The early 1980s reflected a continuing interest in the importance of improving teaching skills in higher education. As early as 1980, Astin (1980) advocated developing college faculty as teachers. The major universities were concerned more with research and placed little value on teaching. Astin suggested three activities to enhance teaching. The first activity consisted of mandated student ratings of classroom instruction. These were for the instructors' eyes only so that the instructor would not feel threatened. The second activity was having faculty colleagues visit the classrooms periodically. This would provide constructive criticism from a trusted faculty member. The final suggestion was to obtain student evaluations of academic advising through periodic surveys. Feedback would come during departmental meetings.

An anti-intellectual view of college teaching was pointed out by Menges (1980): you do not have to think much about teaching; you just keep your Ph.D. in view. All that was needed to be successful in teaching was common sense. Menges did refute this by experessing his opinion that teaching can be improved through the use of workshops, grants, student ratings of instructors, microteaching/minicourses, and protocols.

The University of Michigan project design showed that faculty members do not perceive themselves as needing faculty development, but they believe their colleagues do. Faculty members were concerned about their teaching, but they felt it was most important to keep up to date in their own discipline. Thus, programs with either leaves or

grants were considered to be the most beneficial aspects of develop-
ment. The outcomes being sought by faculty affected the rating of
workshops. Consultation with colleagues was superior if one needed an
alternative approach to instruction. This study stated that faculty
want their professional development to be broader than is encompassed
by most development programs. This was at odds with the recommenda-
tion of most faculty development experts who tend to limit development
to enhancing instructional skills. Faculty members were concerned
about increasing their research and scholarship skills (Blackburn,
Pellino, Boberg, and O'Connell, 1980).

Moseley (1981), a participant in a development program, indicated
some of the opportunities that a university has for professional
growth. What was learned underscores what has been learned elsewhere:

> The less the element of coercion to participate, the
> greater the changes of participants perceiving value for
> effort. Using existing resources is both cost and re-
> source efficient. Additionally, the programs must be on
> topics of wide appeal based upon interest or practical
> concerns. Administrative support, particularly in the
> form of active participation, not merely token attend-
> ance, is an extremely important factor in successful
> programs (p. 135).

Moseley further recognized the importance of research and writing as
vital components of faculty professional growth. However, opportuni-
ties for involvement with colleagues is important, too.

A formal partnership between a school district and a college was
discussed by Hanes, Wangberg, and Yoder (1982). Following a needs
assessment, they embarked on a faculty development program in two
curricular areas. With continued evaluation and revision, it evolved
into a flexible faculty development program that has expanded to other

curricular areas. The model has four program phases: motivation, instruction, implementation and reinforcement, and dissemination.

Summary

The literature related to faculty development is basically of two types. First, there are the books and articles concerned with program design: the needs, requirements, approaches, and evaluation of faculty development; those concerned with the frequency, effectiveness, and variety of practices that colleges and universities consider under the rubric faculty development; and there are those containing obstacles to faculty development. All of the above may be interwoven in a single article, whereas other articles may discuss only one or two of these items. The second type of literature is written by authors who have instigated, observed, or participated in a particular development program. They are relating the procedures involved or are evaluating a specific individual program.

There were numerous articles written about faculty development during the seventies. After 1978, there was a sharp decline in this literature. This researcher does not know if this was because interest had waned or if it was because most institutions had developed steady, progressive programs of faculty development and there was nothing left about which to speculate.

House Bill 1706 has incorporated several of the recommendations made by various authors into its legislation. It will be interesting to be a part of the inception of House Bill 1706 and observe its implementation and progress through the years. The evaluation of this program in the future is a matter of great interest to this researcher.

CHAPTER III

FULFILLING THE STANDARDS

In March of 1982, the Oklahoma State Department of Education sent the seven standards to the institutions of higher learning. These standards, which were to be met regarding the institutions' faculty development programs, had been approved by the Professional Standards Board, and by the State Board of Education earlier the same year.

These seven standards were the guidelines for the individual faculty development plans at institutions of higher learning in Oklahoma. They were to insure the intent of the legislature that a procedure be established

> . . . whereby all college of education instructors continue their education during their tenure at a state university to ensure that the future teachers of this state are taught by professional educators fully trained in their area of expertise (House of Representatives and Senate Committee, 1980, p. 9).

Standard One

> For initial implementation of the Teacher Education Faculty Development program, each institution of higher education with an approved teacher education program shall submit an outline of their faculty development plan by July 1, 1982 to the Teacher Education Staff Development Section of the State Department of Education. By July 1 of each subsequent year, institutions shall submit an annual report which addresses any additions or revisions to their faculty development plan (Fisher and the State Department of Education, 1981, n.p.).

The four year, state supported institutions of higher learning complied with standard one by submitting a faculty development plan to the State Department of Education. Some institutions made changes in their original plans upon the recommendation of the State Department of Education.

The institutions of higher education, with the exception of three, included in their plans the purpose or goal of their faculty development plan. Part of the purpose was to comply with House Bill 1706, but the institutions devised goals to become more competent educators that, in turn, should produce better teachers for the public schools in Oklahoma.

Cameron University developed a unique format for its faculty development plan. The plan was constructed in a question and answer series contained in a handbook. The questions that might be asked by the individual faculty member concerning the seven standards were answered in the handbook.

Standard Two

All teacher education institutions seeking approval of their certificate programs through the five-year review process should include the faculty development plans for individual faculty in their self-study beginning with the academic year 1982-83 (Fisher, and the State Department of Education, 1982, n.p.).

To fulfill standard number two, each faculty member at East Central State University (1982) will spend a minimum of 150 clock hours every five years in Faculty Development activities. The faculty members must complete a minimum of 15 hours each academic year by using the following criteria for evaluating activities: (1) the

activity has a direct relevance to the faculty member's teaching assignment, (2) the activity contributes to the professional growth of the faculty member, (3) some of the activities are directly related to the preparation of public school personnel, (4) the activity is above and beyond what would be considered in the work assignment of the individual, (5) the activity is meaningful to the professional development of the faculty member, and (6) the activity can be documented.

The faculty member will submit in outline form the Faculty Development activities which he/she is proposing to the Teacher Education Faculty Development Committee (TEFDC). This form must be done prior to the beginning of each academic year. Tentative approval by the committee will be given to these plans and a copy returned to the faculty member. The Committee will assign points for approved in-service activities and provide faculty with a printout of the activities completed and the points allowed for each. The faculty member will be asked to verify the fulfillment of the approved activities near the completion of the academic year.

The faculty at the University of Oklahoma (1982) will keep a record of their professional development activities on a provided form. In the initial year this form is to include the activities from August 26 through the month of December. Subsequent yearly reports will include activities from January 1 through December 31. The activities included on the form can be found under standard number six. Faculty members will submit these forms annually to the TEFDC.

Northeastern Oklahoma State University (1982) teacher education faculty members will develop an individualized plan to be reviewed and approved by the TEFDC. It will be a five year plan and must include

the following: an individualized assessment, a suggested plan for professional development, and an identification of resources required for effecting the proposed plan. The plan will include a variety of activities designed to develop the professional skills and understandings of the faculty member. Not to be included in the plan are those duties defined as a part of the normal faculty assignment. An Annual Progress Report is required of all faculty. The faculty member may request a revision at any time; however, the request should be a part of the Progress Report.

To satisfy standard two, Cameron University (1982) will have the faculty member who is defined as a teacher-educator list long-range goals and activities to meet those goals on a form supplied by the Faculty Development Committee. The faculty member will sign his form and return it to the committee for review and approval. The original plan is then returned to the faculty member. The following year each faculty member will note the completion of or progress on activities, make any necessary adjustments, sign the original, and return it to the Faculty Development Committee. The Committee will review the completed forms and notify the faculty member concerning his/her satisfactory progress. The original plan will be filed for review by the State Department of Education as part of its five year accreditation review.

Northwestern Oklahoma State University (1982) requires each teacher education faculty member to complete the equivalent of 90 staff development points over a five year period. A minimum of 15 points must be completed during each calendar year, starting on July 1, 1982. For each contact hour of approved staff development

activity, one staff development point will be earned. One point will be earned for participating in formal professional meetings, seminars, and workshops. Fifteen points are earned for each college credit earned. The Faculty Development Committee will judge, on a sliding scale, the points to be accrued for publication, public school involvement, and committees. These guidelines for awarding staff development points will be reviewed periodically by the Teacher Education Committee. Prior approval of an individual development plan should be obtained from the Committee. Where prior approval cannot be obtained, the Committee will make a judgment to award or not award development points.

To fulfill the staff development requirements for individual programs, Panhandle State University's (1982) teacher education faculty members will identify a specific type of activity or activities for their proposed programs. Each faculty member will prepare three copies of his/her proposals and submit them to the TEFDC. Once the proposals have been approved, copies shall be sent to the Vice-President for Academics and Administration and the Director of Teacher Education. Panhandle State has grouped its acceptable staff development activities into three areas designated as "A," "B," and "C." One activity from Area A may be developed to fulfill the staff development requirement. Two activities, one from Area B and attendance at one of the university faculty development in-service workshops may be combined to satisfy the requirement. A faculty member may elect to choose three activities from Area C which may also include attending one of the in-service workshops. The approved activities will be covered under standard six.

The University of Science and Arts of Oklahoma (1982) is using the point system adapted from the Oklahoma State Regulations for Local Staff Development Programs. The individual faculty member must accrue 75 staff development points within a five year period, with at least some points completed each year. Some of the points must be earned from three of four different areas of development activities (the activities will be found under standard six). Sixty of the staff development points must be earned from the area of public school service. One point shall be equivalent to one clock hour of development activity. One semester hour of approved college credit in advanced study will be equivalent to 15 staff development points. The faculty member and the TEFDC will agree upon a point value for activities that cannot be appropriately specified by a particular time period. The faculty member will be provided with forms on which to record development activities. A copy of the form will be submitted to the Director of Teacher Education, who will maintain a file documenting the hours (points) spent in in-service activities. Faculty members will be informed in writing of their point status annually.

