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By-Kelly, James, Jr.

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This document reports a feasibility study of state efforts in training teachers for the disadvantaged, a four-state project designed to (1) identify ways that training funds and other resources could be used more effectively in the improvement of preservice and inservice teacher education, (2) create a state structure or pattern of relationships which might facilitate the coordination and effective use of higher education resources for Title I training programs and others, and (3) develop statewide models for achieving the above ends in the four states which might be used by other states. The four chapters are abridged from the final reports of each of the four project components: the California project designed to evaluate teacher response to past efforts at retraining as a basis for improving state programs; the Colorado project in which colleges and universities in the state cooperated to develop models for possible use by teacher training institutions; the Oregon project which tested, through implementation of model programs, the possibility of the use of university resources to aid school districts in an inservice program to retrain teachers and teacher aides; and the Wisconsin project, a grass roots effort to establish a state pattern of relationships among various education agencies to produce more effective training programs. (JS)

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REPORT/SPECIAL

December, 1968

THE FOUR STATES PROJECT

California

Colorado

Oregon

Wisconsin

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is drawn from reports of the Project filed  
with the NDEA National Institute. Richard  
E. Lawrence, Director. James Kelly, Jr.,  
Four States Project Coordinator.

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At a meeting in San Francisco, Mr. Jack Hughes, Director, Division of Compensatory Education, Bureau of Elementary and Secondary Education; Mr. Donald Bigelow, Director, Division of Education Personnel Training, Bureau of Elementary and Secondary Education; and representatives from the National Institute formed a temporary alliance whereby planning funds would be provided for a feasibility study of state efforts in the general area of training teachers for the disadvantaged. Four states--California, Colorado, Oregon, and Wisconsin--were selected to develop models of state planning. Although the four had some common aims, the emphasis within each state was substantially different. It was anticipated that a variety of approaches among the four states would provide the United States Office of Education--and the profession--with maximum information.

The National Institute for Advanced Study in Teaching Disadvantaged Youth served as coordinating agent for the four states; James Kelly, Jr., associate director of the National Institute, was appointed coordinator of the Four States Project. For each component the project structure provided autonomy in planning and implementation; in planning among the directors, in evaluation of effort, and for a schedule of feedback to the National Institute and the United States Office of Education.

The four participating states have unique histories, unique approaches to education, and considerable variability not only in teacher education but also in the education of elementary and secondary youth. The developing programs can be described as uniquely suited to the needs which each state group identified. Although the reports which follow are more detailed accounts of each component, summaries are useful both as end points in a developmental process and as possible sources of plans for the future. It may be possible, therefore, to characterize the programs in the following manner:

The Colorado program can best be described as an approach to the development of models for possible use by the institutions who have primary responsibility for the training of teachers in that state. A series of such models was developed by the colleges and universities of the state. The deliberate involvement of powerful personnel as sources of input to the development of these models was a design element in the general program which Colorado was able to effect.

The California program was designed to evaluate, through the use of a Q-sort technique, teacher response to previous retraining efforts. As such, the California effort was not seeking new organizational arrangements or structures for teacher education. Rather, it sought to assess participants' reactions to past efforts at retraining as the bases for improving such programs in the state. Communication of research findings regarding the "most" versus "least" effective programs to the colleges in the state--and to the National Institute--was an integral part of the California plan.

Functionally, the Oregon program was less than a statewide effort, it was an action program designed to test the possibility of the use of university resources to aid school districts in an in-service program



to retrain teachers and teacher aides for service with disadvantaged youth. The intent of the program was to test the use of funds in the engagement of universities with school districts as they develop more effective programs for teaching disadvantaged youth.

The Wisconsin program was an effort to establish a state pattern of relationships among various educational agencies to produce more effective training programs for teachers at the preservice and in-service levels. The program which was developed can best be characterized as "grass roots" in that various schools, colleges, universities, public agencies, and the disadvantaged themselves made proposals for an improved teacher education program for the entire state. The state's program and planning unit was intimately involved in the developing program, for it foresaw the participation of the state's resources in the program.

In all, the various approaches taken by the states are fair indications of the uniqueness of each program as it finally evolved. However, similarities among the efforts should likewise be noted.

First: There was an implicit recognition that state efforts--as opposed to local or federal efforts--were necessarily a part of the total picture.

Second: An attempt was made to assess state needs in the areas involved.

Third: Through the use of advisory bodies, a wide participatory scheme was developed in each of the states.

Fourth: There was a recognition that preservice and in-service teacher education had to be studied together.

Fifth: Each of the projects indicated that communication of findings was essential to the success of any coordinating efforts for such teacher education.

To characterize the Four States Project as unique would be both correct and incorrect. There are some antecedents which proved to be most valuable to the project and its staff, especially the North Dakota Project for the Improvement of Teachers. This project cuts across legislative acts and divisions and attempts to put together a package of aid which looks to the solution of a problem defined by those within a state. In a sense, the Four States Project is situated politically in the same way.

What became clear to all in the project was that the definition of problems from a local or state standpoint sometimes involved the expenditure of funds from various sources: federal, state, and local contributions. Some areas of educational need may not be amenable to the simple use of categorical aid, but may require local and state definition of problems with a coordinated federal, state, and local response to the problem.

