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Descriptors - College School Cooperation, Cooperative Planning, Cooperative Programs, Individualized Programs, Instructional Innovation, \*Interinstitutional Cooperation, Laboratory Procedures, Practicums, Program Development, \*Research and Development Centers, \*Student Teaching, \*Teacher Education, \*Teacher Experience, Teacher Morale, Training Laboratories

A new interinstitutional instrument for cooperative teacher preparation and curriculum development is needed, preferably to "emerge from a partnership of the old institutions with universities taking leadership under the encouraging sponsorship of state departments of education." A "cooperative clinical teaching center" would focus on both staff development (including teacher preparation and curricular and instructional innovation) and operational research. While school and college supervisory personnel can direct the center's program, classroom teachers from cooperating schools can become the chief agents to carry it out inasmuch as they can contribute ideas and skills derived from practical experience in a way that university people cannot. Cooperative clinical teaching centers are particularly well suited for achieving interinstitutional cooperation to facilitate teacher preparation and instructional improvement in the cities. Although certain essentials are basic to effecting school-university collaboration, the potentialities of collaborative effort "will make possible Dewey's dream of a laboratory approach to the education of teachers." (Included is an outline of a possible structure for a cooperative clinical teaching center) (SG)

ED 023 623

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A Model Professions Development Program for Elementary School Personnel (A Planning Draft for Discussion Purposes).

Wayne State Univ., Detroit, Mich. Coll. of Education.

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Descriptors-Affiliated Schools, College School Cooperation, Cooperative Programs, Curriculum Design, \*Elementary Schools, Inservice Education, \*Interinstitutional Cooperation, Job Analysis, Models, Paraprofessional School Personnel, Practicums, Preservice Education, Program Descriptions, Research and Development Centers, School Organization, \*School Personnel, \*Staff Utilization, \*Teacher Education, Teacher Experience, Team Teaching

This program model describes a plan which provides continuous professional education and appropriate general and special liberal arts studies to meet preparation needs of (1) paraprofessionals (such as classroom and instructional materials aides), (2) professionals (assistant, associate, or intern teachers, classroom instructors), and (3) career professionals (including supervising or directing teachers of school aides and interns, instructional unit leaders, and college clinical instructors) whose professional work would contribute to the educational program in primary and middle schools. Included are brief job descriptions, premises upon which the model program is based, and an outline of the "different preparational programs to meet different entrance times into a professional sequence and different professional goals." A section on "Possible Model Structures for the Professional Clinical Experience Program in Cooperative Teaching Centers in the Public Schools" and one on "Cooperative Clinical Teaching Centers or Institutes as Centers for Education Professions Development and for Curriculum Innovation and Research" focus on the interinstitutional cooperation which would facilitate the clinical training experiences the program emphasizes. (JS)

WAYNE STATE UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF ELEMENTARY EDUCATION

SUBJECT: A MODEL PROFESSIONS DEVELOPMENT PROGRAM FOR ELEMENTARY SCHOOL PERSONNEL (A Planning Draft for Discussion Purposes)

FROM: E. Brooks Smith, Chairman, Department of Elementary Education

TO: Elementary Education Faculty

DATE: November 29, 1967 (Revised December 18, 1967) (May 25, 1968)

A. A MODEL PROFESSIONS DEVELOPMENT PROGRAM PROVIDING CONTINUOUS PROFESSIONAL EDUCATION AND APPROPRIATE GENERAL AND SPECIAL LIBERAL ARTS STUDIES TO MEET PREPARATION NEEDS IN THE FOLLOWING POSITION CATEGORIES:

Para-Professional

1. School aide
2. School office aide
3. Classroom aide
4. Instructional materials aide
5. School secretary

Professional

1. Assistant or Associate Teacher
2. Intern teacher
3. Classroom instructor

(Career Positions)

4. Career teacher with special competence in a curriculum area
5. Supervising teacher or directing teacher of school aides, of assistant teachers and intern teachers
6. Instructional unit leaders
7. School coordinator for curriculum instruction and operational research
8. School coordinator of library and instructional materials center
9. School guidance counselor
10. School director
11. School-system coordinator of curriculum and instruction
12. College clinical instructors
13. College clinical professors of elementary education

(The career positions 4-13 are not necessarily hierarchal in relationship, rather, they should be a team of experts with different contributions to make).

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OFFICE OF EDUCATION

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WHOSE PROFESSIONAL WORK WOULD CONTRIBUTE TO THE EDUCATIONAL PROGRAM IN THE FOLLOWING SCHOOL INSTRUCTIONAL UNITS:

1. A Primary School Unit providing general education toward enhancing the child's development (ages 4-9):

- a) of language proficiency in oral and written forms
- b) of appropriate thought structures for interpreting his world
- c) of expressive, affective responses to the world of people and things
- d) of social accommodation to the realities of the society around him
- e) of physical adaptations to his environment
- f) of a sense of individual esteem as a child growing up in the American culture

or 2. A Middle School Unit providing general education based on a continuing development of the primary schools tasks while extending capabilities of children (ages 10-13):

- a) in thought processes involving concepts gained from realia and approached from the following frames of reference: the natural sciences, the social sciences and the humanities
- b) in intellectual procedures for quantifying and qualifying phenomena in the environment drawn from the disciplines of mathematics and English language study
- c) in symbolic representations of their world about them through such studies of media as language composition, art, music and dance
- d) in value orientation to the multi-cultural situation in America and the world
- e) in school-community action involving objective assessment of situations and democratic decision-making processes

B. A MODEL PROFESSIONS DEVELOPMENT PROGRAM INVOLVING THE FOLLOWING HIGHER EDUCATION RESOURCES:

- 1. Community colleges (when appropriate)
- 2. College of Liberal Arts
- 3. Division of Health and Physical Education
- 4. College of Education Departments:
  - a) Elementary Education
  - b) Science Education
  - c) Library Science
  - d) Instructional Technology
  - e) Educational Sociology
  - f) Educational Psychology
  - g) History and Philosophy of Education
  - h) Guidance and Counseling
  - i) General Administration
  - j) Secondary Education
  - k) Evaluation and Research

AND THE FOLLOWING SCHOOL LABORATORY RESOURCES:

1. Diversified Cooperative Teaching Centers focusing on the study of teaching. (See section on Professional Clinical Experience Program)
2. A possible model school tied into a league of cooperative teaching centers focusing on the improvement of curricula and of related instructional strategies.

C. A MODEL PROFESSIONS DEVELOPMENT PROGRAM AIMING TO EDUCATE CAREER PERSONNEL WHO HAVE THE KNOWLEDGE AND THE SKILLS TO ACCOMPLISH THE FOLLOWING GENERAL AND SPECIFIC SCHOOL TASKS:

General Tasks

1. To meet children at their various levels of cognitive, lingual, affective, cultural, and psycho-motor development, understand children's potentialities for extending themselves in these areas of life development and be able to construct valid long-range curricular plans and shorter range instructional strategies for educating children.
2. To understand the various components of the instructional act in its multi-dimensions: of pupil management; of pupil involvement in study; of presenting information, ideas, and materials in appropriate, effective and artful ways; of responding to pupil reactions and overtures by building classroom instructional tactics for developing, extending and correcting pupil ideation and learning skills; and of assisting pupils in summarizing and evaluating their educational progress.