The selection of activities to be included in individual plans at Southeastern Oklahoma State University (1982) is negotiated between the faculty members and the head of the department. The department head must approve activities before they are submitted to the Dean of the School of Behavioral Studies. The TEFDC will assist the dean in the review of the individual faculty member's development program. Specific activities can be found under standard six in this chapter. Each activity is assigned a weight or restriction within a category. Changes are negotiable with the dean. A minimum of 75 staff

development units must be earned by an individual within a five year period. A minimum of 10 of these units will be accrued each year. One staff development unit is equal to one clock hour multiplied by the weighting factor .50 or 1.00. An example would be the following:

$$\text{factor x clock hours} = \text{SDU or}$$
$$.50 \times 10 = 5 \text{ staff development units}$$

A faculty member may earn no more than one-half of his/her staff development units in one category, which insures a broader based program. The one exception is in the year standard seven (equivalent of one-half day per week for a semester spent in the public school); if it is met on a plan then no other category is required. The faculty member is encouraged to record all additional points acquired above the minimum. Activities in which an hourly rate cannot be assigned are negotiable with the department head and the dean. The documentation of completed development activities is the responsibility of the faculty member. The department head will validate the earned staff development units.

Coordination of the Faculty Development Program is a responsibility of the dean at Southeastern Oklahoma State University (1982). The dean must implement the Faculty Development Program, devise administrative procedures to assure that all faculty memgers are served under the plan, report plans and activities to the TEFDC, assure wide involvement and successful implementation of planned activities, allocate physical resources to be used in the program, and devise procedures for periodic review of the Faculty Development Program by the faculty of the College of Education.

Southwestern Oklahoma State University (1982) has developed an 18 category matrix whereby individually stated goals can be achieved. The data are compiled and the total development points are reported to each faculty member by the TEFDC. Each specified faculty member must acquire a total of 75 faculty development points at the minimum rate of 15 points per year. One documented contact hour equals one development point. The requirement of one-half day per week for one semester every five years is in addition to the 75 points.

The point system whereby faculty members at Langston University (1982) accrue Staff Development Units will be correlated with the State Five-Year Accreditation Program. The faculty member will acquire a minimum total of 75 Staff Development Units at the minimum rate of 15 per year. One unit is equal to one clock hour. For example, one semester hour of approved college credit is equal to 15 Staff Development Units, and three days at five hours per day in an appropriate public school assignment equals 15 units. The units must be acquired from a minimum of five different categories. The categories are found under standard six.

The faculty member at Oklahoma State University (1982) will specify each year the faculty development activities he/she proposes to complete. The activities are specified on a provided form. The department head will assess the individual proposal to determine if it is satisfactory. Then the individual faculty member and the department head will meet to discuss the appraisal. The response will be presented to the Director of Teacher Education who will report the total faculty development activities to the Teacher Education Council.

Central State University (1982) has developed a set of five objectives with suggested activities that relate to each objective. The individual plans will be produced by the computer vita system. The individual plan will be sent annually to the faculty for editing and returned to the Research and Staff Development Council for review. Each faculty member must present evidence indicating that he/she has completed at least two different activities each year. Encompassing the five year period, each faculty member must complete at least one activity under each of the five objectives which are stated in standard six.

Eight teacher education institutions submitted individual teacher education faculty development forms with their plans. Of these eight, four were similar in that they asked the faculty member to specify his/her professional goals and describe the proposed projects. Cameron University (1982) used columns designating completed activities and the completion date, whereas Langston University (1982) used columns for the time frame and evaluation. Only Panhandle State University (1982) required its faculty members to estimate expenses for each of their projects and to describe how they were going to evaluate each.

Northeastern State University (1982) asked its teacher education faculty to submit the following: (1) an assessment including identified weaknesses, professional aspirations, institutional or personal needs, (2) the faculty development plan--including a projected timetable and anticipated outcome or change anticipated, and (3) resource material, equipment, and administrative approval of support.

The University of Oklahoma (1982) requested the professors of teacher education to keep a record of the development activities they participated in. They listed 10 categories in which individuals were to record their activities.

The form used by Oklahoma State University (1982) is an activity appraisal and development form. It is one used for all faculty members and not limited to the teacher education faculty. The faculty member gives a profile of his/her activities, including teaching, research and creative activities, publications, extension, service and other professional activities, as well as special awards and recognitions. These are appraised by the department heads on the basis of special merit, merit, good, needs improvement, and unsatisfactory.

Southeastern Oklahoma State University (1982) created a form that encompasses a point system (which will be discussed later in this chapter) for development activities. The activities were categorized and points assigned for each. Columns are then provided for the faculty member to note the proposed activity, the date completed, and the points accrued.

The forms used by institutiuons of higher learning for individual faculty development plans were divided equally in having or not having places for the approval or disapproval of said plans. Three forms designated the approval of the TEFDC and one requested the dean's and department head's approval.

Of the four institutions that did not submit individual faculty development forms, both the University of Science and Arts of Oklahoma (1982) and Northwestern Oklahoma State University (1982) stated they

had forms to record their staff developmental activities, but the forms were not included with their original plans.

East Central State University (1982) requested the individual faculty member to submit a general outline of faculty development activities proposed for the year, and Central State University (1982) planned to produce individual plans by the computerized vita system. The individual plans would be sent to the faculty member for editing and then returned to the council for review.

Standard Three

Each institution of higher education with approved teacher education programs shall have a Teacher Education Faculty Development Committee that shall include at least one public school classroom teacher. The institution shall otherwise determine the membership and selection process for the Teacher Education Faculty Development Committee (Fisher and the State Department of Education, 1982, n.p.).

By leaving the membership and selection process of the TEFDC to the individual higher education institution, a wide range of composition of said committees was permitted. The number of members serving on Development Committees ranged from 5 to 12, with the number of persons on one institution's committee undetermined.

Cameron University (1982) and Northwestern Oklahoma State University (1982) used five members to form their committees. In both institutions the Director of Teacher Education is the chairman of the committee. At least one public school teacher is required in the make-up of the committee, and Cameron University chose to use only one, whereas Northwestern Oklahoma State University is utilizing two public school teachers: one represents the elementary level; the

other, the secondary level. Cameron's public school representative was elected by the Teacher Education Council, and Northwestern's public school members are selected by the development committee from a list of names submitted by the local bargaining units.

The remainder of Cameron's committee was made up of two members from the Department of Education and Psychology, who were elected by the faculty members of that department, and one member representing the remainder of the university departments, who was elected by the Teacher Education Council (Cameron University, 1982). Northwestern Oklahoma State University's (1982) final two committee members will be from the Teacher Education Faculty and will be selected by the Teacher Education Committee. Their committee members will serve a two year staggered term. The initial committee will establish the staggered term system on a two year rotation basis. The length of terms served by the Cameron committee members was not given.

Panhandle State University (1982) was the only institution to designate six members for the TEFDC, with the Director of Teacher Education serving as the chairperson. The TEFDC will have a faculty member representing the area of Elementary Education and one representing Secondary Education; each representative serving for three years. The at-large member of the committee shall be the chairperson from Panhandle State University's Faculty Development Committee and will be appointed annually. The fifth member of the committee will be a public school teacher representing the classroom teacher and will be elected for two years. Panhandle State University's final committee member will be a student recommended by the Student Education Association. This institution was one of two selecting students as members

of the TEFDC, the student member to be appointed annually. The membership of the Committee shall be approved by the Teacher Education Council and recommended to the President of Panhandle State University for appointment.

Three institutions of higher learning named seven members to the TEFDC: the University of Science and Arts of Oklahoma (1982), Southeastern Oklahoma State University (1982), and Langston University (1982).

Langston University (1982) appointed the Director of Teacher Education to serve as chairman of the TEFDC. The other two institutions are allowing the Director of Teacher Education or the Dean of the College of Education to appoint the chairperson for the committee.

Both the University of Science and Arts of Oklahoma (1982) and Langston University (1982) not only have a public school teacher serve on their committee, but are also using a public school administrator as a member. At Langston University, the administrator will be appointed for two years, and the classroom teacher has a three year appointment. The University of Science and Arts of Oklahoma will appoint the public school personnel annually.

Langston University (1982) will complete the membership of its Committee with four higher education faculty members representing different divisions of the university, each serving either one, two, or three years. The University of Science and Arts of Oklahoma (1982) will use three faculty members selected by the Teacher Education Committee who will be appointed for two or three years. The final member of the Committee will be a student who has been admitted to the Teacher Education Program, and will be named annually.

Five members of the Southeastern Oklahoma State University (1982) TEFDC, other than the chairman and the public school teacher, will be selected from faculty members representing different departments in the institution. Their terms of service will be for three years; two members will be replaced each year.

Central State University (1982) has an eight member Committee which has the title of Research and Staff Development Council. The chairperson is chosen through a general election conducted by the Dean of Education's office, the chairperson serving a four year term. Five members of the committee will be placed by departmental elections; the length of their terms was not specified. Two additional committee members were appointed by the Dean of the School of Education. One represents classroom teachers, and the other member represents Teacher Education Faculty in departments other than ones in the School of Education.

East Central State University (1982) also has chosen a nine member Faculty Development Committee. The chairman of said committee and the length of terms that the committee members serve were not given in the original plan submitted to the State Department of Education. The TEFDC members represent a broad spectrum of departments in the university.

An eight member TEFDC, plus a Committee chairman, was the choice of Southwestern Oklahoma State University (1982). The Dean of the School of Education is the chairman of the committee and will appoint the other committee members upon recommendation from designated academic and public school areas. Permanent committee members are the chairman, the Dean of the Graduate School, the Assistant to the Dean

of the School of Education, and the Chairman of the Department of
Secondary Education. The remaining faculty representatives and the
public school teacher will serve on the committee for three years.

Oklahoma State University (1982) named a 10 member TEFDC chaired
by the Dean of the College of Education and Director of Teacher Educa-
tion. The Associate Director of Teacher Education serves as secre-
tary, and a classroom teacher was appointed to the committee upon
request of the chairman through the office of the superintendent of
the public school system. The other seven members of the committee
were chosen from the Teacher Education Program at Oklahoma State
University. The committee members were appointed by the Director of
Teacher Education upon the recommendation of the dean of the college
where they are employed. The length of service on the committee was
not specified.

A 12 member TEFDC was preferred by Northeastern Oklahoma State
University (1982), and the Director of Teacher Education will serve as
chairman of the Committee. A Teacher Certification Officer will be a
member, and a public school classroom teacher will be designated by
the Director of Teacher Education. Nine faculty members will be
selected and rotated by lottery. Five will be from the Division of
Education and Field Services and four from other academic divisions.