If one were to characterize the plus and minus factors of the Four States effort one could say this:

1. While involvement at state and local levels is an important ingredient to the eventual success of these or any programs for the disadvantaged, lack of follow-through could prove to be a demoralizing and sad experience for those who committed themselves to the year of planning. In other words, "Don't start planning unless you understand the fiscal realities of the federal funding cycles." But this isn't the exact problem: pressure on limited funds causes the disappointments.
2. The thrust of projects in teacher education across the country can profit from models developed in this project. However, each state should necessarily define its own position as uniquely as did each of the states in the Four States Project. The value of programs such as the Four States Project lies less in the promise of continued funding than in the forces of change that even one year's work sets in motion. Given the beginnings, the momentum should carry on apart from the vagaries of funding problems on the federal level. Therefore, it seems that the issue ought to be one of processes developed in each of the models rather than a full blown model per se.
3. While the federal government has its priorities, and local and state governments have theirs, it may be that the lack of joint planning on the part of these three branches of government can be viewed with both healthy alarm and considerable approval. On the one hand, to retain the participatory role of the local and state officials and citizens in the idea of aiding the disadvantaged is crucial to any success in this area. On the other, it must be clear that the federal input into states and local areas of need ought to begin with clear specifications from the latter as to the nature of the problems in their respective communities. The plus is state and federal resources; the minus is that problems do not arrange themselves in neat packages for titles of those who run titles. A lot of hard leg-work will be required.

However, if anyone does wish to look beyond the fiscal and begin to look at the application of resources to effect change in the education of teachers who will serve disadvantaged youth, the Four States Project is, at the least, a modest beginning.

The chapters which follow represent a type of informal case study. Abridged from the final report which each component filed with the National Institute, the four accounts reinforce the varieties, complexities, commonalities, and divergences which are the strength--and the weakness-- of this Project.

## THE FOUR STATES PROJECT

### Introduction

The Four States Project, one of the major projects of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, had several purposes:

- \* To identify ways by which Title I Elementary and Secondary Education Act training funds could be used more effectively in the improvement of teacher education, both preservice and in-service.
- \* To create a state structure or pattern of statewide relationships which would facilitate the coordination and effective use of higher education resources for Title I training programs for the preparation of personnel for service in disadvantaged areas.
- \* To develop models of operation which could be used in other states or regions.
- \* To provide the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth with relevant information regarding the development of training programs for disadvantaged youth--and all other youth.

The historical and philosophical assumptions upon which these purposes best relate to the nature of control in the field of education, the control base at the state level for public education, the nature of the divergence of total university programs from programs in teacher education--especially teacher education for the disadvantaged--and lack of coordination of programs for the education of the disadvantaged among institutions and agencies.

The idea for the initiation of the project can best be found in the minutes of various meetings of the National Institute Steering Committee and Task Force which record the story of scattered response to the problem of education for the disadvantaged. Moreover, the multiplication of uncoordinated legislative activity led some persons within and without the United States Office of Education to ask if some form of statewide effort might help provide better focus.

At the same time that the fragmentation of programs was becoming painfully apparent to the members of the National Committee, awareness grew of the large sums of money being expended for retraining within Title I, Title II, and Title III of ESEA. It seemed, therefore, that a dovetailing of these funds with state plans and beginning operations of the Education Professions Development Act might prove to be a workable approach to statewide coordination.



## THE FOUR STATES PROJECT

### The California Component

*NOTE: Because of the anticipated publication of the full account of the California component, this report is presented in abstract.*

*See Note, page 13.*

#### Anticipated Outcomes

The outcomes anticipated of the California component of the Four States Project were stated in the following way at the beginning of the project:

"The initial outcomes expected from dissemination of information about various types of model programs for training the teachers of disadvantaged youth, and of recommendations for implementing these models are--

- State and federal government agencies, as well as private foundations, will have additional bases for making judicious decisions regarding applications for funds for new programs.
- These agencies will have stronger support for their efforts to gain additional funds from state legislatures and from the Congress for improving the teaching of disadvantaged youth.
- The California Council on the Education of Teachers will gain support for its efforts to influence and coordinate the preservice and in-service programs which teacher education institutions and local school districts are planning and conducting.
- Local school districts will have further means by which to judge and improve the designs of new projects for teaching disadvantaged youth, particularly the teacher training components of such projects.

"The long-term outcomes which can reasonably be expected from the dissemination of this information and these recommendations are:

- Local school districts will have additional suggestions for specific ways in which they can improve their in-service teacher training programs.

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- Teacher education institutions will have additional suggestions for specific ways in which they can improve their preservice teacher training programs.
- Schools and departments of education will have further indications of structural changes which they could make in the organization and operation of their teacher education programs.
- Materials contributing to further research in teacher education and related fields will be developed.
- The research, experimentation, and innovation in the teaching of disadvantaged youth and in the training of teachers for this purpose suggested by these models and recommendations may result in significant, positive changes in the perceptions, attitudes, skills, and behavior of teachers and thus in corresponding changes in the learning behavior, not only of disadvantaged youth but also of students in general."

The plan for the California component developed from the belief that a coordinated statewide effort to train teachers of the disadvantaged would have a far better chance of being realized if a rigorous evaluation of existing efforts were conducted first. Without substantive evidence on the effectiveness of different kinds of new teacher education programs, it was considered unlikely that such a diverse array of public and private universities and colleges as are to be found in California would alter their own individual teacher education programs.

Accordingly, a study was planned of what, from evaluation reports and the experience of California State Department of Education personnel, appeared to be the most substantial in-service training projects funded under ESEA Titles I and III, and NDEA Title XI. Thirty-two Title I, five Title III, and ten Title XI projects were initially selected for study (though several were later dropped for various reasons).

