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Recognizing that weaknesses in teacher education programs stem partly from the isolation of the school of education from both the liberal arts and the public schools, Northwestern University designed a program to make teacher preparation an all-university responsibility, to strengthen academic preparation, and to increase the relevance of professional education. The program reduces emphasis on credit hours in professional education and replaces them with the 4-year tutorial and clinical program which will, hopefully, acquaint students with the art of teaching and the problems of society and education. Tutorial professors work with small groups in relating academic courses to the student's classroom teaching. Clinical professors, faculty members of both the public school systems and the university, supervise the student's 2-year practice teaching experience. To prevent it from becoming simply another static formula, this program is being evaluated to determine its effect on the quality of teaching. Approval of the program has come from the education departments of the states of Illinois and New York. (See also ED 012 694 for the report on which this article is based.) (JS)

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ARTICLES

The Carnegie Professional Growth Program: An Experiment in the In-Service Education of Teachers	VICTOR W. DOHERTY	261
The Tutorial and Clinical Program for Teacher Education	WILLIAM R. HAZARD B. J. CHANDLER LINDLEY J. STILES	269
International Teacher Education Research: The New Frame of Reference for Teacher Education Reform	GEORGE E. DICKSON	277
Becoming a Better Teacher	ROBERT D. STROM CHARLES GALLOWAY	285
An Evaluation of the Relative Importance of the Various Functions Performed by a Campus Laboratory School	JAMES B. JACKSON	293
Is the Laboratory School Worth Saving?	JOHN F. OHLES	304
The College Teacher and His Class: A Modern Anachronism?	HERBERT GARBER	308

The Tutorial and Clinical Program for Teacher Education

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In the troubled world of teacher education, reforms range from minor tinkering with traditional patterns to major changes in conception and design. Northwestern University's new Tutorial and Clinical Program is one model of the latter type. Now in its sixth year of evolvement, the plan aims to achieve three basic objectives: to make the preparation of teachers an all-university responsibility, to strengthen the academic preparation of prospective teachers, and to increase the relevance of professional education for teaching.

Basic characteristics of teacher education programs have changed very little over the past century. The familiar, disconnected pattern of liberal arts courses; specified courses and hours required for major and minor fields of specialization; and the professional sequence, with varying emphases on the formal study of education and supervised clinical practice, is known to all. It grew with the teachers college movement from its normal school roots in the mid-19th century. Aside from periodic reapportionments of credit allocations—between liberal arts and education courses as well as within the professional requirements—the pattern has demonstrated remarkable tenacity for survival in a climate of constant conflict and condemnation. Its almost exclusive control by professional educationists, its priority for techniques ahead of knowledge, its disparities between theory and the reality of teaching—all are profound weaknesses in typical teacher education programs.

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Focus for Change

The improvement of teacher education requires changes in conception as well as in organization and procedures. A point of departure for needed improvement is to focus on prevailing weaknesses and identify deterrents to progress, while pointing to projected ideals.

Weaknesses in teacher education stem from multiple causes. Some have conceptual roots; others stem from individual ineptitude. Conceptually, the idea that control of policies and programs for teacher education should reside with pedagogical professors, as critics of teacher education have pointed out, represents a major mistake that is the basis of the century-long battle between professors of liberal arts and professors of education. It has contributed to imbalances in programs for prospective teachers; it has helped to create an image of teacher education that has repelled rather than attracted able potential teachers.

Another conceptual weakness in programs of teacher education is the view that knowledge must be "professionalized" to be of use to the teacher. Thus, programs of teacher education have provided prospective teachers with selected and adapted segments of knowledge from the subjects to be taught rather than in-depth scholarship. Pertinence to the curriculum of the elementary or secondary school has been typically the chief criterion for the designation of required courses for teacher candidates in both the liberal arts and academic and specialized fields. "Mathematics for Teachers" is an example of this type of professionalized, and allegedly diluted, course that many institutions offer.

The notion that the formal study of educational theory and methodology, plus some form of practice teaching in a real or simulated classroom, would bridge the relevance gap between academic preparation and effective teaching is another misconception that plagues programs of teacher education. Course work in professional education is frequently criticized by students for irrelevance and general lack of substance; and although it is perhaps true that such attitudes stem from lack of experience in the role of a classroom teacher rather than from any gross irrelevance in the course content, the negative consequences to the prospective teacher must be faced.

Deterrents to improvements in teacher education vary from one institution to another. Failure to achieve a full and viable interdisciplinary partnership—the all-university approach—for teacher education must be recognized as one of the major deterrents. Until all who help to prepare teachers in colleges and universities are accorded responsibility and accept accountability for policies and programs, the continuation of past unproductive conflicts can be predicted.