The University of Oklahoma (1982) did not indicate the size nor
the length of terms for its TEFDC. The committee will be appointed by
the Director of the Education Professions Division, and will be
chaired by the Director of the Education Professions Division or
his/her designee. The committee will be representative of all sectors
involved in the teacher education program and will include at least

one classroom teacher from the public schools (University of Oklahoma, 1982). The ways in which the institutions responded to standard three are depicted in Table I.

Standard Four

The Teacher Education Faculty Development Committee shall be responsible for writing guidelines for im- plementing the faculty development program. These guidelines shall include but not be limited to: (1) functions and responsibilities of the Teacher Education Faculty Development Committee, (2) alternative means of education which are acceptable for meeting faculty de- velopment requirements, and (3) process for reviewing individual faculty development plans on an annual basis (Fisher, and the State Department of Education, 1982, n.p.).

Functions and Responsibilities

The function and responsibilities of the TEFDC of Central State University (Research and Staff Development Council) was to develop a constitution for the Council. Faculty development is only one respon- sibility of the Council, which will be directed by a subcommittee (Central State University, 1982).

Oklahoma State University's TEFDC is also a part of a larger body, the Council on Teacher Education. The Committee will oversee the basic faculty development plan (Oklahoma State University, 1982).

Langston University (1982) has assigned specific responsibilities to its TEFDC. For example: (1) serve as an advisory body to the Director of Teacher Education, (2) disseminate needs assessment data among appropriate members of the staff, (3) coordinate efforts with the total Teacher Education Program, (4) assist individual faculty members in developing plans, (5) develop self-evaluation techniques

TABLE I

TEACHER EDUCATION FACULTY DEVELOPMENT COMMITTEES

INSTITUTION	TOTAL MEMBERS	CHAIR	PUBLIC SCHOOL PERSONNEL	ED. MEMBERS	OUTSIDE EDUCATION	STUDENTS
CU	5	Dir. of T.E.	1	2	1	
CSU	8	Gen. Elec.	1	6	1	
ECSU	9	Not Named	1	2	6	
LU	7	Dir. of T.E.	2	1	3	
NESU	12	Dir. of T.E.	1	6	4	
NWSU	5	Dir. of T.E.	2	2		
OSU	10	Dir. of T.E.	1	5	3	
OU		Dir. of T.E. or Designee	1	All		
PSU	6	Dir. of T.E.	1	2	1	1
SESU	7	Appointed	1	5	1	
SWSU	9	Ed. Dean	1	4	3	
USAO	7	Appointed	2	4		1

for the individual plans, (6) review the development plans of each faculty member involved in the teacher education process, and (7) review the outline annually and revise it as needed in order to maintain a viable Staff Development Program.

The TEFDC of East Central State University (1982) will supervise the individual faculty development plans. This Committee will survey the faculty concerning areas of need at various times throughout the year. When a significant area of concern is discovered, the committee will develop an appropriate activity in the form of a workshop, seminar, or some other suitable activity.

The responsibility of the TEFDC at Southwestern Oklahoma State University (1982) is to develop guidelines for implementation of the faculty development program. This Committee is the body concerned with the approval and coordination of faculty development plans for all teacher education faculty. The TEFDC is charged with the establishment of acceptable activities whereby faculty development requirements may be achieved.

At the University of Oklahoma (1982), the TEFDC shall be an advisory body to the Director of Education Professions Division.

The function of the TEFDC at Northeastern Oklahoma State University (1982) is to write and review faculty development plans for each faculty member directly involved in the teacher education process.

It is the task of the TEFDC at Cameron University (1982) to develop and administer the Teacher Education Development Plan.

Northwestern Oklahoma State University's TEFDC is responsible for reviewing the administering of its development program as well as evaluating each educator's professional development program. The

individual plan must meet criteria established not only by the Committee but also the criteria in the Northwestern Oklahoma State University's faculty handbook, as well as the state-mandated requirements.

Panhandle State University (1982) gave the functions and responsibilities of its Committee as: (1) identify faculty development needs and sponsor in-service training activities, (2) establish a faculty development resource room and provide copies of related research reports and materials, (3) plan and schedule requested in-service activities, (4) review and make recommendations regarding individual faculty development programs, (5) evaluate individual and institutional faculty development programs, and (6) supervise the overall teacher education faculty development program. The TEFDC has the responsibility of implementing at least one faculty development program per year. The Committee will also conduct a needs assessment every year to aid in designing and providing professional development activities.

Functions and responsibilities of the TEFDC at the University of Science and Arts of Oklahoma (1982) are the following: (1) develop guidelines for implementing the faculty development program, (2) define the means by which faculty development plans are met, and (3) collect individual faculty development plans annually for inclusion in the five year self-study process.

The responsibilities of the Staff Development Committee at Southeastern Oklahoma State University (1982) included the following: (1) develop the Southeastern Oklahoma State University Staff Development Plan by utilizing the cooperation and assistance of the Teacher Education Faculty, (2) review annually and revise as needed the Southeastern

Oklahoma State University Plan, (3) assist the Dean of the College of Education in reviewing the individual faculty development plans and reports, and (4) monitor the implementation of the plan.

Alternative Means of Education

Alternative means of education will be addressed under standard six.

Process for Review

Oklahoma State University (1982) will subject each individual development plan annually to a review by the academic department head, followed by a review from the Director of Teacher Education. A summary of the activities of the program will be sent from the Office of Teacher Education to the Teacher Education Faculty Development Committee. The Committee will act should an appeal arise. If a designated faculty member does not fulfill the necessary requirements of the program, action will be taken by the Department Head and the Director of Teacher Education.

After the Langston University (1982) faculty members have responded to the self-evaluation form, the Development Committee will review each plan annually to determine if goals have been met. The faculty members will use the acquired information to make recommendations for the future.

Faculty members at Central State University (1982) will select objectives based on their self-evaluation of needs from a checklist of objectives provided for them. The faculty member must send evidence of his/her activities to the office of the assistant to the dean. the

dean's office will keep folders on the faculty plans, and a computer- ized vita system will be developed to keep a record of entries. A copy of recorded activities will be sent to participating faculty members who will update them and return them to the office of the dean. The completed reports will be reviewed by the Faculty Develop- ment Subcommittee and forwarded to the dean.

East Central State University's (1982) Faculty Development Com- mittee will evaluate and give tentative approval to the individual faculty member's proposed plan of development activities. The Commit- tee will assign points for the various activities proposed and ask the faculty members to verify completed activities. The Development Com- mittee will survey the faculty to ascertain needs so that a workshop or other appropriate activity can be arranged. All records will be kept by the Office of the Director of Student Teaching and Field Experiences, the director serving as chairman of the Faculty Develop- ment Committee.

The TEFDC at Southwestern Oklahoma State University (1982) will review individual faculty development plans. The Committee will ac- cept or reject the individual plans in quarterly meetings; for ex- ample, should a plan be rejected, the Committee will state in writing its reason for such action. The Committee will further compile data and report cumulative totals to respective faculty members.

The University of Oklahoma's (1982) TEFDC will meet at least annually. At this time the Committee will review professional develop- ment activities for each faculty member involved in the Teacher Educa- tion Program.

Individual faculty members at Northeastern Oklahoma State University (1982) will submit his/her development plans to the TEFDC annually. The TEFDC will review and approve the teacher education faculty member's plans on a semiannual basis. Also, the Committee will meet to approve requested changes in individual plans as the need arises.

The TEFDC at Cameron University (1982) will meet annually to review the individual plans of the faculty. The TEFDC will inform the faculty member about the status of his/her development program.

At Northwestern Oklahoma State University (1982), the TEFDC is responsible for the evaluation of individual faculty members' plans. The TEFDC is further responsible for the administration and review of the total TEFDC Program.

Panhandle State University (1982) specified the process for review to include an annual review and approval of the individual programs for each teacher educator. This review will be done by the TEFDC and shall determine how well the stated objectives were achieved.

Similar to other institutions is the review process of the University of Science and Arts of Oklahoma's (1982) Development Committee. The TEFDC plan to review individual faculty development plans on an annual basis and then inform faculty members on their point status.

The TEFDC at Southeastern Oklahoma State University (1982) will review individual plans on an annual basis and revise the total plan as needed.

Standard Five

> The teacher education faculty development program shall
> apply to individuals in the following categories who are
> involved in teacher education at institutions of higher
> education which offer state approval certificate pro-
> grams: (1) faculty and administrators in departments,
> schools, and colleges of education, (2) faculty outside
> of the department, school or college of education who
> teach subject matter method courses, (3) faculty who
> supervise student teachers and/or practicum students,
> and (4) faculty who serve on Entry-Year Assistance com-
> mittees (Fisher and the State Department of Education,
> 1982, n.p.).

Standard five is very explicit, and 3 of the 12 institutions

concerned in this study did not specify the faculty who would partici-

pate in the faculty development programs in the original documents.

The following nine institutions included the above four categories of

faculty in their development plans and in some instances specified the

faculty to be included:

The Cameron University (1982) faculty members are required to

have individual plans, such as: (1) all teachers and administrators

in the Department of Education and Psychology, except psychology

professors who teach only psychology courses; (2) those faculty

members, other than the members of the Department of Education and

Psychology, who teach method courses or other courses designed speci-

fically for teacher education students; (3) those faculty members who

supervise student teachers or practicum students whose programs are

approved to meet teacher education field experience requirements; and

(4) all faculty members who serve on Entry-Year Assistance Committees.

The Director of Teacher Education at Oklahoma State University

(1982) would approve the faculty who would be participating in Faculty

Development activities. These faculty members would submit individual plans.

The Central State University (1982) teacher education faculty were identified as all faculty members who teach method courses, professional education courses, supervise student teachers or practice in education, and serve on Entry-Year Assistance Committees. Central State also assigned responsibilities to the teacher education faculty members such as: (1) following all policies and procedures adopted by the Council on Teacher Education, (2) working closely with the chairman of the Council on Teacher Education to ensure that all State Department of Education and North Central Accreditation of Teacher Education standards are maintained in the teacher education programs, (3) maintaining an active role in professional organizations and activities related to teacher preparation, and (4) participating in staff development programs as required by accreditation standards.