## Implementation

Taking into account the inadequacy of much of the evaluation done within projects, together with a number of limitations on what could be done, a design was finally worked out which involved (a) a 20 item questionnaire designed to obtain certain demographic and attitudinal data about project participants, and (b) a 70-item Q-sort. Half of the latter items required the estimation of changes wrought by a particular project in three areas: in the participants; in their disadvantaged students; and in their schools. These changes were judged to be in knowledge, in attitude, or in overt behavior. The remaining items asked for a reaction by the participants to the means used by the project to achieve its outcomes. Those means included project activities, curriculum, teaching procedures, participation in community affairs, and the like.

Questionnaires and Q-sorts were sent to approximately 3000 participants; and the resulting data was factor-analyzed. In addition, directors of all projects in the study and samples of participants from about two-fifths of the projects were interviewed. Proposals and evaluation reports were also carefully examined.

## Specific Outcomes

An extensive report is now being prepared on the California component.\*

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\* It will be available in spring, 1969, under the title Does Teacher Training Train Teachers? (Jossey-Bass, Inc., San Francisco, California).

The main effect, however, should come through the California Council on the Education of Teachers, which since its inception in 1945 and the incorporation by the state in 1949 has served as an official advisory body to the State Board of Education and State Department of Education on matters of teacher education, certification, and accreditation. CCET has sponsored this California component of the Four States Project. It has and will provide a forum for dissemination of the findings. For example, the annual meeting in Yosemite on October 31 and November 1 and 2, 1968, focused on the specific findings of the California component and their implementation in the ghetto, in school districts, in colleges and universities, and in the Council itself.

Other reports of the findings and discussions of recommendations will be held with the State Department of Education, regional and state-wide education conferences, meetings with Title I and III directors, and the like.

#### Conclusions and Implications or Recommendations

So far, the only effect that the Four States Project can be said to have had on teacher training in general is to have kindled interest in its outcome among college and university representatives of teacher education within CCET. In the future it is expected, at least, that the following effects will be realized:

1. The State Department of Education and Office of Compensatory Education will have stronger support for its efforts to persuade the

legislature to appropriate additional monies to improve the teaching of disadvantaged youth.

2. Colleges and universities will have additional information for designing their own preservice programs and for advising the in-service programs of the public schools.

3. Local school districts will be better able to design new efforts to improve the teaching of disadvantaged youth, and particularly the in-service training of teachers.



## THE FOUR STATES PROJECT

### The Colorado Component

In addition to the assumptions of the Four States Project, the Colorado component included a number of original assumptions. As the Colorado proposal developed, it was viewed by the planners as a program both of initiation and supplementation of existing activities and programs in the state, especially as it might concern the in-service training components of Title I ESEA projects of the various school districts. In general, the approach was one in which an overall analysis of the statewide problems of preparing teachers for the disadvantaged was attempted with a view to seeing how existing programs and projects met certain of these problems. Such needs as appeared to remain unmet were then given a higher priority in plans and proposals made by various member organizations.

The specific initial objectives of the Colorado component of the Four States Project were as follows:

1. To stimulate Colorado teacher education institutions to develop--and to help them to carry out--programs specially designed to prepare new teachers for target area schools.
2. To stimulate planning and action by schools and community agencies that aimed at improving the effectiveness of teachers already working with disadvantaged students.
3. To encourage cooperation among teacher education institutions, public schools, and other community agencies to

provide training experiences for teachers, both preservice and in-service.

4. To encourage cooperation between teacher education institutions and target area schools in order to improve conditions under which teachers of disadvantaged students work, so that more attention can be given to the individual needs of such young people.
5. To coordinate the efforts of all participating bodies in the Colorado model state program through guidelines, communication, counseling, and evaluation.
6. To undertake and encourage others to undertake studies designed to learn more about the disadvantaged, the factors affecting their education, and the characteristics of effective teachers of the disadvantaged.

The twelve Colorado institutions of higher education which offer teacher training programs (as well as the new Metropolitan State College which was just developing its program) were involved in the component program, together with representatives from school districts, from a number of state or local agencies, and from groups concerned with the disadvantaged.

These representatives were asked to consider (a) the structure and scope of an attack upon the problems of educating teachers of the disadvantaged on a statewide basis; (b) the activities and programs currently contributing to this end; (c) the contribution that individual institutions, agencies, and groups might make; (d) the relative importance and urgency of the various aspects of the overall plan; and (e) the basis upon which continued coordination and communication among the various agencies might take place. In brief, it might be said that the planners viewed as a primary task the development of a continuing plan or process by which the participating institutions

and agencies might continue to coordinate and mutually to reinforce their efforts for the disadvantaged on a long range basis.

Thus, although new approaches and new institutions were to be involved in the Colorado state program, new ideas would be integrated with existing programs. Further, a multi-disciplinary approach was accepted by the state planners as desirable, and was made mandatory in the planning effort of each institution. The institutions, agencies, and schools of the state were challenged to create their own plans and proposals representing their views and drawing upon their unique resources and strengths.

It was believed by the Colorado planners that a structure involving the continuous evaluation and assessment of the plans being executed would insure the continuous improvement of such plans and their resulting programs. This was viewed as superior to any approach which placed its reliance upon a rigid program or a single plan for preparing teachers. One might say that the model developed was a model for the process of planning both coordination and communication rather than a model for preparing teachers.

The considerable amount of survey and assessment of existing activities in the state, carried out as part of the planning, revealed many attempts in the state to work with teachers of the disadvantaged, although far less than the dimensions of the problem itself would require. Since, for the most part, the deficiencies in these efforts seemed to grow out of lack of resources and lack of opportunities for communication and coordination, it became the special aim of the

Colorado state program to overcome these conditions.