Isolation of programs of teacher education from the reality of schools undermines their effectiveness. The apartness typically stems from the view that institutions of higher learning should rely almost completely upon their own resources to prepare for teaching, even in the clinical practice. Poor, or only superficial, relationships between colleges and universities and school systems, as well as state departments of public instruction, are added factors. The issues related to the contributions of schools and state departments to the preparation of teachers were

the focus of a conference on teacher education sponsored by the Carnegie Corporation of New York, and held at Northwestern University in 1964.[1]

One might expect general agreement with respect to projected ideals for teacher education, and as long as the discussion remains at the need-for-excellence-in-teaching level, such is usually the case. When basic reforms in existing practices are considered, however, conflicting views become readily evident.

Northwestern University accepts as an ideal the preparation of elementary and secondary school teachers who are well-educated persons, sound scholars of the subjects to be taught, and professionally oriented and skilled teachers. It believes that the professional focus of programs of preservice preparation for teaching, whether offered at the undergraduate or postbaccalaureate levels, should be on successful teaching rather than on the accumulation of course credit hours in professional education. It believes that patterns of institutional organization, programs of study, faculty, and other resources, although vital, are nonetheless variable to the outcome sought—the production of high-quality teachers.

A New Pattern in Teacher Education

The Tutorial and Clinical Program for Teacher Education at Northwestern University rejects the widely followed, yet soundly discredited, premise that one can best learn how to teach by listening to formal lectures or participating in synthetic discussions about education and its processes, followed by a more or less artificial exposure, primarily as an observer visitor under the guidance of a supervisor who is a visitor also, to classroom situations. Rather it endorses the view that learning to teach requires active participation in real classrooms under the guidance of real teachers. It bases the professional development of the teacher on the firsthand inductive development of perceptions, the testing of hypotheses, and the synthesis of generalizations. It seeks to move from the real to the vicarious in contrast to the usual reverse sequence in professional education. It recognizes that this development of professional skill in teaching is an artistic and creative process, as well as one of scientific scholarship, that demands a high level of personal involvement. The acceptance of such conceptions has produced dramatic changes in policy-making procedures, staffing policies, programs, and courses. More importantly, changes are occurring both in the quality of young people who are making the choice of teaching and, as preliminary evidence suggests, in the initial capabilities of the products of the program.

The new pattern for teacher education began at Northwestern University in 1961 with the appointment of a faculty committee to study the existing program and make recommendations for its improvement. Significantly, a number of key recommendations of this committee were endorsed, subsequently and independently, by Dr. James B. Conant in his book, *The Education of American Teachers*.[2] Another kind of support for the developing new program came from the

1. The report of this conference was published under the title *Innovation in Teacher Education*. (Edited by E. Krumbein.) Evanston, Ill.: Northwestern University Press, 1965.

2. Conant, James B. *The Education of American Teachers*. New York: McGraw-Hill, 1963.

Carnegie Corporation of New York. A first grant in 1964 made it possible for Northwestern University to join with other pioneering institutions to examine new patterns for teacher education. This initial planning grant supported a conference at Northwestern University that brought together professors of academic disciplines, professors of education, public school teachers and administrators, representatives of state departments of education, and other consultants to identify and analyze the critical issues in the preparation of teachers. Dr. Conant, who served as one of the consultants to the conference, has continued to assist Northwestern University with the development of its new program.

Characteristics of the Tutorial and Clinical Program at Northwestern University are reflected in the basic agreements adopted by the faculty to give direction to its development and evaluation.

1. Teacher education is the responsibility of the entire University and the cooperating school systems; control of the program should be shared by the School of Education, the school systems, and the College of Arts and Sciences.
2. Those preparing to teach should have a general education at least equal to that of the B.A. graduate in the College of Arts and Sciences.
3. Academic majors for high school teachers should be planned jointly by appropriate departments in the College of Arts and Sciences, representatives of school systems, and professors of education.
4. High school teachers should be recommended for certification in only one field.
5. Elementary teachers should do advanced undergraduate work in two academic fields common to the curriculum in elementary schools.
6. All work in professional education should be given through group tutorials and related clinical experience, thus eliminating formal courses in education.

The new program went into operation in 1965, when 48 students were enrolled in the first tutorials that take the place of education courses and the first clinical professor was employed. These students and others who follow them into the program will move through a sequence of planned tutorial experiences and complete the program of clinical work over a four-year undergraduate period.