Langston University (1982) summarized standard five by requiring all members of the professional education staff, departmental supervisors, and teachers of subject matter methods courses to participate in the Teacher Education Faculty Development Program.

Standard five was fulfilled by Southwestern Oklahoma State University (1982) in the listing of the faculty members who would participate in the development program.

The faculty members who teach professional education or method courses, supervise student teachers, or serve on Entry-Year Committees have been identified by East Central State University (1982) as the participants in the Teacher Education Faculty Development Program. They further stipulated that an individual whose only involvement with

the teacher education process is occasionally serving on an Entry-Year Committee, will participate in faculty development activities only during the year he/she serves on the Entry-Year Committee.

The University of Oklahoma (1982) interprets College of Education faculty to mean teacher education faculty members in the colleges of Arts and Sciences, Fine Arts, and Education.

Both Panhandle State University (1982) and the University of Science and Arts of Oklahoma (1982) restated the four categories specified in standard five: (1) faculty and administrators in departments, schools, and colleges of education, (2) faculty members other than the department, school, or college of education faculty who teach subject matter method courses, (3) faculty who supervise student teachers and/or practicum students, and (4) faculty who serve on Entry-Year Assistance Committees.

<div align="center">Standard Six</div>

> Faculty development guidelines shall provide alternative means of education including, but not limited to: (1) in-service programs, (2) higher education courses, and (3) exchange programs with public school classroom teachers, administrators, and other school personnel. Duties that are a part of the regular faculty assignment will not be included in the faculty development program (Fisher and the State Department of Education, 1982, n.p.).

Langston University (1982) met standard six by specifying the activities that faculty members could participate in to complete their faculty development requirement, including the following: (1) staff development, in-service training programs; (2) a consultant or participation in public school staff development programs such as workshops or seminars; (3) faculty exchange substitute teaching programs; (4)

additional coursework in higher education; (5) participation in profes-
sional meetings, including the presentation of papers or serving as an
organization officer; (6) publications in professional journals; (7)
sabbatical leaves; (8) cooperative research within the university
and/or the public school; (9) involvement in public school programs;
(10) supervision of clinical experiences (these would be in addition
to one's regular load); (11) cooperative development of demonstrations
or curricular innovations; (12) a consultant or participant in univer-
sity staff development seminars; (13) improvement of educational prac-
tices such as research, planning, and development; (14) summer work
relating to a faculty member's area of teaching; (15) planning and
involvement programs; and (16) a member of an accreditation team.

Professional development activities that the faculty members may
participate in at the University of Oklahoma (1982) are as follows:
(1) participate, teach, direct, or consult a university faculty de-
velopment program; (2) consult in public school staff development
programs; (3) either teach or direct public school staff development
workshops or seminars; (4) teach or serve in a public school instruc-
tional program; (5) complete higher education course work; (6) attend
or participate in meetings of professional organizations; (7) publish
in professional literature; (8) serve on an Entry-Year Assistance
Committee; (9) participate in cooperative university and public school
research or service projects; and (10) serve as a member of an accred-
itation team.

Central State University (1982) developed a set of five objec-
tives to satisfy standard six with specific activities given under
each objective. The individual faculty member must complete two

different activities each year, and during a five year period he/she

must complete at least one activity in each of the five objectives.

The first objective for a faculty member is to develop new skills or

knowledge or stay current on the latest developments in his/her teach-

ing field or in areas that will improve his/her teaching. Activities

included in objective one are the following: (1) participate in

workshops, seminars, institutes, individual studies of at least two

days, or its equivalent; (2) enroll in higher education coursework of

at least one credit hour; (3) observe innovative or outstanding pro-

grams of practices; and (4) participate in School of Education spon-

sored in-service activities. The second objective is to demonstrate

professionalism and maintain professional contacts. Activities in-

cluded these provisions: (1) attend a regional or national conference

of at least two days, (2) attend two state conferences, (3) accept

responsibility as an officer of a professional organization, (4) serve

as a member of an accreditation team, and (5) serve on a committee to

plan and coordinate public school experiences of faculty. Increase

and update knowledge through research is objective three. Activities

in objective three are as follows: (1) conduct a research study, (2)

prepare for in-service or other presentations, (3) write a proposal

for funding or for a new program, (4) publish in a referenced profes-

sional journal or book, (5) edit a journal or book, (6) self-initiate

research to support innovative instruction, and (7) prepare and pre-

sent a paper at a professional conference. Objective four is to im-

prove instruction based on the analysis of student ratings or peer

evaluation (including the dean, department chairman, or other faculty).

Included in objective four are these changes: (1) course organization,

(2) course content, (3) grading system, (4) testing procedures, (5) methods, and (6) techniques. Update public school experience base for the purpose of improving instruction is the final objective. The activity specified in objective five is to serve in a state accredited public school for the equivalent of at least one-half day per week for one semester.

The University of Science and Arts of Oklahoma (1982) submitted guidelines and suggested methods for fulfilling the requirements of standard six. The committee selected four general areas with suggested activities in each area. The first general area given is in-service programs with these suggested activities: (1) local and state programs that relate to teacher education, (2) professional workshops, (3) attendance at professional conferences or workshops, and (4) presentation at professional meetings. The second area is higher education courses, which included: (1) auditing college courses for professional enrichment, and (2) completing post-graduate coursework related to personal field of study. The third area given is public school service. Activities suggested here include the following: (1) consultant service at public school and in-service and workshops for the individual classroom teachers, (2) guest lecturer in public school classrooms, (3) seminars for public school students, (4) a cooperative exchange program with classroom teachers, (5) public school involvement programs, and (6) substitute teaching in an accredited school. The final area is simply alternative means. Under alternative means is: (1) a consultant or participant in workshops or seminars related to public schools, (2) publications in professional journals, (3) cooperative research between the university and public schools, (4)

sabbatical leaves which produce professional development, and (5) approval of personal work specifically related to the area of teaching.

Five categories of activities have been developed by East Central State University (1982). Each specified faculty member at this institution must have significant work in at least three of the categories during the five year period. The categories are: (1) formal coursework, seminars, workshops, and public service courses; (2) attendance and participation at conferences and other professional meetings; (3) writing, research, and professional presentations; (4) non-paid consultations, service on accreditation teams, and services or observational visitations in public schools (54 hours each five years must come from service in public schools); and (5) independent study, professional reading, service to professional organizations, and other activities which contribute to the individual's professional growth. East Central State University further developed criteria for evaluating the appropriateness of development activities. The criteria are: (1) the activity must have direct relevance to the faculty member's teaching assignment, (2) the activity must contribute to the professional development of the faculty member, and (3) the activity must be documented.

Oklahoma State University (1982) prepared a list of suggested opportunities from which the teacher education faculty could select developmental activities. The Committee requires that these activities will be in addition to regularly assigned duties and that the faculty member will spend a minimum of five days annually in faculty development activities. These activities include these items: (1) faculty development institutes and meetings, such as (a) attendance at

institutes, seminars, retreats, or workshops related to teacher education, (b) special conferences or programs sponsored by the TEFDC, and (c) individually planned activities through the University Center for Effective Instruction; (2) academic coursework related to the area of professional expertise; (3) sabbatical leaves designed to develop increased competency in the area of professional expertise; (4) research and other scholarly activities which are completed and reported in national, regional, and state professional journals, (5) professional travel, such as (a) national level presentations on topics concerned with teacher education, and (b) attendance at professional meetings concerned with teacher education (only meeting days will be considered, not travel time); (6) school based experience, such as all teacher education faculty participants are required once every five years to serve in a state accredited public school the equivalent of at least one-half day per week for one semester in responsibilities related to their respective teaching fields; (7) business or industrial experience-business or industrial internships for teacher activities, such as (a) publications involved with improving competencies in teacher education, (b) development of instructional media or curriculum materials for teacher education, (c) development of creative teacher education displays or models, (d) officer or leadership positions in teacher education displays or models, (e) participation and organization of youth activities, and (f) service on accreditation and program review teams.

Eight developmental categories of activities were identified by Southeastern Oklahoma State University (1982). The activities were assigned a weight of either .50 or 1.00. The first category is

field-based activities, including the following: (1) service in a state accredited public school for one-half day per week for a semester or the equivalent; also another public school activity could be included in this category; (2) Entry-Year Assistance Committee (.50); and (3) service in appropriate educational and clinical settings. These activities were given the weight of 1.00. Category number two is attendance of relevant professional activities, such as: (1) workshops; (2) institutes; (3) conferences; (4) seminars; and (5) national, local, and state meetings. All activities in category two were weighted .50. The third category is program participating in relevant professional activities, including these items: (1) the presentation of an original paper, (2) panel member, (3) workshop, (4) experimental program in the field, (5) consultant, (6) accreditation team, and (7) accreditation team member--NCATE. Category three received a 1.00 weighting. Category four was weighted .50 and given the title of published material. Included here is: (1) refereed publication, (2) textbook, (3) resource guide or technical bulletin, and (4) article. The fifth category is program of study in relevant subject areas, which were given a weighting of 1.00. Included in this category is: (1) college credit courses, (2) audit college courses, and (3) continuing education. Category six is weighted .50 and is termed participation in professional organizations, including: (1) officer, (2) director, (3) editor, (4) delegate, (5) committee member, and (6) sponsorship. The seventh category, with a weight of .50, is relevant research and grant activities, such as: (1) field based, (2) scientific, (3) applied, (4) historical, (5) grant writing, and (6) grant management. The final category is miscellaneous, simply titled "other," with a

negotiable weighting of .50-1.00. An activity included in the above categories will meet certain criteria: (1) the activity affords the opportunity to gain knowledge and skill related to the maintenance and improvement of professional performances, (2) the activity provides for individual and/or professional growth, and (3) the activity is measurable.

Northwestern Oklahoma State University (1982) included six developmental activities in its plan, but indicated that faculty members are not limited to these activities. The activities are as follows: (1) participation in professional meetings, (2) publication in professional area, (3) higher education coursework, (4) completion of higher or additional academic degrees, (5) other professional contributions, and (6) service in the public schools.