And to be able to perform these instructional acts with effect in different socio-economic settings and with children at different levels of accomplishment.

3. To be able to construct rationale for their instructional plans and to analyze objectively their performance in terms of the rationale.
4. To know the arts of persuasion and the social processes for interpreting their work to colleagues and to parents.
5. To develop a world view of education and the profession of teaching.

Special Tasks

School personnel from the para-professional to the top curriculum coordinators and managing directors will need to be able to perform the above tasks at different levels of knowledge and proficiency. Career personnel will need to refine and extend their capabilities in these tasks and go beyond to attaining other knowledge and skill for performing such additional tasks as the following:

1. The career teacher -
  - a) to "know his way around" in a special field of inquiry such as mathematics, natural science, social science, language and reading development or instructional media and be able to interrelate knowledge extension, child concern, and child learning style.
  - b) to develop an experimental approach to instruction with the skills for carrying out simple but sound operational classroom research.
  
2. The supervising or directing teacher of assistant teachers and intern teachers -
  - a) to know the literature about the analysis of teaching and the supervision of sub-professionals and be able to devise tactics of instruction in teaching based on ideas from the literature.
  - b) to understand the psycho-social development of the young adult meeting the crisis of career decision and competence; and to base his interactions with professional novices on this knowledge.
  
3. Instructional Unit Leader-
  - a) to gain sophistication in the generalization and integration of knowledge so that areas of classroom and group study may be interrelated and guided by thematic development.
  - b) to understand group processes of decision making and of decision execution and evaluation and to be able to translate this understanding into appropriate action.
  
4. School coordinator of library and instructional materials center - (Preparation for this position would not require the instructional sophistication of teaching personnel, but rather, an understanding of what teachers do).
  - a) to have a basic knowledge of the symbolic processes and their nature through visual, auditory and kinesthetic media.
  - b) to know and appreciate children's literature sufficiently to make critical selection and aid children in locating books appropriate to their interests and concerns.
  - c) to know modern materials and how they should be used.
  - d) to be proficient in the procedures for collecting, storing and retrieving information so that children with only a little orientation can find and use books and other materials they need easily and quickly.
  
5. School guidance counselor -
  - a) to have a sophisticated knowledge of modern concepts of child growth and development, personal and social psychology and learning psychology as a basis for diagnosing learning difficulties and proposing corrective and remedial strategies to the instructional staff.

- b) to have a knowledge of modern testing procedures and materials and ways of servicing the instructional staff with appropriate evaluative and diagnostic programs.
6. School coordinator for curriculum and instruction and operational research -
- a) to have sophisticated knowledge of curricular and instructional theory making and of the means for testing theoretical constructs both logically and experimentally.
  - b) to be continually cognizant of curricula trends and proposals and have the facility for considering them critically in local situations.
  - c) to be aware of the social processes and change agents that can involve instructional staffs in instructional innovation and in restructuring curricula.
  - d) to know about world-wide questions of curriculum and instruction and to be cognizant of educational developments in other countries and cultures.
7. School director -
- a) to have managerial "know how" and competence for organizing personnel and enlisting their cooperation to accomplish the goals they have set for themselves.
  - b) to be learned enough and sensitive enough to view the school enterprise as a whole and in relation to society and the directions toward which it is moving and to lead the school community in deliberation toward assessing these directions in relation to schooling.
  - c) to know how to accommodate the informal and personal role satisfactions with the formal role expectancies in the organization.
8. System coordinator of elementary school curriculum, instruction and operational research. (Same as those for school coordinator except at a high level of sophistication).
9. College clinical instructor. Same as those for the supervising teacher, the instructional unit leader, the coordinator of curriculum, instruction and research plus:
- a) to be knowledgeable enough in theoretical propositions about curriculum and instruction and about child development and learning and thoughtful enough about examined teaching experience to help novice professionals develop concepts of teaching that they can activate.

- b) to know young adult and career psychology sufficiently well to support and guide the novice teacher in his endeavors toward competency.
  - c) to be able to enlist the cooperation and capabilities of a corps of supervising and/or directing teachers in planning and executing an instructional program in learning to teach in realistic classroom settings.
  - d) to know the various approaches to the observation and analysis of teaching and be able to instruct supervising teachers and assistant teachers or interns in their use.
  - e) to build a broad but critical perspective about teaching practice in which to interpret the performance of novices in particular classroom settings.
10. The college clinical professor of Elementary Education (curriculum and instruction) - same as those for the clinical instructor plus:

- a) to study educational questions in the university setting of inquiry drawing upon the foundational disciplines of psychology, sociology, anthropology, philosophy, epistemology aesthetics and language and linguistics.
- b) to take a "world view" of the educational situation and study it in relation to other acculturating processes and socializing institutions.
- c) to study one field of knowledge in considerable depth (science and mathematics, social sciences, or the humanities) and work through instructional systems that incorporate new knowledge in the field with new knowledge in learning and teaching theory.

To also work through instructional strategies for teaching teachers to psychologize subject matter in preparing instructional plans and materials that will foster pupil investigations as in "inquiry games" for example.

- d) to become sophisticated in the methodology of operational research, taking the findings of basic psychological, sociological, anthropological, and language development research and formulating researches of application in school settings.

to be able to take the next step and incorporate findings from operational schoolroom research into long-range instructional patterns and strategies which in turn need to be evaluated operationally by operational research methods.

The professor of elementary education curriculum and instruction should be prepared to be an educational engineer who tests out theory under operational conditions and proposes production application based on the sample operational tests.



D. PREMISES FOR SUCH A MODEL PROFESSIONS DEVELOPMENT PROGRAM. The above career performances are predicated upon the following societal imperatives:

1. That universal education is basic to the survival and extension of the democratic ideal that the education of each individual toward fulfilling his potential will eventuate in productive citizenship and in harmonious and enlightened living.
2. That the trend toward the bifurcation of our great metropolitan societies into rich and poor classes and into racial and cultural blocks can only be halted and reversed through integrative means of education and living, the schools being one of the chief agents for cultural renewal and reorganization. (All school personnel need to be able to either cross the barriers or be deeply appreciative of the differences and the problems in ameliorating them. The vineyards in which school personnel must be able to work must be in "slumburbia".
3. That a profession within the American society must define its mission, construct an institution through which its mission can be accomplished, delineate and describe the roles for personnel, and set standards for both the preparation and performance of personnel assuming these roles.
4. That a cooperating team of professional experts, each knowledgeable in certain aspects of the educational enterprise, can best accomplish the goals of the enterprise.
5. That a practitioner is not a professional until he bases his activity upon knowledge and approaches such action with an open and inquiring mind. Teachers passing on the folklore of practice from one generation to the next is not professional development.
6. That a professional working at the business of education must be a scholar as well as practitioner in the sense that he is constantly inquisitive and knows how to use the resources and methodology of the disciplines of study to search for meaning.