Staffing Innovations

Two categories of professors in the School of Education conduct the Tutorial and Clinical Program. Tutorial professors are full-time faculty members in the School of Education, some holding joint appointments in academic departments and each working with a group of ten to twelve students organized as a tutorial. These professors, in consultation with the clinical professors and the classroom teachers in cooperating school systems, help students plan their academic programs as well as the professional work. The major task of the tutorial professor is to link the academic course work in liberal arts to the realities of the student's classroom teaching experiences. Implicit in this work are questions of curriculum, evaluation, teaching methods, research skills, and a thorough understanding of the means and end of education. Instead of assuming that all students have the same strengths, interests, and abilities to deal with such questions, the tutorial professor guides each student

into individually tailored programs of preparation.

The clinical professors are master teachers from school systems who hold appointments to the faculties of both an elementary or high school and Northwestern University. They divide their time between classroom teaching and supervising the clinical work of the students enrolled in the program. The contractual relation is between the University and the local district. Since the University reimburses the employing district for part of the teacher's time, this arrangement does not disturb the teacher-school board contractual relation as to salary, tenure, and retirement benefits.[3]

The faculty appointment is contingent upon the teacher's continued classroom teaching role in the district. The clinical professors are voting members of the faculty, serve on appropriate faculty committees, and have all the rights, privileges, and obligations of regular faculty appointments. Well grounded in their teaching fields, they have broad experience in preparing, presenting, and evaluating teaching materials and techniques. The clinical professors link the practice and theory of teaching to the academic preparation of the student. Continual classroom teaching maintains and validates their skills as practitioners.

Group Tutorials in Professional Education and Clinical Experiences

Any program of teacher education must deal with such relevant problems as the selection of program content and the provision of the means and time to teach it. Further, the program must provide experiences that render the content meaningful to the student and permit him to demonstrate requisite teaching skills. Achievement of these aims requires a program that links academic study with parallel opportunities to relate the content of that study to real or simulated situations. Instruction in such a program deals with the problems of society, education, and the art and science of teaching. Students should see those problems firsthand; interact with them; make discoveries; and analyze, prepare, and defend teaching strategies.

Implicit in the tutorial and clinical approach to teacher education is the assumption that professional education is most productive as a synthesizing or integrating agent in the preparation of teachers. As a field of study, education borrows heavily from other disciplines; it thus serves as a matrix for the assimilation of relevant concepts from such disciplines. The study of education, therefore, emphasizes the processes of analysis and discovery in the social sciences and humanities, the essential elements of teaching situations, and effective teaching behavior in those situations.

The students begin the tutorial work in the fall quarter of the freshman year with individual and group meetings with a tutorial professor. Orientation and academic advisement constitute the major functions of the tutorial professor during that quarter. During the winter quarter, the professor meets with his students on a regular basis in tutorials scheduled for a two-hour block of time one day each week. This time may be used for

3. For details regarding the clinical professorship, see Hazard, William, editor. *The Clinical Professorship in Teacher Education.* Evanston, Ill.: Northwestern University Press. In press.

discussions of readings, field trips, lectures, panel discussions, reports, or guest speakers. Although each tutorial covers about the same materials, each group may vary in its approach and format; the responsibility for the day-to-day operation of the program rests primarily on the tutorial professors. As the students move into their field assignments during the winter and spring quarters, the tutorial professors work closely with the clinical professors to plan and supervise the clinical experiences.

During the sophomore year, students work with cooperating teachers in elementary or junior high school classrooms under the direction of a clinical professor who is teaching at the same level or in the same subject area. Beginning in the junior and continuing through the senior year, students preparing for junior high or secondary school teaching are assigned to a clinical professor in the appropriate teaching field; those preparing for teaching in grades K-6 continue work with a clinical professor in elementary teaching. Students in this program, then, have either a two- or three-year continuing relationship with an individual clinical professor.

At the beginning of both the junior and senior year, the student works full time with a classroom teacher in the grade level or subject field elected for subsequent teacher certification. In this period of two or three weeks, he becomes familiar with the planning and implementation of teaching units and is totally involved in the teacher's role. A student is assigned to the same school both years.

The classrooms of the home base schools are laboratories for the students' research, observation, and practice in the art and science of teaching. The extent and scope of the practice-teaching assignment will vary among the students; in effect, however, practice teaching is done over a two-year period. The tutorial professor, clinical professor, and supervising classroom teacher jointly evaluate each student's growth and development as a teacher and tailor the tutorial and clinical work accordingly. The students work on independent studies in the senior tutorials and employ their maturing research skills in field assignments. The tutorial professors, in consultation with the clinical professors and the classroom teachers, evaluate the work of their senior students and recommend their certification as qualified teachers.

Organization for Teacher Education

At Northwestern University, as elsewhere, the pattern of organization for teacher education is a product of accepted concepts and the traditions of the institution itself. The impact of external pressures for the so-called independent professional school must also be admitted.