Northeastern Oklahoma State University (1982) included in their development plan the following activities: (1) in-service seminars and workshops; (2) consultation or participation in public school development programs; (3) faculty exchange or substitute teaching at the public school level; (4) completion of higher education courses appropriate to assignment; (5) attendance at professional conferences; (6) presentation of papers at professional conferences; (7) service as an officer in professional organization; (8) publications in professional journals; (9) service on Entry-Year Assistance Committees; (10) research activities; (11) sabbatical leaves and other professional travel; (12) public school involvement program; (13) supervision of clinical experiences (in addition to or a variation of the normal load), (14) curriculum development such as committees, projects, demonstrations, and innovations; (15) improvement of educational

practices such as research planning and preparation of materials; (16) member of an accreditation team; and (17) consultation or participation in university faculty development seminars. A final miscellaneous category is given for ther specified activities not covered in the above listing.

Acceptable activities at Cameron University (1982) are specified as those which aid the faculty member in improving his performance in preparing public school teachers. Examples of such activities are: (1) in-service education programs related to teacher education; (2) higher education courses related to teacher education; (3) exchange programs with public school classroom teachers, administration, and other school personnel; (4) substitute teaching; (5) attendance and/or presentation of papers at professional association meetings relevant to public school teaching or teacher education; (6) service as an officer in professional organizations related to teacher education or public school education; (7) membership on boards or committees relating to public school education or teacher education, such as public school board, State Board of Education, Professional Standards Board, and public school staff development committees; (8) participation in such public school programs as public school staff development activities, science fairs, senior days, or music contests, if the activities are conducted in a public school setting; (9) publication of professional articles relating to public school education or teacher education; and (10) production of teaching materials, textbooks, or media presentations to be used in the public schools or in teacher education courses.

Panhandle State University (1982) selected three categories with acceptable activities given in each category for their teacher education faculty development projects. Area A consists of: (1) formal academic coursework from one to three semester hours, (2) an approved research project, (3) an approved public school project such as a mini-teaching unit, (4) published journal articles or books, and (4) approved faculty development projects via sabbatical leave. Included in area B are: (1) presentation at professional meetings; (2) presentation at in-service workshops; (3) development of instructional strategies for classroom demonstration; (4) development of curriculum innovations; (5) direct involvement (may be a team member) to research, plan, and improve educational practices; and (6) serve as a member of an accreditation team. Area C consists of: (1) attendance at professional meetings, (2) attendance at in-service workshops, (3) an approved project for systematic observations in the public schools, (4) a volunteer as a teacher's aide, (5) a resource person to the public schools, and (6) a review of recent literature in teaching or allied fields. Annually, a faculty member may select one activity from area A to fulfill his development requirement, or the faculty member may select one activity from area B combined with attendance at one university faculty development in-service workshop. A third alternative open to the faculty member would be to select three activities from area C which may include attending one of the university sponsored in-service workshops to fulfill the faculty development requirement.

Southwestern Oklahoma State University (1982) developed an 18 category matrix of development activities. The activities included are as follows: (1) faculty development in-service training programs;

(2) a consultant and/or a participant in sessions conducted by the
PDCN; (3) exchange teaching in the public schools; (4) completion of
additional coursework at higher education institutions; (5) attendance
at lectures by persons with expertise in areas of the individual's
field of teacher; (6) attendance and/or presentation of papers at
professional associations relevant to the individual's area of teach-
ing; (7) service on Entry-Year Assistance Committees (if beyond regu-
lar "load"); (8) supervision and/or purposeful observation of clinical
experiences, e.g., student teaching (if beyond regular "load"); (9)
participation in public school involvement programs/committees such
as: the Field Experience Conference, Counselor Day, and EBTE Evalua-
tion Day; (10) development of demonstrations of curriculum innovations
for use with student teachers or in-service programs; (11) publication
of professional articles in a professional journal in an appropriate
field; (12) travel related to professional faculty development areas
(prior approval for this experience must be obtained from the presi-
dent of the university, respective dean, and the State Department of
Education); (13) attendance at and participation in in-service meet-
ings with the opportunity for staff members in various roles (college
faculty, community persons) to work together; (14) participation in
in-service meetings to include faculty planning and involvement (dem-
onstrations with student exhibits, explanation of special or new
techniques); (15) direct involvement, individually, or within a group,
to research, plan, and improve educational practices; (16) summer work
related to an individual's field of teaching; (17) planning and produc-
ion of television or other special programs for use in the schools;
and (18) one-half day per week for one semester every five years, in

an accredited public school. Activities that the institutions identified for satisfying standard six are shown in Table II.

Standard Seven

All teacher education faculty included in Standard 5, including the Dean of the College of Education, are required once every five (5) years to serve in a state accredited public school the equivalent of at least one-half day per week for one semester in responsibilities related to their respective teaching fields (Fisher and the State Department of Education, 1982, n.p.).

To meet the requirement of standard seven, Central State University (1982) will organize a planning conference with participants from other teacher training institutions and from area public schools. This conference will explore effective and efficient ways to utilize higher education personnel in public schools. Central State University will have an on-campus planning committee for the purpose of finding ways to transmit the public school experience of faculty members to student teachers and entry-year teachers. Innovative techniques should emerge from this and will be tested in pilot programs. Individual faculty members may also design and implement their own activities in cooperation with public school personnel. These experiences must be documented by writing short summaries indicating place, time, responsible public school contact, and the result. This will be added to the individual's vita. The Research and Faculty Development Council will monitor these individual activities.

Panhandle State University (1982) will have the TEFDC, in conjunction with public school administrators, explore acceptable public school assignments. After the Committee has compiled this information, it will be distributed to each specified faculty member.

TABLE II

TEACHER EDUCATION FACULTY DEVELOPMENT ACTIVITIES MOST OFTEN EVIDENCED AT INDIVIDUAL INSTITUTIONS

INSTITUTION	Staff Dev. In-Service	Pub. Sch. Staff Dev.	Higher Ed Courses	Prof. Meets.	Journal Publ.	Pub. Sch. Programs	Research U./Pub. Sch.	Accred. Team	Other
CU	X	X	X	X	X				3
CSU	X		X	X	X	X	X	X	6
ECSU		X	X	X			X	X	3
LU	X	X	X	X	X	X	X	X	9
NESU	X	X	X	X	X	X	X	X	8
NWSU			X	X	X	X			1
OSU	X		X	X	X	X	X	X	3
OU		X	X	X	X	X	X	X	2
PSU	X		X	X	X	X	X	X	5
SESU			X	X	X		X	X	3
SWSU	X	X	X	X	X	X	X	X	9
USAO		X	X	X	X		X		3

The individual teacher educator will select a project, write a proposal, and submit it to the Committee for approval. The project should be identified as well as the proposed completion date. This public school project must be done one time every five years, and the time shall be equivalent to at least one-half day per week for one semester in responsibilities related to respective teaching fields. The proposal must indicate the type of activity, a list of appropriate objectives, a narrative description of the program, and procedures for evaluating the success of the project.

Acceptable public school activities to fulfill standard seven were included in standard six by the University of Science and Arts of Oklahoma (1982). Public school service activities included the following: consultant service, guest lecturer in public school classrooms, seminars for public school students, cooperative exchange programs with classroom teachers, public school involvement programs, and substitute teaching in an accredited school.

Every teacher educator at Cameron University (1982) will serve the equivalent of nine days during one year out of five in an accredited public school. The faculty member must actively participate in the regular activities of the school as a teacher or in some other capacity. Not to be included in this requirement are supervising student teachers and membership on an Entry-Year Assistance Committee.

The public school experience by faculty members at Langston University (1982) will vary. Some teacher educators will spend full days or weeks in the public school while others will spread the requirement over a full five year period. The public school experiences will be monitored to affirm its validity.

Oklahoma State University (1982) specified that standard seven applies to all teacher educators, including the Dean of the College of Education.

The plan from the University of Oklahoma (1982) reiterated standard seven, and noted that their Staff Development Committee interprets the phrase "College of Education Faculty Members" to mean teacher education faculty members in the College of Arts and Sciences, Fine Arts, and Education.

The minimum equivalent of one-half day per week for one semester in an accredited public school during a five year period was specified by Southeastern Oklahoma State University (1982). They further emphasized the importance of continued participation in educational or clinical settings such as: Center for Human Development, Mental Health Center, Small Business Institute, and private schools. However, this should not replace serving one-half day per week for a semester in a public school.

Standard seven pertains to all teacher education faculty, including administrators in the Division of Education and Field Services at Northeastern Oklahoma State University (1982). It was noted that the requirement did not include administrators outside the Division of Education and Field Services.

Northwestern Oklahoma State University (1982) mentioned service in the public schools in its suggested activities. Southwestern Oklahoma State University (1982) simply restated standard seven as written, and no mention of standard seven was made in the plan submitted by East Central State University (1982).

Summary

Of the 12 individual institution development plans received by the researcher, the plan submitted by Cameron University was the most original. The Committee designed a handbook that could be utilized by the designated faculty members. The format was a series of questions and answers that covered the information pertinent to the Teacher Education Faculty Development Plan at Cameron University. Langston Univesity was the only other institution that had the Teacher Education Staff Development Program in handbook form. This is perhaps the result of a longer preparation time.

All 12 plans were acceptable to the State Department of Education once they were adjusted by the institutions to contain the necessary information. Each plan was well written and unique to the institution it must serve.

A wide variety of faculty development plans for individual faculty was utilized by the 12 institutions to satisfy standard two. East Central State University, Northwestern Oklahoma State University, University of Science and Arts of Oklahoma, Southeastern Oklahoma State University, Southwestern Oklahoma State University, and Langston University utilized a point system whereby a faculty member must accrue a certain number of points annually and a total in a five year period to satisfy the faculty development requirement.

The University of Science and Arts of Oklahoma, Southeastern Oklahoma State University, Southwestern Oklahoma State University, and Langston University require the individual faculty member to earn 75 staff development points in a five year period. However, Langston

University and Southwestern Oklahoma State University require a mini-
mum of 15 points a year, while the University of Science and Arts of
Oklahoma maintains that some points will be earned each year, and
Southeastern Oklahoma State University requires a minimum of 10 units
per year.

Northwestern Oklahoma State University requires the faculty mem-
ber to earn 90 staff development points in a five year period with a
minimum of 15 of the points to be accrued annually. East Central
State University also has the minimum requirement of 15 hours a year,
but the five year total is a minimum of 150 clock hours.