E. A THEME FOR THE MODEL PROFESSIONS DEVELOPMENT PROGRAM IN ELEMENTARY EDUCATION WITH REGARD TO APPROACH TO INSTRUCTION IN TEACHING CHILDREN

This proposed model program in professions development for elementary school education is premised on the following positions about instruction and teaching:

1. That instruction is a global activity to include all the interactive activities between school staff and children in school. The admonishment of a child by the school secretary for barging into the office and making demands is considered to be instructive as is the dressing and preparing of kindergartners to go out to play, the guidance of children in finding books in the library and the leading of a high level class discussion in the social studies.

2. That teaching is that part of instruction which is a planned personal intervention by a teacher or by materials organized by a teacher aimed at moving the child's thinking, his judgment, his expression or his psycho-motor skills from the point where it is to a point thought to be better by the teacher and yet still within the child's grasp.

There are many types and kinds of interventions that most teachers use and they have been described by modern research into teaching, but each individual intervention in each classroom is a personal one and depends upon the personal-professional inclinations and characteristics of that teacher.

3. That the "acts" of teaching and the personal-professional posture of the teacher are both important to a concept of teaching and should be focused upon in a program of instruction in teaching.

#### F. MODEL PROGRAMS FOR PROFESSIONS DEVELOPMENT IN ELEMENTARY EDUCATION

Different preparational programs to meet different entrance times into a professional sequence and different professional goals. Some study will be in common on an inter-program basis while other professional work will be only within the programs. Each program will have terminal points but a professional student may enter a more advanced program if he is qualified at an appropriate point. These programs would be set up like "tracks" in a high school in the sense of study program "tracks" aiming at preparation for different vocations not in the sense of ability groupings. The proposed programs are as follows:

1. THE PARA-PROFESSIONAL PROGRAM LEADING TO THE POSITIONS OF SCHOOL AIDE, INSTRUCTIONAL MATERIALS AIDE, AND SCHOOL SECRETARY. The program would begin in the last two years of high school and terminate at the end of the second year of community college studies with a recommendation from the community college for students who show the ability and sensitivity to work in school settings.

a) Key elements:

- (1) High school, eleventh and twelfth grades
  - (a) classroom helper assignment with future teacher club discussion groups,
  - (b) a course in home making and child rearing,
  - (c) a course in beginning typing and office work
- (2) Community college, thirteenth and fourteenth grades terminal or the beginning of a five-year work-study program leading to B.S. degree and a provisional certificate.
  - (a) school aide experience program and practicum with a supervising teacher and a school secretary,

- (b) a televised or motion picture sequence describing the purposes of the school, its work and its structure including views of various types of schools in various settings with commentary by representative teachers, school administrators and professors of education. Each sequential unit would be followed by organized discussion. Readings would be drawn from novels, stories and essays about teaching and school life.
- (c) a descriptive study of child behavior by being presented with television or film loops of school, family and neighborhood incidents of children interacting with each other and with adults, and with running commentary by a sensitive teacher and a child development expert; each incident to be followed by group discussion of a similar situation described up to the point where an adult needs to make a decision.
- (d) advanced secretarial studies including the taking of dictation, the transcribing of tapes, the keeping of records, the duplication of materials and the preparation of audio-visual materials from typical specification requested by teachers.
- (e) a course in family living and child care including a related assignment to work as a volunteer in some community agency. (At this point the student might begin to emphasize the study of either young children or older children).
- (f) the teaching career-destined student could begin a three year work-study program moving on to the next "track", but as a special group in that program with a special adviser.

2. A CLASSROOM INSTRUCTOR PROGRAM LEADING TO PROVISIONAL CERTIFICATION FOR BEGINNING TEACHING, INTERIM TEACHING POSITIONS AND SUBSTITUTE TEACHING. Certification would have to be renewed every five years based upon recommendations from previous employers and successful participation in up-dating curriculum and instruction workshops. There would be two "sub-tracks": a four year senior college bachelor of science degree program and a four quarter master of arts in teaching program. (Arrangements would have to be made for entrance into the undergraduate B.S. degree program at the junior year for students who had not yet decided about entering a professional education program).

There would be two preparation programs in each of these sub-tracks: (1) for the primary school including nursery school and kindergarten and (2) for the middle school. These programs would have many common elements as well as some special academic experiences and field assignments.

a) Key elements in the Four Year College Program:

Liberal Studies

- (1) A general education block of three Colloquia which would include work in the three major areas of scholarly study of world phenomena, the natural sciences, the social sciences, and the humanities including literature. These colloquia would present the points of view and approaches to the study of life that these discipline areas use and offer typical examples of the kinds of investigations that are made. These would be studied in some detail. They would be representative of some of the particular disciplines in each area, for example, in the social sciences, typical studies in sociology, economics, politics and anthropology might be presented. A senior scholar could prepare these on video-tape with accompanying literature. Discussion groups with junior scholars in the field could follow to encourage the raising of questions about further investigations and where they might lead. Once the approach and methodology of a discipline area is presented, a panel of scholars could discuss the contributions of their field and some of the major concepts and generalizations that are currently being considered. Readings could be selected from soundly written popular books in the field. Konrad Lorenz' King Solomon's Ring would be an example from the natural sciences.
- (2) A cluster of Clinics exploring through study and practice the symbolic representational forms of language, mathematics, the arts and logical reasoning. These clinics would meet in general session at regular intervals to hear presentations from producers in these media. Programed materials could be prepared for presenting the basic information and conceptualization: in the sense of mathematics, in the development of language, in the bases and method for artistic presentation and in the foundations of logical reasoning.
- (3) A major sequence of study in one of the disciplines and a minor sequence in one of the symbolic representation areas to offer the student a depth experience of investigation in both a content area and representational system. These sequences of courses and seminars would present to the student the major ideas and questions in the area along with the information needed to carry out investigations and study. The methodology of inquiry would be presented and used first in exemplars and then in student initiated investigations and applications. As scholars say, he would begin to "know his way around" in this chosen field. At the end of the sequence, he would join a seminar group that would take some question or problem and together with an instructor in the field develop an investigation.

### Liberal-Professional Studies

- (4) A course in American history that leads students into searching out the educational events that occurred during key periods and relating their manifestations to the political, social, cultural and economic events of the times.
- (5) A survey seminar of major philosophical positions and what they imply for postures toward education. It would include the reading of one book by a representative philosopher of each position who included educational propositions in his system.
- (6) A sociological study of institutions in modern society with special emphasis on the school as one of the major institutions serving community purposes.

An observation and analysis of a school would be a major assignment after ground work for the study of institutions had been presented.

- (7) An anthropological study of sample modern cultures including minority cultures in the cities and middle and upper class culture in the suburbs. Modern novels and/or popular reports of these different cultures would be the bases for critical discussion in view of some scientific studies of the same groups presented. Customs, family structure, dialect and value systems would be considered.
- (8) A block of work including a survey of modern child development concepts describing studies in cognition, learning styles, reinforcement theory and personality psychology and a practicum on clinical case studies of children faced with various learning difficulties. Also included would be a presentation of modern concepts of social psychology dealing with interactions and group processes as related to school situations. Simulation techniques for presenting case studies could be used including unresolved case situations for discussion.
- (9) A basic course in public administration and governance especially at the state and local levels with a focus on the school and the political positions of the community, the administration and the teachers. (The liberal-professional sequence could be blocked into cycles bound together by inter-disciplinary themes.)
- (10) An inter-cultural seminar for the study of comparative education.