A series of meetings was arranged by the project director with personnel at each institution's school of education. Contact was made with personnel from departments other than education, in order that inter-disciplinary dialogue could begin. Meetings were held with personnel at local education agencies, Office of Economic Opportunity headquarters, Model Cities offices, minority group association offices, State Department of Education offices, United States Office of Education offices (Title I, ESEA) in order to acquaint them with the project and to solicit their participation and involvement.

At the statewide conference which followed, representatives of institutions, agencies, and groups from all over Colorado spent time brain-storming and making suggestions for an overall project strategy. At this time a special working committee was named to meet subsequently in order to react to proposals and plans developed for the committee by one or more project staff workers. In addition, each teacher education institution of Colorado was asked to name an individual to serve as liaison person to the project office; this group was instructed to react to various proposals and other ideas emerging from the project's work. It should be here noted that the Colorado implementation program was one in which persons from different parts of the state, from different institutions and kinds of agencies met in an effort to find areas of common concern and plans with which they could agree. It is believed that the proposal which eventuated truly represented a

cooperative effort by independent organizations willing to modify certain of their individual operations in the effort to find a common ground with others.

The basic responsibility for the Colorado project was vested in a three-man executive committee named by the Colorado representatives at the initial meeting of the Planning Committee.\* The project director was named to the position September 1, 1967, and the tentative deadline date for the state proposal was set for March, 1968. Subsequently, EPDA guidelines changed the deadline date to June, 1968, adding three months work-time for completion of both component proposals and the Colorado Model State Program proposal itself. The project staff disseminated information and materials to representatives of all teacher education institutions in Colorado, as well as to many other agencies and bodies. (Included in the latter were the 266 members of the Colorado Association of School Administrators.) In addition, regular mailings were sent to the National Institute Project Director's office, and to others who were working as consultants to the Colorado Component. This somewhat extensive mailing activity constituted an important part of the work of the project.

The use of resources provided by community, university, and other agencies is reflected in the project proposal itself. Spanish-surnamed persons, agencies, and groups such as LARASA (Latin American Research and Service Agency) were quite willing to supply statistics and other data regarding population, areas of concentration, housing, job

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\* The executive committee placed the fiscal control of the project with the University of Denver. In line with directives from the National Institute office, fiscal policies and procedures followed the University's accounting and administrative policies.



descriptions, unemployment, educational levels, educational aspirations and other information. The Urban League, the National Association for the Advancement of Colored People, the State Department of Education, and the Colorado Civil Rights Commission supplied much information concerning minorities--particularly Negroes--in Colorado. Opinions from members of minority groups were often requested and their extemporaneous remarks analyzed for meaning and significance with regard to the problems of the state.

However, the basic approach was one of cooperation and coordination among fundamentally autonomous bodies. The project did not exercise nor does the proposed future project plan to exercise a major degree of rigid control over the autonomous bodies of the state. It is believed that institutions provide their best contribution when they themselves choose, direct, and otherwise maintain basic control over that contribution. The nature of the centralized coordination is one of identifying priorities and directions and making overall analyses of the project so that with accurate information, the various member groups are able to decide directions and emphases which they choose for their own work.

Although many changes were made and many pre-conceptions were altered as the project developed, the basic approach did not change. Because all participated voluntarily, the motivation of the institutions and the persons involved was such that there was a willingness to find common agreement and to reach compromise on important issues. One problem that did arise was that of changing liaison personnel.

Additional orientation--necessary with such new personnel--had to take place. The situation also led to the difficulties which result from not-always-continuous commitment. However, these procedural problems did not seem materially to affect the project's progress.

The difficulty that did affect the forward progress of the project was some disagreement concerning the amount of centralized control and the amount of uniformity that the project proposal should reflect throughout the state. However, this resolved itself in the manner which the outcomes describe. As might be expected, the plan did not develop according to schedule. Meetings were not always as productive as anticipated, or sometimes had to be postponed because of difficulties in getting people together. In some instances, decisions that had been made in earlier meetings were reopened in later sessions and discussed a second time, thereby causing some delay. However, these experiences, in the judgment of many of the persons involved in the project, were not as numerous or as serious as might have been anticipated.

The project, as finally developed, was not created in nearly as sequential or orderly a manner as had been envisioned; the proposal itself was developed simultaneously with much of the preparatory material designed to justify and underlie the proposal. However, eventually both aspects of the job were completed and were reconciled.

A number of surveys were made as a direct result of the Colorado Model State Program. Surveys were made of teacher education programs throughout the colleges of Colorado. Title I ESEA programs, Title III

ESEA programs, Title V ESEA programs, Title XI NDEA programs, and the Higher Education Act Fellowship Programs were reviewed. Two postcard surveys were conducted to ascertain educational personnel shortages in target area schools, together with other needs. A study was made of the social and educational needs of the minority groups of Colorado, especially of the largest such group, the Spanish-surnamed. The Colorado Model State Program, in fact, stimulated more direct review of relevant educational activities than had been undertaken at any single previous time in the state.

On June 1, 1968, when the Colorado Model State Program proposal was submitted, twenty-eight separate institutional project proposals were submitted collaterally as parts of the overall state plan. Since that time, an additional thirteen proposals have emerged from various of the state's educational bodies, and it is believed that there will be further proposals coming under Part E of the Education Professions Development Act. In addition, most of the larger school districts of the state have submitted proposals in concert with the Colorado Model State Program. (Although many of the proposals were submitted as part of the Colorado Model State Program proposal, all were submitted independently to the United States Office of Education.)

In addition to the development of project proposals, greater interest in the problem of educating the disadvantaged has been generated. Present programs of teacher education have been subject to review and rethinking; on college campuses and in many school districts persons have been designated to carry a major responsibility

for guiding the institutional thinking in this area.