The remaining six institutions are not using a point system for
individual faculty development plans. The University of Oklahoma
requires the faculty member keep a record of development activities
and submit them to the Teacher Education Professional Development
Committee annually. Northeastern Oklahoma State University faculty
must have a five year plan including varied activities approved by the
TEFDC. Cameron University faculty members submit a list of long-range
goals and activities to the Development Committee for review and
approval; also, Panhandle State University faculty members submit
activities for approval. The plan at Oklahoma State University has
individuals specify the activities they propose to complete with
approval secured from the department head. Central State University
requires the completion of two different activities a year, and within
the five year period, at least one activity from each of five objec-
tives they have developed.

Individuality was shown in the forms developed by the institu-
tions for the recording of faculty development plans. Four

institutions included no forms in their plans, but East Central State University and Northwestern Oklahoma State University alluded to the availability of forms. The forms that were included in institution plans fulfilled the needs of that institution.

Standard three required the formation of a TEFDC. The only specification was the inclusion of at least one public school class-room teacher on said committee. The variety found among these committees was rewarding to this researcher. Membership on Faculty Development Committees ranged from 5 to 12 for 11 institutions. The University of Oklahoma did not specify the size nor the length of terms for its Development Committee. A list of 19 names was given on the title page of the plan submitted by the University of Oklahoma. One would assume that these 19 individuals composed the Development Committee; however, it was not specified as such or the individuals could be the committee that prepared the document, or possibly both. Of the 11 remaining institutions, one selected a 12 member committee, one a 10 member committee, two a nine member committee, one an eight member committee, three a seven member committee, one a six member committee, and two a five member committee. Predominantly, the institutions have the Director of Teacher Education or the equivalent serving as chairman of the TEFDC; only Central State University will choose the chairperson through a general election conducted by the Dean of Education's office. The University of Science and Arts of Oklahoma and Southeastern Oklahoma State University are allowing the Dean of the College of Education or the Director of Teacher Education to appoint the committee.

Northwestern Oklahoma State University is the only institution utilizing two public school teachers: one, representing the elementary level; the other, the secondary level. However, both Langston University and the University of Science and Arts of Oklahoma elected to incorporate in their committees not only a public school teacher but a public school administrator as well.

Two institutions, Panhandle State University and the University of Science and Arts of Oklahoma, chose students to serve on their committees. Panhandle State University's student will be recommended by the Student Education Associaton, and the University of Science and Arts of Oklahoma's student will be one who has been admitted to the Teacher Education Program. The student members from both institutions will be appointed annually.

The remaining committee members from the institutions are teacher education faculty selected in a variety of ways, such as: departmental elections, Teacher Education Council elections, appointments, and chairperson appointment with Teacher Education Council approval.

During this formative year, the Committee members are serving staggered terms so that the entire memberships will not change at one time and interrupt the continuity. The Director of Teacher Education or the equivalent is a permanent member of the Committee, as well as the Assistant Director where this position exists. The Committees are so designed to allow for new members periodically; this method will permit the advent of new ideas and prevent stagnation.

Each TEFDC was unique to the institution it served. A great deal of thought and careful planning contributed to the design of these committees.

The TEFDC is designated by standard four to be the body responsible for developing the functions and responsibilities of said Committee. Two institutions chose to make the TEFDC a part of a larger body. Central State University will have a subcommittee of the Research and Staff Development Council responsible for faculty development, and Oklahoma State University's TEFDC is part of the Council on Teacher Ecucation.

Langston University, Panhandle State University, Southeastern Oklahoma State University, and the University of Science and Arts of Oklahoma all listed specific functions and responsibilities for the TEFDC. Some of the lists were more extensive than others, but only Panhandle State University's TEFDC will establish a faculty development resource room. Two committees plan to provide on-campus faculty development activities.

Eleven of the twelve institutions will have the individual faculty development plans transmitted to the TEFDC for approval as the process for review. Only Oklahoma State University will have the individual plans reviewed by the Academic Department Head, followed by a review from the Director of Teacher Education. The TEFDC at Oklahoma State University will receive a summary of the development activities from the Office of Teacher Education and will act should an appeal arise.

Standard five explicitly stated the individual who would be included in the the Teacher Education Faculty Development Programs. But three institutions--Southeastern Oklahoma State University, Northeastern Oklahoma State University, and Northwestern Oklahoma State University--did not restate the individuals to be included in faculty

development in plans they submitted to the State Department of Education. The remaining nine institutuions restated the faculty who would be involved in the Teacher Education Faculty Development Program, some more specifically than others.

Central State University specified the participating faculty and further assigned responsibilities to be met by this faculty. Central State University was the only institution defining responsibilities. Only Southwestern Oklahoma State University included the names of the faculty participating in the Faculty Development Program.

Variety is the word to describe the alternative means of education developed by the individual institutions. About one-half of the 12 institutions gave detailed lists of developmental activities from which the faculty member could select. The remaining institutions gave a less extensive selection of activities. The lists of activities submitted by Langston University, Northeastern Oklahoma State University, Panhandle State University, and Southwestern Oklahoma State University were similar in design. Northwestern Oklahoma State University gave the most brief selection of development activities.

Four institutions indicated serving on an Entry-Year Committee was an acceptable development activity. This researcher discovered that Entry-Year Committee service was not acceptable to the State Department of Education through a letter sent to Southeastern Oklahoma State University from the State Department of Education. A copy of this letter may be found in Appendix F.

Both East Central State University and Southeastern Oklahoma State University developed criteria to be used in the evaluation of

developmental activities. The only activities deemed acceptable were ones which met the established criteria.

The fulfilling of service in an accredited public school for the equivalent of at least one-half day per week for one semester every five years was specified in the final standard for Teacher Education Faculty Development Programs.

Central State University was the only institution that intended to organize a planning conference. This conference would consist of university faculty members, participants from other teacher training institutuions, and from area public schools. The purpose of the conference is to devise experiences in the public school for the higher education faculty. Panhandle State University is also utilizing off campus personnel to explore acceptable public school assignments; however, Panhandle State University is seeking input from area public school administrator. The TEFDC of Panhandle State University will compile the information received and make it available to specified faculty members.

The University of Science and Arts of Oklahoma alone included specific public school service activities to satisfy standard seven. The University listed these activities in conjunction with the activities fulfilling standard six or alternative means of education.

The faculty member at Cameron University is required to serve as a teacher in the public school or actively participate in some other capacity. Cameron University obviously expects university personnel to do more than observe.

Langston University allowed for variation in the time spent in the public school, indicating that some faculty would spread their

designated time over the five year period, while other faculty would spend full days or weeks in this service.

The remaining institutions reiterated standard seven, with the exclusion of East Central State University, who did not allude to it. It is possible that East Central State found standard seven explicit without needed further clarification.

Discussion

Evaluative criteria for faculty development programs were established by Centra (1978). The evaluative criteria established included: (1) helping faculty members grow in teaching effectiveness by sharpening their skills and knowledge; (2) helping faculty better understand themselves and their institutions; and (3) promoting better environments for teaching and learning.

The 12 institutuions of higher learning contained in this study were required to fulfill seven standards for faculty development mandated by House Bill 1706. Standard one specified the date when the individual institutional plans must be submitted to the Oklahoma State Department of Education, as well as the date to submit yearly revisions in said plans (Fisher and the State Department of Education, 1982). Standard one was not involved in the evaluative criteria.

Standard two indicated that the institutions would develop plans for individual faculty members to follow (Fisher and the State Department of Education, 1982). This standard reflects the first evaluative criteria because every institution required its faculty members to sharpen their skills and knowledge. Of the six institutions using a point system to determine progress, East Central State University is

requiring its faculty to accrue more development points than the other five institutions. If more is better, then the teacher educators at East Central State should show more improvement as faculty members. Six institutions chose not to use a point system to calculate development activities. The more positive plans reflecting the evaluative criteria were those of Cameron University and Panhandle State University. They asked their faculties to identify goals for proposed individual development programs. Panhandle State went a step further and asked for procedures to evaluate the development project. Oklahoma State University also had the department head evaluate the development activities submitted to him/her by the faculty members. The plan most reflecting the evaluation criteria was that of Central State University. Central State developed five objectives for faculty development. The faculty member must complete two different activities a year, and at the end of the five year period must have completed at least one development activity from each of the five established objectives. Central State made certain that faculty would participate in a variety of development activities.

Standard three was concerned with the formation of a Teacher Education Faculty Development Committee (TEFDC). The only specification in this standard was that it should include at least one public school classroom teacher (Fisher and the State Department of Education, 1982). The formation of the TEFDC was an organizational problem. This researcher identified the formation of said Committees to reflect all three evaluative criteria. If the Committee functions as it should, it will assist faculty members to improve their teaching effectiveness, to understand themselves and their institutions better,

and to promote a better teaching/learning environment. The institutions very ably complied with standard three and met the established criteria. The diversity in the size of the established TEFDCs did not appear to be significant to the criteria. The larger committees will have input from more members, but perhaps it will be easier for the smaller committees to make united decisions.

Standard four specified the responsibilities of the TEFDC. The TEFDC was to write the guidelines for implementing the Faculty Development Program to include, but not to be limited to, functions and responsibilities of the TEFDC, alternative means of education, and the process for review of individual faculty development plans (Fisher and the State Department of Education, 1982). Once again, this researcher believes that standard four meets all the criteria expounded by Centra (1978). Through its responsibilities, the TEFDC can help faculty improve their teaching effectiveness, better understand themselves, and promote better teaching/learning environments. Oklahoma State University and Central State University had their TEFDCs be a part of a larger committee or council, as was stated earlier. By not limiting the development programs to teacher educators, this researcher believes it expands the responsibilites of the committee. These two institutions better meet the evaluative criteria established by Centra through the broadening of their programs. Of the remaining institutions, only Panhandle State University offers broad enough functions and responsibilities to meet the criteria. Panhandle State University (1982) listed the functions and responsibilities of its TEFDC to be fundamental: (1) identifying faculty development needs and sponsoring in-service training activities; (2) establishing a development

resource room and providing copies of related research materials; (3) planning and scheduling requested in-service activities; (4) receiving and making recommendations regarding individual programs; (5) evaluating development programs; and (6) supervising the overall Teacher Education Faculty Development Program.