### Professional Studies

- (11) A study of modern pedagogy made in a clinical laboratory setting in which both inter-active and pre-active aspects of the instructional act are described, analyzed and tried.

- (a) Inter-active on-the-spot aspects of teaching to be studied include classroom management, structuring of tasks involving pupils, presentation of concepts and materials, questioning strategies, group discussion, small group work, individualized instruction, use of media, evaluating and summarizing activity, indirect and direct approaches, responding to pupil cues, lifting thinking from the cues, and other views of the teaching act.
- (b) The pre-active aspects of teaching that happen before the class of pupils convenes for the year, term, week, day or hour. This study will be an exploration of planning curricular designs and instructional strategies. There will need to be a general presentation of basic factors which need to be considered in building curricula and in setting instructional strategies such as societal imperatives, the characteristics of inquiry, the learning stages and patterns of children. Following this, students would become involved in intensive guided work in curriculum material centers for the social studies, language arts and children's literature, mathematics, science, the arts, and for health and physical education. Under the leadership of professors of elementary education and clinical instructors and experts in instructional technology they would tackle the difficult job of composing curriculum plans that are sound in their logical development of ideas based on modern disciplines as well as being appropriate in their considerations of the interests and concerns of children, and of their levels of thinking, language development, socialization and acculturation.

Appropriate instructional strategies will need to be projected that consider the ways for investigating in the light of the involved disciplines and the means by which children at different levels can attack questions and problems. Their modes of thinking and language expression will limit what can be planned. Individual and group procedures need to be incorporated into the strategies at appropriate places. Information in-put programs would be devised for use at certain points in the plan. Scope and sequence of study activities would be considered. Students would prepare sample plans. With their clinical instructors they could become involved in some small operational research during their field experience to test out small sample plans. Opportunities would be available for observing in model schools via one-way vision glass and/or television and discussing rationale with the experimental teaching teams.

- (12) Professional clinical experiences.\* Each student would be assigned to a cooperative teaching center during the last year of his professional studies. In the first part of the professional sequence, the student would participate in a series of simulated and actual teaching experiences on and off campus including micro-teaching. The studies of child psychology, sociology of the school, anthropology of metropolitan cultures, public administration and pedagogy would occur simultaneously with the simulated experiences and the field assignment. Since each center would incorporate several schools in two contrasting social settings or be paired with another center i.e., inner city and outer city or small city and suburb, the student would be involved with different pupil populations and at least two different school approaches.

He would be assigned as a participant observer (school aide), assistant teacher, associate teacher or team intern during various stages of his professional development in the program. Each cooperative teaching center made up of four to six associated schools would have a joint school-college team of clinical instructors and supervising teachers advised and led by a college professor of education and a school coordinator of curriculum and instruction who together would plan and execute a program of clinical experience for the students assigned. The center would be equipped with portable television and other materials for the clinical analyses of teaching. Operational research on curriculum plans and instructional strategies developed from models created in the model experimental school to which the cooperative teaching centers are linked would provide an associated program of educational research and development.

One possible organizational plan.

Each cooperative teaching center could have twelve team internship stations (classrooms), two interns per station, clustered into three stations per instructional unit, supervised by one teacher-director. Each teacher director would be in charge of six interns and there would be four such units in the center totaling 24 interns per semester. Each two units would be coordinated by one college clinical instructor (half time). In addition each center would have a professor of elementary education assigned as a senior faculty adviser (1/8 time) and consultants from curriculum areas not represented by the college coordinators and professor and from educational psychology and sociology would be assigned.

The center would also have twenty-four assistant teachers and twenty-four school aide positions. Assistant teachers and school aides would be paired on a half day basis. There would be two per room per semester. When the assistant teachers moved into the internship, the aides would become assistant teachers while a new set of twenty-four students would enter the center as aides beginning each February.

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\*See a more complete exposition of a Professional Clinical Experience Program in Section H.

Adding one extra student to each group in case of attrition would give each center a compliment of seventy-five student aides, assistant teachers and interns each semester. A college clinical instructor would be assigned to work with the supervising teachers, assistant teachers and aides. There could be five to ten such cooperative teaching centers. Schools would rotate in and out of these centers on a staggered schedule every three years. A bi-weekly practicum would accompany each of these field responsibilities, planned by the cooperative teaching center personnel. Teams of supervising teachers in each building would set up with the college clinical instructor the experiential program in the school aide and assistant teacher experience, considering situational differences and the individual differences of the students.

Some form of cooperative teaching in instructional units within each of these schools would permit more effective use of the aides, assistants, and interns and a better education for them. But, if teachers were not teamed in a school, many fine uses of these young professionals could be planned by a cooperating team of supervising teachers in the building. In these team cooperative units experimental teaching and operational research could be readily introduced with the college clinical instructor and the college professor adviser taking leadership in helping the teachers work out experimental teaching and research plans. It will be possible for college personnel to teach in the classroom from time to time for testing out some of their own educational ideas in person and for contributing to a cooperative effort.

- (13) The sub-program: primary school, middle school and international teaching variations. Special sections of professional courses, seminars and clinics would be set up for the sub-programs. Students preparing for primary school would have extra work in child development and family living and in early childhood education. Students emphasizing an international view would live and have some of their professional clinical experiences in another country. Special traveling seminars of a liberal-professional type would be included.

(a) Key elements in a Master of Arts in Teaching Program

All the professional and liberal-professional elements would have to be telescoped into at least one and a half year of study and professional clinical experience. An internship experience of a half year or year seems appropriate for this group. There are many models of existing programs to draw from. Since they are recently developed, they usually have clinical elements in them. However, there would need to be added an advanced general education colloquium dealing with the structure of the disciplines and the various approaches to the study of life and the environment including methods of interrelating the disciplines and synthesizing knowledge.



3. SENIOR TEACHER, SUPERVISING TEACHER AND DIRECTING TEACHER PROGRAMS. A FIFTH YEAR MASTER OF ARTS PROGRAM (AFTER 3-5 YEARS OF TEACHING), LEADING TO CAREER CERTIFICATION INCLUDING A SEMESTER OF FULL TIME STUDY AT THE UNIVERSITY WHILE THEIR SCHOOL POSITION IS BEING FILLED BY INTERNS. It would include half time paid college supervision experience in working with the aides and assistant teachers in a different cooperative teaching center from the one where they taught under the supervision of the clinical instructors and senior faculty advisers.

a) Key Elements:

- (1) Studies in curriculum design, instructional analysis and operational research in laboratory seminars.
- (2) An advanced course in recent psycho-social studies of children including modern evaluation and testing procedures.
- (3) Continued liberal arts study building on their undergraduate major or minor to gain more knowledge in a special curriculum field.
- (4) Independent or small group tutorial on curriculum construction and instructional strategy building in their special field culminating in a project.

For Supervising and directing teacher

- (5) A course in the psycho-social conditions of young adulthood.
- (6) A problem oriented seminar in collegiate teacher education and the supervision of aides, assistant teachers and interns including work with case studies and a practicum for discussing problems developing from their field work. (Those successful in supervision could apply for a special notation on their career certification approving them as supervising teachers).