The matter of priorities was much considered and much debated by the Colorado planners. At the time of the plan's submission to Washington, the planning committee took the position that probably the highest priority should be given to undergraduate preservice programs, a position which seemed to represent more nearly a consensus than any other. However, after June, 1968, a special committee was selected from persons external both to the project and to the various institutions submitting proposals. This committee's work was to review the proposals included as part of the unified state plan and to establish an order of priorities for funding among them. The special committee indicated three levels of excellence among the twenty-eight projects. They considered the first level to be those proposals which, in their opinion, had first claim on federal support in terms of their outreach, coverage, regional application, prospects for continuity, and quality. The second group represented those proposals for which the committee recommended funding if funds were available. The third group represented a level they felt commendable. The three groups numbered eight, fifteen, and five, respectively.

In a discussion of the Colorado plan, the question naturally arises as to the extent to which the planning had implications for other states. The planners were well aware of the fact that many of the students in Colorado's teacher preparation programs plan to teach in other states. Further, as the planners reviewed some of the problems of the disadvantaged in their state, they became convinced that Colorado contained

representation of the principal national problems concerning the disadvantaged.

The impact of the Colorado Model State Program outside of Colorado is very difficult to assess, although the number of requests for information and materials suggest that there is a considerable interest in the project, and knowledge about it. Probably the greatest single identifiable impact (other than such expressions of interest, and activity already noted) has been the experience of so many persons in the state in continuous communication and coordination. Colorado shares with many other states the difficulty of maintaining continuing contact among various educational bodies sharing common concerns. Many of the individuals involved in the planning program expressed themselves openly as being pleased at the opportunity to communicate so intensively and so often with persons from other institutions, agencies, and "down-to-earth" groups. Moreover, there seems to be a continuing interest in maintaining this type of communication. Such contact has already produced new in-service training programs in several districts, and more new approaches are planned.

Among the more successful experiences resulting from the Colorado plan's activities were--

1. The naming of liaison persons on various college campuses who maintained a continuing interest in and responsibility for the project and who gave most generously of their time and energy;
2. The somewhat informal opportunity provided for a number of members (volunteer) of the basic planning committee to meet to work through a number of the issues and the problems associated with preparing some of the more difficult aspects



of the project proposal;

3. The effective combination of representatives from higher education institutions, from public schools, from social and community agencies, and from the governor's office;
4. The project director's visits to all Colorado college campuses involved in teacher education and to a number of school systems. This field contact provided a greater base of information in the various institutions than would have been the case had all contact with the institution been solely through its liaison person.

Although some of the program's difficulties have already been indicated, one or two other major problems were--

1. The location of the project headquarters in a private institution of higher education. This necessitated explanation to representatives of public educational institutions regarding the nature of the relationship involved.
2. The rather small executive committee composed of persons with important positions in the educational operation of Colorado. The members of the executive committee had so many other important commitments that it was exceedingly difficult for them to give a high proportion of their time to the one project. A larger executive committee, with some persons able to devote more time to the project, might have been more effective.
3. The considerable difficulty in obtaining enough time from many of the outside consultants furnished by the National Institute. In many instances these persons who, like the executive committee, had many commitments, were not able to spend an optimal amount of time in Colorado.
4. The size of the central staff and the budget for providing specialized assistance, including writing and research. These were too small to do the kind of work needed in the amount of time available.
5. The development of the central staff and of the executive committee by selected Colorado representatives, but without considerable local participation in planning. Many persons were confused about the purpose of the project or the motivations of those who created it. Although an effort was made to obtain wider Colorado personnel involvement prior to the actions named, the extent of the involvement was viewed by many Colorado educators as not sufficiently great to be effective.

Although many recommendations and implications have already been given in the preceding sections, some of the more obvious conclusions may here again be cited:

1. A statewide effort is feasible, and the approach is worth further experimentation.

2. The amount of time involved was too short for the kind of job expected; the type of activity supported in the program should probably be planned for a two or three-year period. Program development on a statewide scale and of the magnitude of the Four States Project should be scheduled for more than one year's planning in order to be effective. There should be some assurance of trial-program implementation for at least the post-planning year so that some evaluation of effort can be made.

3. The plans and budgetary provisions for such a project should recognize more clearly the effort and the costs of public information and widespread dissemination. The effectiveness of the project seems to rest very heavily upon the effectiveness with which large numbers of persons with opportunities to influence it have been adequately informed and fully contacted.

4. Any state coordinating body should be viewed as one which coordinates, advises, and recommends rather than controls. The project planners believe the relationship between the proposing institution and the funding agency should be direct and should not be one that can only be channeled through the coordinating body.

5. The dimensions of the problem are so great that there is a real risk that "quick-pay" projects will be pushed in an effort to

get some immediate describable change. The more the planners went into the problem, the more they realized its dimensions and the more they were forced to take a longer view. It seems important for the U.S. Office of Education to recognize the long-range nature of the challenge of a project of this kind, and thus to seek some way of insuring its continuation over a longer period than Office of Education proposals have heretofore customarily carried.

6. The necessity of meeting the fiscal year schedule of Washington authorities is a very real problem to planners in the field. Frequently the demands of fiscal legislation carry their own schedule requirements which do not match the professional job schedules of the persons with whom the federal projects must deal.

7. The "packaging" approach, although most promising, creates problems for planners. For example, deadlines in different programs vary. Too, the time and the effort involved in getting persons concerned with different programs together to coordinate any effort are sufficiently great that a properly packaged result is not immediately forthcoming. Yet, the importance of a mutually reinforcing unified approach and its superiority to a fragmented one is sufficiently great that a very real effort should be made to achieve it.