Standard five identified the faculty who were to participate in the Teacher Education Faculty Development Programs: (1) faculty and administrators in departments, schools, and colleges of education; (2) faculty outside who teach subject matter method courses; (3) faculty who supervise student teachers and/or practicum students; and (4) faculty who serve on Entry-Year Assistance Committees (Fisher and the State Department of Education, 1982). This researcher believes that standard five would not be classified in Centra's (1978) evaluative criteria. Standard five merely specified that faculty would participate in the institution's Faculty Development Program. As reiterated in this study earlier, three institutions found standard five so explicit that it was not referred to in the institutional plans. Only Central State University (1982) defined "Teacher Education Faculty" and further described responsibilites of teacher education faculty members: (1) follow all policies and procedures adopted by the Council on Teacher Education; (2) work closely with the chairperson of the Council on Teacher Education to ensure that all State Department of Education and NCATE standards are maintained in teacher education programs; (3) maintain an active role in professional organizations and activities related to teacher preparation; and (4) participate in staff development programs as required by accreditation standards.

Standard six is concerned with the institutions developing alternative means of education, including, but not limited to: (1) in-service programs; (2) higher education courses; and (3) exchange programs with public school classroom teachers, administrators, and other school personnel (Fisher and the State Department of Education, 1982). This standard meets Centra's (1978) criterion of helping faculty improve their teaching effectiveness by sharpening their skills through faculty participation in the activities specified by the institutions. It further fulfills the criterion of promoting better teaching/learning environments through some of the specified activities as well as the exchange programs with the public schools. Each institution complied with standard six by naming activities that would be acceptable as faculty development, thereby meeting the criteria as established by Centra.

Standard seven, the final standard, required that all teacher education faculty, including the Dean of the College of Education, were to serve the equivalent of at least one-half day per week for one semester every five years in a state accredited public school (Fisher and the State Department of Education, 1982). This researcher believes that standard seven fulfills all of Centra's (1978) evaluative criteria.

Requiring teacher educators to serve in the public school setting would improve their teaching effectiveness, as they now have a better understanding of what the prospective teacher will face. Service in the public school should contribute to the faculty members' better understanding of themselves and their institutions. The teacher educator will have a better understanding of what he/she must accomplish

and what the institution expects of him/her as a teacher educator. Work in a public school would promote a better teaching/learning environment as more understanding develops between public school teachers and higher education personnel.

In this researcher's opinion, the Teacher Education Faculty Development Program mandated by House Bill 1706 and the seven standards conceived by the Oklahoma State Department of Education aptly met the evaluation criteria established by Centra (1978). The development program evolved further by requiring some organizational details and functions.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This paper has included a study of only one phase of House Bill 1706, a comprehensive article of legislation reflecting change on teacher education programs, certification, and staff development. The researcher selected staff development and limited it to the Teacher Education Faculty Development Programs developed by the state supported colleges and universities of Oklahoma, although it applies as well to public school teachers, administrators, and teacher educators in private colleges and universities.

The researcher was impressed by the concepts of House Bill 1706, and especially the consternation produced by the ensuing mandate that teacher educators must pursue faculty development activities. Blackburn et al. (1980) were correct when they stated:

> And, although faculty committees may vote for instructional improvement programs, it is not, as has been seen, because they need one, but because they believe their colleagues do--who, of course, do not share this assessment (p. 47).

Every faculty member and administrator either consciously or unconsciously can identify with the above statement. House Bill 1706 is a hopeful piece of legislation. It should insure in the future that the school children of Oklahoma will be taught by competent educators.

It is interesting to note the variety that encompasses the individual institutions' Teacher Education Faculty Development Plans. The researcher expected much more similarity, but was gratified by the wealth of a collection of innovative ideas. The reader is perhaps aware that the 12 institutions involved in this study are of varying sizes. These institutions range from colleges of less than 2,000 students to major comprehensive universities. The size did not affect the quality of the faculty development plans received for this study. It is a healthy approach, having 12 different development plans and each being unique to a particular institution. That these plans were acceptable to the State Department of Education is a foregone conclusion, for the plans would have been returned to the institution until said plans answered the seven standards satisfactorily.

In fulfilling standard seven, the requirement of spending the equivalent of one-half day per week for a semester once each five years in the public schools, the researcher had hoped for more extensive ideas from the institutions of higher learning than were found. However, these were the initial faculty development plans submitted by the state supported institutions, and understandably, the institutions had not yet had time to formulate a variety of acceptable activities.

Centra (1978) described evaluative criteria for faculty development programs, including: (1) helping faculty members grow in teaching effectiveness by sharpening their skills and knowledge; (2) helping faculty better understand themselves and their institutions; and (3) promoting better environments for teaching and learning. The research believes that the Teacher Education Faculty Development Plans

mandated by House Bill 1706, and conceived by the state supported institutions of higher learning in Oklahoma, fulfilled this criteria.

Having been involved in this study, the researcher sincerely appreciated the many hours and thoughtfulness (the effort) that went into the creation of the Teacher Education Faculty Development Plans, and applauds the institutions of higher learning in Oklahoma.

Recommendations

House Bill 1706 can be called an educational idea, as Borg (1963) stated:

> The historical study of an educational idea or institu-
> tion gives us a perspective that can do much to help us
> understand our present educational system, and this
> understanding in turn can help to establish a sound base
> for further progress and improvement (p. 188).

The Professional Standards Board will have its first review of faculty development programs at the end of a five year period. The researcher has strived to preserve the intents of the original Faculty Development Plans submitted to the Oklahoma State Department of Education.

Specific recommendations for further studies would involve these same institutions' Teacher Education Faculty Development Plans. The plans should be reviewed again at the end of the designated five year period to ascertain the changes that have evolved over the years. The problems incurred by the plans should have been discovered by this time and resolved. It will be interesting to note the differences in the original plans and the ones that exist at the end of five years. Will the financial exigency that is affecting the entire educational system in Oklahoma have a role to play and perhaps change the entire

contents of House Bill 1706, including the faculty development pro-
grams? What will happen if the institutions do not meet the criteria?
What rewards will the institution/faculty receive for complying with
the standards?

A further study would involve the church supported institutions
of higher learning in Oklahoma. How are these private institutions
financing the mandates of House Bill 1706? The State Legislature
appropriated monies for the state supported institutions, but how will
the church supported institutions fare? When evaluations have been
completed at the end of the five year period by the Professional
Standards Board, a study could be conducted to see how well the insti-
tutions met the criteria established by Centra (1978).

House Bill 1706 is a step forward for the educational systems in
Oklahoma. As the "dust" settles, Oklahoma educators may remember with
great pride the year 1982 when the principles of House Bill 1706 were
put into operation. Perhaps it will help Oklahoma educators to ". . .
establish a sound basis for further progress and improvement" (Borg,
1963, p. 188).

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APPENDIXES

APPENDIX A

HOUSE BILL 1706

An Act

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ENROLLED HOUSE
BILL NO. 1706        BY:  DRAPER, FRIED, DEATHERAGE,
                          BAUGHMAN, DUCKETT, FAIR,
                          FITZGIBBON, HENRY, HOBSON, HOPKINS,
                          JOINER, MORGAN, RIGGS, STEPHENSON,
                          TAYLOR, VAUGHN, WINN, ATKINS, KERR,
                          DENMAN, PETERSON, ROGERS, STEWARD,
                          THOMPSON (Mick), TWIDWELL, HARBIN,
                          WILSON, GRAY, DUKE, BARKER,
                          McCORKELL, COLE, SPARKMAN,
                          CLEVELAND, HOLADAY, HOLT, WHORTON,
                          CALDWELL, ROBERTS, TOWNSEND,
                          CRAIGHEAD and MANNING of the HOUSE

                          and

                          HOWARD, RANDLE, KILPATRICK, YORK,
                          JOHNSON, LUTON, COMBS, BIRDSONG,
                          STIPE, MURPHY and TERRILL of the
                          SENATE
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AN ACT RELATING TO SCHOOLS; AMENDING 70 O.S. 1971,
SECTIONS 1-116, AS AMENDED BY SECTION 1, CHAPTER
193, O.S.L. 1973, 6-125 AND 18-114, AS LAST
AMENDED BY SECTION 24, CHAPTER 282, O.S.L. 1979
(70 O.S. SUPP. 1979, SECTIONS 1-116 AND 18-114);
STATING PURPOSES; PROVIDING FOR ALLOCATION OF
FUNDS FOR IN-SERVICE TEACHER TRAINING PROGRAMS;
MODIFYING SCHEDULE FOR MINIMUM SALARIES FOR
TEACHERS; REQUIRING PROPOSED YEARLY COMPENSATION
SCHEDULE FOR STAFF DEVELOPMENT PROGRAMS; DEFINING
TERMS; PROVIDING FOR TEACHER IMPROVEMENT PROGRAM;
STATING PURPOSE; DEFINING CERTAIN TERMS; REQUIRING
EXPERTISE AND EXPERIENCE; PROVIDING TEACHER
EDUCATION REQUIREMENTS AND REPORTS; PROVIDING
CRITERIA FOR STUDENT ADMISSION TO COLLEGE
EDUCATION PROGRAMS; DECLARING INTENT; PROVIDING
FOR TEACHER EDUCATION FACULTY DEVELOPMENT
COMMITTEE; INCLUDING DIRECTLY INVOLVED COLLEGE OF
EDUCATION FACULTY MEMBERS; PROVIDING FOR FACULTY
DEVELOPMENT PLANS AND ALTERNATIVES; REQUIRING
TEACHING CERTIFICATES; PROVIDING EXCEPTIONS;
SETTING CERTAIN REQUIREMENTS; ESTABLISHING AN
ENTRY-YEAR PROGRAM; PROVIDING CERTAIN REQUIREMENTS
AND PROCEDURES FOR THE ENTRY-YEAR ASSISTANCE
PROGRAM; REQUESTING LEGISLATIVE REVIEW COMMITTEE;
ESTABLISHING EXAMINATIONS; PROVIDING PROCEDURES
FOR TEMPORARY CERTIFICATES; REQUIRING CONTINUING
EDUCATION PROGRAMS; PROVIDING PENALTIES FOR
NONCOMPLIANCE WITH STAFF DEVELOPMENT PROGRAMS;
AUTHORIZING A JOB AVAILABILITY PILOT PROGRAM;
ESTABLISHING A TEACHER REGISTER; CREATING A
CONTINUING REVOLVING FUND AND PRESCRIBING
PROCEDURE FOR EXPENDITURE OF FUNDS; CREATING THE
OKLAHOMA CITIZENS COMMISSION ON EDUCATION;
DEFINING CERTAIN POSITIONS; PROVIDING FOR INTER-
DISTRICT COOPERATION; PROVIDING RESPONSIBILITIES
OF THE PROFESSIONAL STANDARDS BOARD; PROVIDING FOR
STUDENT APPLICATION, CERTIFICATION AND LICENSING
PROCEDURES; PROVIDING FOR REVIEW OF RULES AND

It is hereby declared to be the intent of the Legislature that the Board work with the State Regents for Higher Education and the various universities in establishing a procedure whereby all college of education instructors continue their education during their tenure at a state university to ensure that the future teachers of this state are taught by professional educators fully trained in their area of expertise. Each approved program of teacher education shall have a teacher education faculty development committee that shall include at least one public school classroom teacher as a member. The committee shall write and review faculty development plans for each faculty member directly involved in the teacher education process. Individual faculty development plans shall be submitted to the Professional Standards Board as a normal part of the five-year process of teacher education program review.