4. PROGRAMS FOR INSTRUCTIONAL UNIT LEADER, COORDINATOR OF CURRICULUM AND INSTRUCTION, SCHOOL DIRECTOR AND COLLEGE CLINICAL INSTRUCTOR - A SIXTH YEAR PROGRAM LEADING TO A NEW SPECIALIST DEGREE (AFTER 5-7 YEARS OF SCHOOL EXPERIENCE) LEADING TO SPECIAL PROFESSIONAL CERTIFICATION WITH A NOTATION OF THEIR SPECIALTY. A year of residence at the university would include a field experience program for assisting an experienced person in the professional role to which they aspire for one semester and internship in that role in another school district or cooperative teaching center for the other semester.

a) Key Elements:

- (1) Survey of K-14 curriculum design and an introduction to such approaches to curriculum change as the systems approach, the curricular pattern, the catalyst agent concepts, etc.
- (2) Work in general administration including school business and personnel, public financing, funding of projects, and school plant planning.
- (3) Advanced general liberal arts education through colloquia in the three major discipline areas.
- (4) Liberal arts courses in some disciplines not previously studied with beginning level content but graduate level requirements.

- (5) A small group practicum with students preparing for the same position to include an independent operational research kind of field project under the guidance of a professor.
5. PROGRAMS FOR THE SCHOOL SYSTEM COORDINATOR OF CURRICULUM AND INSTRUCTION, SCHOOL SYSTEM DIRECTOR OF ELEMENTARY SCHOOLS, PROFESSOR OF ELEMENTARY EDUCATION - A SIXTH AND SEVENTH YEAR PROGRAM LEADING TO AN Ed.D. (Ph.D. would apply only to the pure researchers in psychology, sociology or philosophy with an education interest and the program would be jointly designed by the liberal arts and education departments involved). The candidates would be in university residence for a minimum of two years after six to eight years of school experience. He would work half time to three quarters time at the university as a clinical instructor in a cooperative teaching center, as a graduate research assistant and/or assist and intern in an appropriate school position for part of that time if he were preparing for a school position.

a) Key Elements:

- (1) The new doctoral program and the instructor-internship program already in operation but refined to include even more guidance of the instructor-intern through a monthly practicum of instructors with different professors taking leadership at different sessions. (See the prospectus of the new doctor of education program).
- (2) An advanced seminar in curricular and instructional theory and one in administration and supervisory theory.
- (3) An advanced general education program of high level symposia offered by key professors in the major discipline areas and centered around public questions and issues in government, business, the arts, ethics, etc.
- (4) Continued special liberal arts education in original major and minor and in some elected graduate level courses for beginners in other professional schools.

G. POSSIBLE MODEL STRUCTURES FOR THE PROFESSIONAL CLINICAL EXPERIENCE PROGRAM IN COOPERATIVE TEACHING CENTERS IN THE PUBLIC SCHOOLS

1. Rationale

Professional common sense and judgment suggest that a series of planned clinical professional experiences geared as closely as possible to the professional role development needs of each student preparing to become an elementary school teacher and related into the on-going educational programs and program development in selected public schools is desirable. Professional judgment also suggests that at least one of these experiences should be an extended assignment in a regular school situation where a novice teacher, a student of teaching, has the opportunity to be responsible under appropriate supervision for an on-going instructional program. During this extended period of studied practice, the student of teaching

should be involved in a tutorial and small group practicum under the leadership of a university clinical instructor who will plan and carry out an instructional program in "teaching" that emphasizes the analysis of teaching both its pre-active (planning) and active (classroom behavior) elements, and aims at the development of approaches to teaching that encourage self-criticism, open-ended experimentalism and the consideration of alternative teaching strategies.

At this same time students of teaching need to be studying in some depth specific curriculum designs and instructional strategies in at least three of the content areas of the elementary school curriculum (social studies, language arts, mathematics) organizing appropriate content and materials for instruction in a logical way based on the conceptual framework of the disciplines involved and then restructuring in terms of the learning characteristics of children at various stages of development. Students need to be learning about structuring content with materials into teaching strategies while they are involved in experiences with school children in order to be realistic in their planning and to have the opportunity of testing out samples of their instructional proposals. Relating psychosocial concepts to structured participatory observation of child behavior in school and neighborhood settings would also be advantageous.

2. Overview of a Professional Clinical Experience Program in the Junior and Senior Years of Professional Development

Each elementary education student would be assigned to a cooperative teaching center for two consecutive school semesters or three University quarters as a school aide participant-observer then as an assistant teacher and finally as an associate teacher or intern teacher.

During his first semester he would serve on a building corps of school aides for half days every week under the direction of the assistant principal, principal or supervisor of aides designated by the principal and given appropriate released time to work with them in cooperation with one of the college clinical supervisors assigned to the center.

During the second semester the student would be assigned to a building team of assistant teachers or student interns in another school within the center for full days each week under the direction of a teacher-director of interns or a building team of supervising teachers chaired by one of the teachers given appropriate released time to work with them in cooperation with one of the college clinical supervisors assigned to the center.

The Professional Clinical Experience for these students would be planned according to the needs of the students and the needs of the school by a building team, a school administrator, a representative assistant teacher or intern and the college clinical supervisor. The involvement of representatives from the school faculty and the

college senior faculty adviser to the center would be sought when decisions about policy are required.

The general teacher education policy for the Professional Clinical Experiences in the Center and the general organizational patterns for instruction in teaching would be decided by a joint college-school steering committee for the center including in its membership the following representation from the college and schools:

#### For the Schools

- A system-wide administrator
- A system curriculum supervisor or continuing education director
- A school principal in rotation
- A teacher-director or team chairman for assistant teachers
- A supervising teacher

#### For the College

- A senior faculty adviser from the Department of Elementary Education
- Two college clinical supervisors from the Department of Elementary Education
- A college faculty consultant from the fields of educational psychology, sociology, history and philosophy and research
- A representative assistant teacher or intern

One of the college clinical supervisors would be named coordinator of the center. The Department of Elementary Education members would each represent expertness in a different curriculum area (mathematics and science, language arts and children's literature, and social studies). The chairman of the steering committee would be selected from among the school members.

A seminar or practicum would be included in the Professional Clinical Experience Program each semester. The educational policy and general organization outline for it would be decided by the Center Steering Committee while the specific planning for it would be developed by the building teacher directors or chairmen of building teams and the college clinical supervisors.

### 3. Logistics of a Professional Clinical Experience Program

#### School Setting

Each Cooperative Teaching Center would consist of about six clustered schools in sub-clusters of three each which would be located in at least slightly contrasting socio-economic communities. All six schools might be in the same school district or region or three of them might be in one district with the other three in a contiguous district. Schools would rotate in and out of the center approximately every three years on a staggered schedule by a decision of the steering committee with approval of the highest school administrative officer and the college senior faculty adviser. Other crucial questions such

as staffing the center would also require the concurrence of these two chief representatives of the schools and the college.

Each school building in the center would be assigned five assistant teachers or student interns and five school aides to total for each center of 30 assistant teachers or student interns and 30 school aides, sixty in all each semester.\* The utilization of these beginning professionals and their program of instruction teaching would be the responsibility of the joint college-school building faculty team.