The full import of the new Tutorial and Clinical Program for the organization of teacher education within the University is not yet known. Greater flexibility, increased interdisciplinary involvement, and closer partnerships with schools and the State Department of Public Instruction characterize the decision-making processes as well as the procedural operations. Programs of study for prospective teachers are developed by interdisciplinary committees appointed by the vice-president and composed of academic scholars, tutorial professors from the School of Education faculty, and the clinical professors from local schools.

Close liaison is maintained with officials representing the State Department of Public Instruction.

Actually, Northwestern University approaches the question of organization experimentally. It believes that a new pattern may well evolve from the new approach to the preparation of teachers now being tested. The fallacy of designing the organization for teacher education after the models of other professional schools, such as law, medicine, engineering, and agriculture, is recognized. Weaknesses in currently popular patterns suggest that the ideal type of organization is yet to be developed. The independent professional school makes for minimum interdisciplinary cooperation. The university council for decision-making for teacher education may act only on recommendations from the faculty of the School of Education, and this may not generate general faculty support; it may function only as a court to adjudicate competing interests. An interdisciplinary faculty of the Wisconsin type may become unwieldy—too many people with too little involvement. The danger of the veto approach becoming predominant in any type of interdisciplinary organization is an ever-present concern.

Against this type of background, Northwestern University confronts the question of organization with open inquisitiveness. Its focus is on students preparing to teach—what and who can help. Its hope, at this stage, is that organizational patterns and procedures will not be restrictive.

Evaluation of the Program

The Tutorial and Clinical Program is based on the assumption that teachers can be educated in the liberal arts, develop reasonable in-depth knowledge of a teaching field, and prepare for beginning work as a teacher during four years of college. This program assumes further that the students electing the program (1) will be academically superior; (2) will be highly motivated; and (3) will commit themselves early to teaching as a profession. The first two assumptions seem warranted by the additional work required of the students enrolled in this program, and the third assumption grows out of the extensive exposure given to the students in the practice of teaching early in the program.

Data are being gathered on the students' attitudes toward teaching, toward the elected program and the course work, and toward the field experiences. Relevant correlations of entrance test scores, achievement in academic course work, and performance in clinical experiences will be gathered. The students electing the optional and tutorial programs will be studied carefully during their tenure at Northwestern in light of three basic questions:

1. What kinds of students elect the program?
2. Do those students who elect the program complete it?
3. Do those who complete it enter and stay in teaching?

The relevance of the tutorial and clinical approach to the students' performance as teachers must be studied as objectively as possible within this framework of preparing teachers. The roles of the tutorial professors, the clinical professors, and the classroom supervisors must be carefully developed, lest these participants drift in-

to traditional patterns of teacher-student relationships.

Certification of Graduates

On April 1, 1966, the Teacher Certification Board in Illinois approved the Tutorial and Clinical Program, and students completing the program will be certified as teachers at either the elementary or high school level. After studying the program, the New York State Department of Education advised the University that it would certify the graduates under the approved-program plan. By this approval, both states endorsed the new program in principle and encouraged innovative research in a field so long tied to myth and tradition. This action by the state departments indicates, at least in Illinois and New York, that guilt for inertia in professional education can no longer be laid at the doorstep of the state government. Further, the traditional concept of professional education as a collection of discrete courses is no longer sacrosanct in either state. If the traditional programs of teacher education lack meaning and relevance to students, the way seems open to change.

The Tutorial and Clinical Program will be continually researched as students move into and through the sequence. This study will aim to avoid merely replacing an old orthodoxy with a new one; the temptation to change for the sake of change runs alongside the program as a constant hazard. And yet, excess caution and the postponement of reform in teacher education until all the evidence is in too often means that there will be no reform. This dilemma must be resolved through research and evaluation procedures and instruments, some of which are yet to be developed.

Innovations in the preparation of teachers should not stop at the boundaries of the baccalaureate program. As more teachers pursue graduate study and take the master's degree early in their careers, the need to study and reform the graduate-level programs assumes increased urgency. The professional education sequence in such programs should foster and support the development of the same excellence in teaching as does the Tutorial and Clinical Program at the undergraduate level. In sum, the challenge facing institutions preparing teachers is to design, implement, and evaluate new and more effective approaches to the preparation of excellent teachers.

I like to think of education as a process that is as large as life. It seems to me that learning is a process as physiological as breathing and is as inescapable as breathing. The function, then, of the formal systems of education would be precisely that—to give some formal system to this process that is inevitable in the course of human growth and development.

. . . In these times I would think that the educational process would have to encompass some concern for the nature of man's feelings about the universe and his relations with other men. For all human beings, especially now—and perhaps in all times—loneliness is a special problem. I believe that education must deal with this sense of being alone that is commonly called alienation. Defined as loneliness, it can include the state of the teacher as well as that of the student.

—James P. Dixon,
President, Antioch College
Antioch Notes, *May 1967*