It is further declared to be the intent of the Legislature that such faculty development plans provide alternative means of education including, but not limited to:

1. In-service training programs;

2. Higher education courses;

3. Exchange programs with public school classroom teachers, administrators, and other school personnel; and

4. Programs whereby all full-time college of education faculty members, including the Dean of the college of education, are required once every five (5) years to serve in a state accredited public school the equivalent of at least one-half day per week for one semester in responsibilities related to their respective college of education teaching fields.

All state-supported public school systems shall participate in the aforementioned programs when so requested by the Board.

B. On or before July 1, 1981, the Board shall adopt rules and regulations requiring specific improvements to strengthen the screening of student applicants and field activity and placement as

Passed the House of Representatives the 3rd day of June, 1980.

_____   _____
                                     Speaker   of the House of
                                                             Representatives

Passed the Senate the 4th day of June, 1980.

_____   _____
                                     President,   of the Senate

OFFICE OF THE GOVERNOR

Received by the Governor this ___3rd___

day of ___June___, 19_80_

at ___12:00___ o'clock ___P.___ M.

By ___Darla W. Winslow___

Approved by the Governor of the State of Oklahoma the ___10th___ day of

___June___, 19_80_, at ___10:35___ o'clock ___A.___ M.

_____
                      Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Secretary of State this ___10th___

day of ___June___, 19_80_

at ___11:00___ o'clock ___A.___ M.

_____

By: _____

ENR. H. B. NO. 1706   Page 23

Correctly Enrolled: _____ , Chairman, COMMITTEE ON ENGROSSED AND ENROLLED BILLS

APPENDIX B

PERMISSION TO PURSUE STUDY

August 30, 1982

Ms. Doris Looper
Health & Physical Education Dept.
Panhandle Oklahoma State University
Goodwell, Oklahoma 73939

Dear Doris:

　　In regard to our phone conversation of August 27, 1982,
I have no objection to you collecting information from the
universities concerning their Faculty Development Plans which
are required in House Bill 1706.

　　　　　　　　　　　　　　Sincerely,

　　　　　　　　　　　　　　Judy Leach, Administrator
　　　　　　　　　　　　　　Teacher Education/Staff
　　　　　　　　　　　　　　　Development

CW

APPENDIX C

ORIGINAL LETTER TO OKLAHOMA INSTITUTIONS

September 2, 1982

Dear

    I am working on a study concerning the faculty development programs in institutions of higher learning related to House Bill 1706. Would you please send me a copy of your faculty development program that you submitted to the State Department of Education on July 1, 1982. A return envelope is enclosed for your convenience.

    I have obtained written permission from Judy Leech of the Oklahoma State Department of Education to pursue this project.

    Thank you for your assistance with this project.

                Sincerely,

                Doris Looper
                HPER Department Head
                Box 639
                Panhandle State University
                Goodwell, OK 73939

APPENDIX D

FOLLOW-UP LETTER TO OKLAHOMA INSTITUTIONS

September 28, 1982

Dear

    In September I requested a copy of your House Bill 1706 faculty development plan that you submitted to the Oklahoma State Department of Education. In the event that it became lost in transit I am enclosing another self-addressed, stamped envelope to facilitate the process.

    I do have the permission of the State Department to obtain this information and implement it in a study.

    Thank you for your assistance in this matter.

                  Sincerely,

                  Doris Looper
                  HPER Dept. Head
                  Panhandle State University
                  Box 639
                  Goodwell, OK 73939

Enclosure

APPENDIX E

GUIDELINES AND STANDARDS FOR TEACHER

EDUCATION FACULTY DEVELOPMENT

PROGRAMS

Guidelines and Standards for
Teacher Education Faculty Development Programs

It is the intent of the legislature (as stated in Section 6 of HB1706) that a procedure be established ". . . whereby all college of education instructors continue their education during their tenure at a state university to ensure that the future teachers of this state are taught by professional educators fully trained in their area of expertise."

STANDARD I

For initial implementation of the Teacher Education Faculty Development program, each institution of higher education with an approved teacher education program shall submit an outline of their faculty development plan by July 1, 1982 to the Teacher Education/Staff Development Section of the State Department of Education. By July 1 of each subsequent year, institutions shall submit an annual report which addresses any additions or revisions to their faculty development plan.

STANDARD 2

All teacher education institutions seeking approval of their certificate programs through the five-year review process should include the faculty development plans for individual faculty in their self-study beginning with the academic year 1982-83.

STANDARD 3

Each institution of higher education with approved teacher education programs shall have a Teacher Education Faculty Development Committee that shall include at least one public school classroom teacher. The institution shall otherwise determine the membership and selection process for the Teacher Education Faculty Development Committee. The Dean and/or Director of Teacher Education, or his/her designee shall serve as chairman of the Teacher Education Faculty Development Committee.

STANDARD 4

The Teacher Education Faculty Development Committee shall be responsible for writing guidelines for implementing the faculty development program. These guidelines shall include, but not be limited to: (1) functions and responsibilities of the Teacher Education Faculty Development Committee, (2) alternative means of education which are acceptable for meeting faculty development requirements, (3) process for reviewing individual faculty development plans on an annual basis.

STANDARD 5

The teacher education faculty development program shall apply to individuals in the following categories who are involved in teacher education at institutions of higher education which offer state approved certificate programs: (1) faculty and administrators in departments, schools, and colleges of education, (2) faculty outside of the department, school or college of education who teach subject matter methods courses, (3) faculty who supervise student teachers and/or practicum students, and (4) faculty who serve on Entry-Year Assistance Committees.

STANDARD 6

Faculty development guidelines shall provide alternative means of education including, but not limited to: (1) in-service programs, (2) higher education courses, and (3) exchange programs with public school classroom teachers, administrators, and other school personnel. Duties that are a part of the regular faculty assignment will not be included in the faculty development program.

STANDARD 7

All teacher education faculty included in Standard 5, including the Dean of the college of education, are required once every five (5) years to serve in a state accredited public school the equivalent of at least one-half day per week for one semester in responsibilities related to their respective teaching fields.

APPENDIX F

ENTRY-YEAR ASSISTANCE COMMITTEE UNAC-

CEPTABLE AS FACULTY DEVELOPMENT

ACTIVITY

August 9, 1982

Mr. J. B. Fox
Director of Teacher Education
Southeastern Oklahoma State University
Durant, Oklahoma 74701

Dear Mr. Fox:

This letter is in response to the faculty development plan submitted by your institution to this office in compliance with H.B. 1706 and "Guidelines and Standards for Teacher Education Faculty Development Programs." In reviewing your plan, we have made the following observations:

The selection, composition and specific responsibilities of the Faculty Development Committee are not described in this plan. Faculty participation on an Entry-Year Assistance Committee is not viewed by this office as an acceptable faculty development activity, and service in an educational or clinical setting is questionable. Please provide this office with the information mentioned above or appropriate revisions by September 15, 1982.

It is hoped that these observations will assist you in implementing your faculty development program during this first year. If you have any questions or concerns regarding the Teacher Education Faculty Development Program or comments in this letter, please feel free to contact this office.

Sincerely,

Judy Leach, Administrator
Teacher Education/Staff Development

Tom Newton, Administrative Officer
Teacher Education/Staff Development

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VITA

Doris Marie Looper

Candidate for the Degree of

Doctor of Education

Thesis: FACULTY DEVELOPMENT PROGRAMS FOR TEACHER EDUCATORS IN STATE
SUPPORTED INSTITUTIONS OF HIGHER LEARNING IN OKLAHOMA

Major Field: Higher Education

Minor Field: Health, Physical Education, and Recreation

Biographical:

　　Personal Data: Born in Altus, Oklahoma, November 15, 1941, the
　　　　daughter of Mr. and Mrs. Lloyd Smith Patterson. Married
　　　　Lloyd D. Looper, August, 1962; three daughters: Tawn,
　　　　Sterrette, and Tiphanie.

　　Education: Graduated from Vega High School, Vega, Texas, in
　　　　May, 1959; received Bachelor of Science in Education degree
　　　　from Panhandle State University in 1962; received Master of
　　　　Science in Physical Education degree from Oklahoma State
　　　　University in 1966; completed requirements for the Doctor
　　　　of Education degree at Oklahoma State University in Decem-
　　　　ber, 1983.

　　Professional Experience: Classroom Teacher in Amarillo, Texas,
　　　　1962-64; Spearman, Texas, 1964-66; and Gruver, Texas, 1966-
　　　　67; Instructor of Physical Education, Panhandle State Col-
　　　　lege, 1967-73; Assistant Professor of Physical Education,
　　　　Panhandle State University, 1973-77; Associate Professor of
　　　　Physical Education, 1977-present; Department Head, 1980-
　　　　present; Assistant Athletic Director, 1980-present.

　　Professional Organizations and Honors: American Alliance for
　　　　Health, Physical Education, Recreation, and Dance; Oklahoma
　　　　Association for Health, Physical Education, Recreation, and
　　　　Dance; Southern District Association for Health, Physical
　　　　Education, Recreation, and Dance; Sport Academics of the
　　　　National Coaches Council. Honors: Who's Who Among Col-
　　　　leges and Universities; Outstanding Young women of America.