Each school aide would have an assistant teacher partner in another school where he is to be an assistant teacher the next term. Through this relationship an orientation to the assistant teacher or student intern experience can be accomplished. In other words, upon assignment to the center the student will be further assigned at the same time to a school aide position and an assistant teacher position in another center school. The department would need from 10 to 12 centers.

There would be no pay transactions between the college and the schools or between the students and the school except in the case of student-internships because the work of the students as school aides and assistant teachers would pay in kind for the work of the school personnel in their part of the direction and supervision of the students in the program. Assistant teachers would need substantial time periods of responsible teaching on their own, once they are ready and this service can be used for releasing supervising teachers for planning and evaluating activities.

If there is a team of student-interns in the building, the money saved by having the pay rate at just below a beginning teacher's salary could be added to the salary of the teacher-director for his special work for which he must have an experience. In the future if schools were to staff in teams, the assistant teacher position could have pay attached to it and indeed school aides could be remunerated. It is conceivable that state funds might one day contribute this kind of remuneration as an incentive for attracting good people into teacher education programs despite financial means. The state also could give support to schools and colleges to pay for the special services of their staff taking on this very special supervisory task for upgrading teacher preparation universally in the state. Young teachers prepared in these centers may be hired in any part of the state or the nation. It would seem that there is a special public obligation in improving the professional clinical program in teacher preparation.

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\*The numbers of schools, of assistant teachers and/or interns and of school aides would depend upon the size of the schools in particular districts. The percentage of interns or assistant teacher stations should not be more than from 10 to 15% of total teaching stations in any one school.

College Staff Needs:

2 college clinical supervisors 3/5 time each (6 teaching hours) responsible for 15 assistant teachers and 15 school aides in 3 schools assisted by:

2 part time supervisors who will get pay credit equivalent to a load of 15 student teachers for assisting in the supervision of 30 students.

1 Senior Faculty Adviser to the center (1/5 time)  
 1 Senior Faculty Consultant (1/10 time)  
     from one of the educational foundations  
 (1 Representative from a liberal arts discipline - 1/10 time)

(If schools through state support could give sufficient released time to the teacher-directors or chairmen of building teams and supervising teachers, the part time supervisors would not be needed).

School Staff Needs: (additional to school needs without this program)

1 Teacher-Director or building supervisory team chairman  
     1/3 time  
 5 Supervising teachers - 1/6 time each

H. ONE POSSIBLE ORGANIZATIONAL STRUCTURE FOR A TRANSITIONAL STAGE MOVING TOWARD THE NEW TEACHER PREPARING PROGRAMS

1. Undergraduate

Groups of seventy five students could be assigned upon entrance into the junior year to a designated college team of one senior faculty adviser 1/4 time and two full time and one half time instructors. They would each be accomplished in one of the basic curriculum areas and would be able to teach the students about it (social studies, mathematics and science, language arts and children's literature). This same college faculty team could be coordinating one of the student teaching centers with a complementary school faculty team of supervising and directing teachers.

College Setting:

Junior Year (students would be entered in fairly equal numbers in September and in January). If they had to wait because of quotas, they could finish up liberal arts. Each semester could be developed as a component which could engage a student at different time intervals though a continuous program would be preferable.

	First Semester	Second Semester
Professional Clinical Experiences (Semesters)	School aide (participant-observer) Simulated, school & Neighborhood experiences & Micro-Teaching in Centers with Clinic 4 crs.	Assistant teacher half days & Practicum on Curriculum Designs 6 crs.

Academic and Professional Courses (Quarters)	Ed. Psych. 4	Lang. Arts 4	Soc. St. or Math. Ed. (Early Childhood Ed.) 4
	L.A. Elective 4	Chi. Lit. 4	Elective 4
	L.A. Elective 4	Prof. Elect. 4	

TOTAL  
44-48 cr.

### Senior Year

Professional Clinical Experiences (Semesters)	Associate Teaching or Student-Internship Seminar 10	Optional: Contract Teaching with Seminar 2
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Academic and Professional Courses (Quarter)	Soc. St. or Math. Ed. 4	Science Ed. 4	Hist. & Phil. 4
		Prof. Elec. 4	Human. 4 L.A. Elec. 4 L.A. Elec. 4

TOTAL  
45-48 cr.

Some efficiency in teaching and learning as well as in time would be gained if at least some of the professional courses were taught on campus in the curriculum materials center by the college staff of the center with students in the center. Center school personnel could be used as resource persons to the course. They could be involved in course planning and in developing the related classroom activities that would reinforce course learnings. Experimental teaching in the curriculum areas could develop as part of the collaboration.

### I. COOPERATIVE CLINICAL TEACHING CENTERS OR INSTITUTES AS CENTERS FOR EDUCATION PROFESSIONS DEVELOPMENT AND FOR CURRICULUM INNOVATION AND RESEARCH

A combined mission for Cooperative Clinical Teaching Centers of staff development including teacher preparation, of curricular and instructional innovation, and of operational research is desirable because it would consolidate the efforts of the Professional School of Education in the University and the Curriculum and Supervision Staff of the Schools. Time and effort of professors of education would be more effectively and efficiently used by having them concentrate their usually divided tasks

in instructional research and teacher education into one effort in one setting. Their experimental efforts would be contributing directly to improving the setting in which teacher training is taking place.

The center to which they are assigned becomes their laboratory and in part their college classroom for teacher education. They have a regular place to work in the schools. No longer would it be possible to find professors of education dealing with curriculum or with learning and teaching problems who are not working regularly in school settings during a scheduled part of their load. Instead of chasing down a few student teachers to supervise once in awhile to keep in touch with schools or of pleading with school friends for a classroom situation in which they can carry on some research, professors of education can be legitimately in schools on a regular basis. Spending a morning a week at the most and one morning in two weeks at the least in a center working with the teachers and college clinical instructors who are working with student teachers or interns can have a double payoff. Professors can be developing a program of analysis of teaching in the center or be working out some innovation program or research and its assessment with a group of teachers and a school supervisor. The college clinical instructor, a teacher trainer in training, coordinates and carries out the plans developed by the steering committee of a center on which the professor of education sits as the university leader.

The educational leader representing the schools can be a principal of one of the schools in a center or a curriculum supervisor or coordinator. School administration seems to be eager to combine forces with local universities on a regular basis and in a consistent way to work on staff development and curricular innovation. The center concept is appealing to school leaders especially if it includes a method for rotating schools in and out of the center, once every two or three years, thus spreading the influence of the center.

Because of the mix of university and school personnel working on problems of mutual concern, one from the universal view, the other from the local view, a dynamic movement can be sustained. There are many points in the system at which new ideas can be injected.

Given the possibility of a coordinated School of Education-School System effort the interlocking purposes of a Cooperative Clinical Teaching Center can be summarized as follows:

From the Professional School's Side:

1. To be the institutional instrument through which the School of Education accomplishes a continuing clinical program of teacher preparation and school personnel development.
2. To be the school laboratory setting in which assigned university staff experiment and test to advance knowledge about the educational process and about application of findings to curriculum development and instructional improvement.