8. Local education agency interest could lead to a combination of a teaching station-laboratory-field work-higher education classroom in the school district for preservice education as well as in-service for district personnel, teachers, and aides.

The implication of the project is one of the greatest significance

for education in Colorado. The impact of a certain number of dollars channeled through a coordinated, unified, and systematically planned program must surely be greater than the impact of the same number of dollars scattered over a number of independent and separate projects.

The Four States Project has stimulated faculties to review traditional teacher training programs in light of present social and educational pressures. It has provided the vehicle by which new programs can be mounted. Future effects of the project, if funded, will include role definition of educational personnel for maximum utilization, efficiency, and effectiveness in the school structure.

# THE FOUR STATES PROJECT

## The Oregon Component

### I

#### INTRODUCTION

From its inception the Four States Project in Oregon was viewed as a means of providing programs (to school districts having Title I Elementary and Secondary Education Act money) for the employment of aides. The major emphasis was to assist such school districts in developing in-service programs for the more effective utilization of aides, and for retraining professional teachers to work with aides.

The Oregon component of the Four States Project was originally designed to be an extension of the NDEA Title XI Institute for teachers, supervisors and specialists which was conducted at the University of Oregon during the summer of 1967, as well as the activities conducted with teachers and administrators in Lincoln County (Title I) and in the Bethel School District (NDEA Institute). Further description of these programs is Exhibit A, p. 55.

These activities in conjunction with the preliminary groundwork laid in the University of Oregon, the State Department of Education, and the Division of Continuing Education, provided a sound basis for



the initiation of the Oregon component of the Four States Project.

### Philosophical Foundations of the Oregon Component

Before discussing the specific objectives and anticipated outcomes of this program, a general discussion regarding the philosophical foundations of this program is in order. In addition to obvious general characteristics, there was a pervading educational philosophy generic to all of the programs.

Essentially, the basic contention is that in order to deliver quality educational services to all students, particularly "locked-out" populations of disadvantaged youth, there is a need to redefine the nature of educational objectives and instructional procedures as well as to restructure existing systems of delivering educational services to students. More specifically, concern with this basic educational philosophy was centered around some of the following topics:

1. The concept of responsible authority as manifested by the teacher in the classroom (as differentiated from both the authoritative and anarchistic classroom);
2. A need to make the student an active participant rather than a passive recipient in the educational process;
3. A need to develop curriculum particularly relevant in terms of the life styles of disadvantaged youth;
4. The need to eliminate practices of segregation in the classroom, particularly those based on socio-economic class: such discriminatory practices as ability tracking, homogeneous groupings, and differential patterns of interaction between teacher and student;

5. The need to structure an educational environment in which the student derives a sense of psychological gratification, i.e., an educational setting in which the student has a sense of competence, belongingness, and meaningful contribution;
6. The need to involve the student in legislative, executive, and judicial decision-making opportunities so that he can develop the skills required for responsible citizenship in a democratic society;
7. The need to provide the student with the knowledge and experiences essential to the development of both interpersonal and intrapersonal competence;
8. The need to develop each student as a culture carrier instilled with an appreciation for learning as learning in such areas as art, music, literature, history, and other disciplines that enhance both self concept and social identity;
9. The need to provide the student with an education that will increase the number of his options with respect to career or occupational choices.

### Objectives

While this project aimed ultimately to improve both the nature and the quality of educational services offered students--with particular emphasis placed on the educational needs of disadvantaged youth--this goal comprised several major objectives.

The first objective of this project was to service individual schools in terms of two basic functions: first, to assist schools in assessing and identifying their needs with regard to teacher training and other related areas; second, to provide these schools with a model for in-service training capable of significantly improving the nature and quality of teaching.

A second major objective of this project was to develop strategies for "huckstering" this model to individual schools,

districts, and states. This approach can be best characterized as the "beachhead" approach.

A third objective of this project was to develop lines of communication between the major agencies and institutions involved: State Department of Education (SDE), Division of Continuing Education (DCE), institutions of higher learning, and local education agencies (LEA).

The more specific objectives for this project are--

1. To assist schools to identify, define, and meet their needs with respect to in-service training for both teachers and teacher aides.
2. To develop strategies for "huckstering" the Bethel model for in-service training on both a local and statewide basis.
3. To subject the proposed in-service training model to additional rigorous field testing in numerous and varied school settings.
4. To assure maximum visibility for the Bethel model by establishing demonstration projects in receptive and optimal school settings.

These general and specific objectives might be characterized from another standpoint by considering them, with supplemental factors, as short-range and long-range objectives.

The short-range objectives were primarily threefold: The need effectively to meet the necessary training needs of aides and professional teachers; the need to effect necessary educational change, particularly in the areas effecting the education of disadvantaged youth; and the need to follow up on the activities of the

summer NDEA Institute and the Bethel program.

The long-range objectives of the program were contingent upon the successful completion of the short-range objectives. First, the development of an in-service training model for professional teacher/teacher aide teams; second, to develop the capabilities of local school districts to independently conduct in-service on an ongoing basis; third, to effect impact on existing training and credentialing institutions; and fourth, to develop within the participating school districts a climate for change which would facilitate future in-service efforts and the implementation of innovative educational programs.

The second objective was seen by the local educational agencies as a critical concern. The LEA's sought to train their own teachers and administration to function in instructional and leadership capacities. In this way, the LEA could assume increasingly more autonomy regarding its ability to conduct in-service training for its personnel. The LEA would no longer be entirely dependent on the university for in-service training but rather could function independently of the university, contracting for its services only when necessary.