From the School System's Side:\*

1. To be the setting in which educational improvements are developed and disseminated through the system.
2. To be a mechanism for on-going staff development in regular association with a university.

The Cooperative Center would seem to be the best institutional instrumentality for actualizing the new advances in the analytical approach to teacher education if they are to have significant effect in both pre-service and in-service programs.

1. ROLE AND CONTRIBUTION OF SCHOOL PERSONNEL IN A CENTER OR INSTITUTE

At first glance the answer to this question seems obvious. School personnel should be partners and contribute their ideas and skills. However, the issue of quality and kind of contribution can be raised. What can the teachers do that cannot be done through simulation techniques at the university? Are they really needed in a teacher education process that will be dealing more and more with a schedule of teaching behaviors that will need to be accomplished as an integral part of a teacher education program? Indeed, as one looks at many conventional student teaching situations today, the supervising teachers are inhibiting the development of beginning teachers by locking them into the system of local practices. Instead they should be releasing the young teachers to innovate and assess their work. In a center, might not teachers become even more restrictive given the new position they should hold in being party to agreements?

On the contrary center organization seems to encourage programs of quality and innovation. Center organization permits school-university agreements about criteria for selecting schools and school personnel and college personnel to be involved in the program. Schools tend to be quite demanding when faced with such choices because they have the biggest stake in the success of a personnel development program including pre-service teacher preparation. The products of these centers will be teaching in their schools next year or they are already there. Children are going to benefit if personnel development and curriculum development programs succeed. It is worth their while to put their best people and efforts into the collaborative enterprise especially when a university has really committed itself to work in a district or cluster of districts regularly. School leaders are not generally happy with the shotgun approach to assigning student teachers and supervising them that schools of education have been carrying on in the past. Experience in centers thus far seems to indicate that center teachers become released from old bonds when their roles are altered slightly to focus on the objective assessment of teaching. They feel that it is now legitimate to be experimental as they work with teams of interns or student teachers.

If the mission of a center were only pre-service teacher preparation, and if the university virtually withdrew its actual influence, for example, by jointly appointing a school person to run the outfit, then the local view of teaching would reign and the center would be used to perpetuate the system. It is the size of school-university committed personnel and the

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\*In suburban and rural areas the center can be developed by a consortium of neighboring school districts on a rotation plan.

goal of an objective study of teaching that can prevent crystalization.

Selected classroom teachers in a center can contribute ideas and skills that university people cannot. If they are experimentally oriented, they can develop model teaching episodes or extended teaching projects for analysis because of their "savvy" gained from sustained recent experience with children. They can demonstrate and explain acts of "responsiveness" to children which college personnel cannot do because they cannot know the children sufficiently well.

Considering the fact that there are teacher personality factors in the act of teaching (Focus of the Texas Research and Development Center) then model identification becomes a concern in teacher education. A center's program could benefit by having several model teachers with different personalities and styles to be emulated. The effects of the teacher personality could be analyzed and discussed as young teachers are encouraged to look at their styles of teaching children and youth.

With training the teachers become the chief agents to carry out the center's total mission and program under the direction of school and college supervisory personnel.

## 2. ROLE AND CONTRIBUTION OF UNIVERSITY PERSONNEL TO THE CENTER OR INSTITUTE

Besides the supervisory and teaching roles that focus on instruction in teaching, the university personnel should inject the universal view of educational study into the spirit and ideational fabric of the center. They with the school administration and teachers would preempt and develop plans for curriculum study, experimental teaching and the assessment of instruction. They would serve as educational leaders, consultants and activators but always be members of an educational team not *prima donnas* telling everybody what to do according to the latest research. They should be agents of change in education not just proclaimers.

## 3. POSSIBLE STRUCTURE OF A K-12 COOPERATIVE EDUCATION PROFESSION DEVELOPMENT INSTITUTE

### School Buildings

Four elementary schools, one associated junior high school or middle school and one associated high school.

### Assistant Teacher or Intern-Stations

Elementary Schools	6 Stations Per School	24
Junior High Schools	12 Stations	12
High School or	12 Stations	12
Middle School	(6 each in 2 subjects)	48 Total

Steering Committee

University	School
(based on 10 teaching hour loads)	
1/5 time - 1 senior faculty adviser (elementary)	1/10 time - 1 top level administrator
1/5 time - 1 senior faculty adviser (secondary)	1/10 time - 2 school principals (elem. & secondary)
3/5 time each - 4 clinical instructors (elementary & secondary)*	1/2 time - 2 school supervisors (elem. & secondary)
1/10 time - 1 educational foundations consultant and researcher	Full Time - 3 supervising teachers (elem. & junior high and senior high)
1/10 time - 1 liberal arts consultant in one of the secondary fields	1 community agent when appropriate

\*If related courses and seminars are taught in the center, he would be there nearly full time.

Execution and Coordination of Plans

One of the clinical instructors or school supervisor will be selected jointly to coordinate the center. His supervisory and instructional load within the center would be lessened during his term.

The coordinator might need a small executive committee chosen from the steering committee; one senior faculty adviser, one other clinical instructor, and one school principal and one school supervisor.

Organizational Arrangements

Each school would set up an instructional unit within each school and assign an instructional team to it including the assistant teachers and/or interns and an aide. In elementary schools this might mean the clustering of two or three grades or sections of a grade or a non-graded group of children. In the junior high and high school these units might be a part of a departmental program or a homeroom or core cluster of sections. Every three years one elementary school would be dropped and a new one added. Every three years instructional units would move around in the junior high and high school.

An Elementary School Unit (4 per center)

140 children

1 instructional leader (supervising or directing teacher)

3 certified teachers

6 assistant teachers or interns 3/4 time each

2 aides

(It could be two related sub units)

1 college clinical instructor per 2 units (3/5 time, each having a different specialty)

- 1 school supervisor per 4 units (1/2 time to Center)
- 1 professor of elementary education (center adviser, and researcher, 1/5 time)
- 1 professor of educational psychology and child development (center consultant, and researcher, 1/5 time)

A Junior High School, Middle School, or High School Unit (2 per school, each emphasizing a Different Subject)

150 children

- 1 instructional leader (supervising or directing teacher)
- 3 certified teachers
- 6 assistant teachers or interns 3/4 time
- 2 aides
- 1 college clinical instructor per 2 units, 3/5 time, each having a specialty
- 1 school supervisor per 4 units (1/2 time to Center)
- 1 professor of secondary education (center adviser and researcher, 1/5 time)
- 1 professor of educational foundations (center consultant, 1/5 time)
- 1 liberal arts professor of subject disciplines (center consultant, and researcher, 1/5 time)

4. SPECIAL ADVANTAGES OF COOPERATIVE CLINICAL TEACHING CENTERS FOR PROGRAMS FOR THE DISADVANTAGED

- a. The Instructional Unit and Team arrangement would permit the development of differentiated teaching roles for special teaching assignments. It would bring curricula and instructional decision making much closer to the children and the situation. The curriculum could be more easily personalized. A social worker and other specialized personnel could be added easily to the team.
- b. Aides from the local community could be added to the team and assist in keeping the team oriented to community problems and concerns.
- c. University teaching personnel and students would be working out programs for these children hand in hand with selected black and white teachers experienced in ghetto school work.
- d. University students would be involved in constructive situations where everyone on the team would be working on ways to improve the education of ghetto children. College students would meet a positive group morale for coping with what sometimes seem to be overwhelming problems. The fear of teaching in these schools can only be alleviated in these ways and recruitment will suffer if this is not done.
- e. Much operational research in the classroom is needed in these schools to test, apply and implement the many hypotheses that have been made about learning and teaching in classrooms where children have cultural deficits or differences depending on one's point of view. This research will not be done unless there is an organized effort. The tendency will be to skip the operational research stage and put in this or that program by this or that authority before they have been operationally tested.
- f. If the teachers are the best ones to work with the parents in helping them support the school program at home as some advocate, then the instructional unit team has the personnel and the organization to take on this job.

- g. Time is needed to work out the special plans needed for these children and time is needed to analyze the results together. With the team teaching approach in the instructional unit, schedules can be worked out easily for small group planning, conferencing and evaluating.

## 5. ESSENTIALS FOR SCHOOL-UNIVERSITY COLLABORATION

- a. A commitment of staff, time and hopefully monies from the administration of both schools and university.
- b. An acceptance of the point of view that classroom teachers, college professors and school administrators contribute equally but differently to the education enterprise. Each has an important special contribution to teacher education.
- c. An intra-institutional structure that is given some autonomy by both institutions for the development and execution of the clinical field component in teacher education, but responsible to both parent institutions at the top level.
- d. A steering committee to set policy, develop plans and review activities of the cooperative teaching clinic or teaching center. This committee should be small and have an equal number of members from the schools and the university representing the administration and the teaching faculty of both institutions. Someone from each institution should be high enough in the administration of his institution to commit the institution to action except for big policy and financial charges that would need the approval of the highest authority in each institution. The chairmanship of the committee can rotate among school and university members although a school administrator is helpful in this role.
- e. An executive officer or coordinator selected by the steering committee to carry out the clinical program. One of the clinical instructors from the university would probably be designated. If the instructor is junior staff, then a senior faculty adviser for the center should be appointed to the steering committee and be given time to work with the clinical team.
- f. An organization of the total faculty of the center (supervising teachers, teacher directors, and college clinical instructors) into a faculty assembly which offers suggestions for the improvement of the center and becomes involved in the development of new instructional programs for the center. The center faculty is kept abreast of new developments in the clinical approach to teacher education.
- g. Agreements about allowing student teachers and/or interns to be responsible in classrooms while the supervising faculty meet for planning, deliberating and conferencing. Substitute teachers may need to be provided if students are not ready to be in charge when a particular meeting is needed. Staff work planning and evaluating should be done on school time. If cooperation depends only on after school meetings and extra work, the center will not survive very long.

## 6. POTENTIALITIES OF COLLABORATIVE EFFORT

- a. A means for bringing the resources of the university and the schools to bear on teacher preparation and especially for bringing the university back into a position of influence upon the field experience in teacher preparation. When the operation is jointly run, the university clinical instructor has legitimate position in the school setting. He was only a guest before without any influence or control over what happened in student teaching except as he could persuade the student teacher to do things even if the teacher did not approve.
- b. Much more efficient and effective supervision which can result in a truly clinical program with opportunities to train school and university staff to accomplish it. By clustering the clinical stations, college staff can concentrate their efforts by consolidating the field experience program and injecting clinical analysis innovations.
- c. Opportunity for joint collaboration in operational research related to curriculum development and instructional improvement. The university professor is on the premises regularly and has a commitment to that school rather than being a disinterested party called in to be an expert consultant.
- d. Individual schools can rotate in and out of a clinical center on a regularized schedule (every 3 or 4 years), thus allowing each school community to share in the benefits of a clinical approach and university staff involvement every so often.

## 7. PITFALLS TO AVOID IN COLLABORATION

- a. Adding another level of bureaucracy to slow up innovation. This will happen if a certain amount of autonomy is not given to the center.
- b. Handing the whole business over to the schools by university abdication of responsibility through assigning school staff under joint contract to the center. Or the college clinical instructor may be assigned full time as a resident in the center and slowly lose all contact with the university. Under these circumstances the program will become local. Emphasis will turn from a universal and objective view of teaching and curriculum to an approach dominated by the local school system. They will begin to use the new technology and the new clinical procedures for indoctrination rather than for education. The studied universal view of education, that can only take place in the university setting where the scholars and the library are, will be lost to teacher education. Each university person involved should carry no less than one third of his teaching and research load back at the university just as school persons involved should not leave their basic instructional tasks entirely for this program. Each must keep one foot in his own institution or the collaboration is useless and might as well be abandoned to a return to the old divided and ineffectual program.

## J. ADVANTAGES TO ALL CONCERNED

### a) Advantages to the College and the Schools

- (1) The good prospects of graduating into the profession a more thoroughly prepared beginning teacher than ones prepared in previous programs who have been living, in a sense, in a selected school community for an entire school year as a member of the instructional team under clinical supervision designed to bring out the individual potential of each teacher candidate and to give him a critical confidence in his teaching ability. One prospect is that as a result of such a thorough program schools may not need to spend as much time, energy and money on assisting the beginning teacher in surviving.
- (2) New opportunities are provided by the cooperating organizational scheme for school and college personnel to work together on improving instruction in both school and college classrooms. Operational research in curriculum and instruction can be built into the program once it is underway. When school and college focus on improving teacher education, they cannot avoid becoming involved in the improvement of school educational programs legitimately. The cooperative teaching centers can become expanding cells, as it were, of innovation in the schools themselves and in the districts about them especially when a three year rotation plan is included. College efforts are not inefficiently divided between working on a school curricular and instructional research and development over in one set of schools and on teacher education in another. Both missions of a College of Education become coordinated and they reinforce each other. School curricular and instructional development can be focused where the university consultants are already working in actual classroom situations.
- (3) New ways of accomplishing staff development in both the school and college are possible in this team approach. They can be learning from each other while they build a more effective teacher education program. Much continuing education can be provided on the job for both staffs as they work. In-service education seminars and colloquia for the teaching faculty in the centers can become a regular part of a professional development program for all.
- (4) New possibilities for joint operational research on curricular and instructional innovation.

### b) Advantages to the Student of Teaching

A more decentralized and humanized educational program than the usual by machine program in a large university

giving him the opportunity to know three college faculty members well, to know two schools well, to be able to integrate his efforts in the college and the schools and to interrelate these experiences with an appropriate liberal and liberal-professional foundational education.

c) Advantages to College Faculty

Teaching and supervising efforts are concentrated, cutting down on the number of people he has to relate to daily with smaller turn over in students. He can get to know a smaller number of students well. He is working regularly in schools with staffs that come to know him as one of them, yet he is also in an objective position from which he can develop innovations and operational research.

d) Advantages to the Teacher

Regularity of relationship with a college team can give supervising teachers a sense of support and importance which they cannot get from a different supervisor every quarter coming in for three formal visits. They can talk over educational problems with college faculty on a colleague basis thereby learning more and offering more ideas to the college.

e) Advantages to the School Pupils

Children have the benefit of more teachers to help them -- young lively teachers who are properly assisted and supported.