The overall approach of this program was to identify certain necessary educational changes and work within existing institutions to effect such changes. The program, as it was initially proposed, was to involve itself with local educational agencies for the purpose of developing a model for in-service training that would have an

impact on both the State Department of Education and the universities. In its actual operation, however, the program worked primarily with the local educational agency for the direct purpose of providing new training methods and effecting needed educational change. The State Department of Education was involved in a planning capacity and the university was tapped for instructional and consulting resources. Neither of these two latter institutions, however, was involved to the extent of the local educational agencies.

#### Anticipated Outcomes

The first major anticipated outcome was the development of a model with respect to in-service training for teacher aides and professional teachers. Such a model would incorporate some of the following:

1. Use of tandem training involving both professional teachers and aides.
2. Utilization of aides in instructional roles in the classroom
3. Retraining of the professional teacher to function as a master teacher or teaching strategist.
4. Special emphasis on the education of disadvantaged youth.
5. Initiation and institutionalization of needed systems change.
6. Utilization of local educational personnel in instructional and leadership capacities.
7. Provision for practicum experiences including demonstrations, videotaping, and the like.

The second anticipated outcome was the implementation of certain defined educational changes in the participating school districts.



Some of these desirable educational changes were seen as follows:

1. Use of aides in instructional capacities.
2. Establishment of "older teaching younger" programs
3. Implementation of contact curriculum (Gerald Weinstein), organic reading (Sylvia Ashton-Warner), and other approaches to curriculum development.
4. Improvement of community-school communication.
5. Involvement of student as an active participant in the learning process, e.g., participation in teacher-student seminars, curriculum development, teaching roles, legislative, judicial, and executive decision-making experiences, teacher evaluation
6. Utilization of community resource persons

## II

### GENERAL STRATEGIES

The project comprised three major stages: A comprehensive planning stage from September 15, 1967 to January 1, 1968; an operational stage from January 1, 1968 to June 1, 1968; and an evaluation stage from June 1, 1968 to August 15, 1968. A more detailed time schedule is Exhibit B, p. 57 .

#### Planning Stage

The comprehensive planning stage involved negotiations between the agencies and institutions whose participation was deemed necessary to the success of the program--SDE, DCE, LEA's, and universities.

#### Planning stage activities included--

1. Meeting with SDE to explain the program and solicit their cooperation in achieving the goals of the program;
2. Meetings with the DCE as to administrative handling of the program;
3. Identification of potential program sites cooperatively by SDE and project staff;
4. Negotiations (exploratory) with school districts identified as potential training sites;
5. Negotiations (formal) with school districts which expressed an interest in the program;
6. Negotiations with regional administrative personnel of DCE for purposes of developing in-service courses that would meet the expressed needs of local educational agencies.
7. Negotiation with universities in order to identify university personnel who would be used in instructional and consultative roles in the in-service program.

8. Planning with school district administration and the instructor of the program as to the final nature of the in-service program.
9. Ongoing meetings with director and project consultant regarding plans for the operational stage.

As a result of the planning activities, eight school districts were selected cooperatively by the SDE, project staff, and local school administration, to participate in the Four States Project. The criteria for selection of these school included--

1. Evidence of a commitment to the program as cooperatively developed by local educational agency and the Four States Project;
2. Evidence of administrative leadership;
3. Assessed potential for change;
4. Effectiveness of existing resources;
5. Evidence of need;
6. Assessed potential of the program to serve as a model or exemplary program;
7. Participation in the 1967 Summer NDEA Institute for Teachers of Disadvantaged Youth.

The other major planning activity was the establishment of in-service training courses with college credit and the selection of appropriate instructional staff. An information sheet regarding participating school districts, course titles, and instructional staff is Exhibit C, p.59 .

The instructional staff was composed of both university and local educational agency personnel. The criteria for their selection was evidence of an understanding of the total program, its educational philosophy, goals, and objectives; and evidence of a commitment to

the need for educational change.

The use of local teachers and administrators in instructional capacities proved to be particularly effective. Since the local educational agency personnel selected as instructors had participated in the 1967 Summer NDEA Institute for Teachers of Disadvantaged Youth, they were successful in developing relevant in-service training programs designed to meet the practical day-to-day classroom needs of the teacher. They also functioned successfully as a liaison between the local educational agency and the university.

Another major strength in utilizing local personnel was that they were generally in a better position to effect desirable educational changes than the university personnel.

#### Operational Stage

The actual implementation of these in-service training programs was initiated January 1, in eight school districts in Oregon. As a result of joint planning with each local educational agency, distinctly different programs were developed and subsequently operationalized. A major strength of the total project was this heterogeneity of programs of each participating school district. This provided for development and field testing of the model for in-service training in numerous and diverse field settings. Each of these programs, although sharing certain general characteristics, were distinguished from one another by unique and/or components of the New Careers Model. ✓

In Madras and Coos Bay, the primary objective of these programs was characterized as a readiness function, i.e., to begin to build upon and develop further the initial expression of receptivity regarding the use of the non-professional in the classroom. In both of these programs the chief concern was with introducing the teachers to the potential uses of the teacher aides; discussing the implications of the use of auxiliary personnel in the classroom for the teacher, particularly as related to the redefinition and restructuring of the role of the teacher; presenting to the teacher a discussion of certain educational goals, classroom characteristics, instructional techniques, consistent with the basic educational philosophy as defined in the program's guidelines; and generally involving teachers in a problem-oriented seminar.

Although like Madras and Coos Bay in many respects, the distinctive feature of the program in Silverton was that it had a great number of teacher aides whom the administration sought to involve in instructional roles rather than in clerical roles. The objective of this program was, therefore, to discuss the types of in-service training for both teachers and teacher aides that is necessary to permit competent aides to begin to move, developmentally, from clerical to instructional roles which require greater and greater degrees of instructional expertise.

This proposed program was characterized by a practically-oriented teacher aide in-service training function. The program, as seen by public school officials, represented a needed teacher/teacher aide tandem training service as well as a strategy for moving towards a concept of the differentiated staff, i.e., a master teacher supervising the activity



of professional and non-professional subordinate personnel. Such a staff was felt to be a means of both meeting projected critical manpower shortages and improving the nature and quality of educational services, particularly for disadvantaged youth.

The Hood River and The Dalles programs were distinctive in that they represented a specific program component of a larger and more comprehensive New Careers program. The major objectives of the Hood River and The Dalles programs were to discuss (a) the additional training necessary for both aides and teachers; (b) the differentiated role definitions for aides and teachers; (c) the use and training of the student as a learner aide (particularly in the case of The Dalles); and (d) types of supervisory and interpersonal skills required in work with auxiliary personnel.

The Woodburn project was designed to be an extension of a program initiated in October of 1967 by the Oregon component of the Four States Project. It proposed to continue to develop substantive job descriptions for aides (both instructional and non-instructional); to discuss the importance of a one-to-one or one-to-two aide-teacher ratio in facilitating an interpersonal relationship characterized by positive reinforcement and support; to discuss the importance of utilizing both community and student aides in the education of disadvantaged youth (in the case of Woodburn, both Russian migrant and Spanish surname populations); and to continue to develop a total staff communication system to facilitate exchange of ideas among teachers, administrators, teacher aides and community people regarding the nature of the educational objectives as advocated by both the program's

administrative and instructional staff.

The program implemented in the Lincoln County school system had one very distinctive and innovative characteristic which was an essential component of the New Careers Model: college credit was offered to aides for their on-the-job work experiences. This represented a major breakthrough in attempts to implement New Careers in educational settings. Not only were the aides enrolled in an academically oriented seminar for which they receive college credit, but for the first time, aides received student teaching/practicum credit for their supervised classroom activity.

The final project in Bethel school district was initially limited to relevant academic course work at the community college level--Lane Community College--for the district's teacher aides. This was unique to the Bethel program and once again represented another important aspect of the New Careers Model, i.e., the option for non-professionals to take college work which will eventually lead to A.A. or B.A. degrees at the community college or university level.

In-depth analyses of these five in-service training programs is Exhibit D, p.62 .

#### A Model for In-Service Training

Since the major objective of the Four States Project in Oregon was to construct an in-service training model, a specific analysis of the final model and its component parts is here presented. The discussion will

center on the two major parts of the model: structure and content.

The following represent the structural characteristics of the model developed by the Four States Project staff:

1. Provision for tandem training is an essential component of the aide training program. Aides and supervising teachers were involved in the same training experiences. Tandem training allows the teacher and aide the opportunity jointly to define roles, develop meaningful job descriptions, analyze and resolve common problems, and discuss needed educational changes. Tandem training facilitates the development of a professional team approach to teaching and guards against arbitrary distinctions between teacher and aide.

2. The model has numerous devices and procedures for facilitating the transition between theory and practice by supplementing theoretical presentations with many practicum demonstration activities:

a. Demonstration activities were conducted in the classroom by the instructional and consulting staff.

b. Consulting and instructional staff entered into the classroom for the purposes of observing classroom interactions and recommending alternative approaches and desirable changes.

c. Practicum groups were constituted for the purpose of allowing teachers additional time to analyze the seminar presentations in terms of its potential application to the classroom environment.

d. Action proposals were utilized to encourage teachers to implement certain educational changes and evaluate the results.

e. Teacher logs were utilized to encourage teachers to record and analyze an account of successes, failures, and problems experienced each day within their classroom.

f. Video tapes of teachers in actual classroom settings provided the teacher with an opportunity to observe himself in action, analyze the content and style of his presentations. Such video-tapes provided discussion subjects for the practicum group meetings.

3. Supervision of the aides in the performance of their duties was provided both by university instructors and by local educational agency personnel.
4. The need for adequate planning, supervision and evaluation time for the teacher/aide team was provided.
5. Aide placement with one supervisory teacher rather than throughout the school's staff was preferred.
6. On-the-job college credit was provided for the work experiences of aides.
7. Aides were enrolled in a community college degree program.
8. Dual numbered courses were offered aides and professional teachers. Such courses offered transferable college credit for aides and maintained the integrity of graduate level course by differentiating course responsibilities for the teacher and teacher aide.
9. Training was conducted in situ.
10. Local educational agencies and participants were involved in defining the content of the in-service seminars.
11. Local educational agency personnel were used as assistant instructors. Such an arrangement facilitated university-local educational agency communication.
12. Team teaching was utilized as a strategy for maximizing relevance.
13. Multi-media presentations including videotapes, audiotapes, slide/audio tape productions and telelectures were used for instructional as well as demonstration purposes. Demonstration activities were designed to encourage teachers to integrate aspects of technology and the new media into their classroom presentations.
14. The in-service seminars were both flexible and negotiable.
  - a. Practicum group leaders served as a steering committee with the responsibility for maintaining an ongoing assessment of the program.
  - b. The flexible agenda concept afforded participants the opportunity to choose from a number of alternate presentations.
  - c. Participants could negotiate both the content and direction of in-service seminars with the instructors.

15. Students, representative of the entire student body, were involved in the seminar as consultants. Of particular significance was the confrontation of teachers and administrators by alienated youth.

16. Representation of the community, particularly previously locked-out factions--the poor, minority groups--in the seminars was an important ingredient in a number of the programs (Woodburn, Madras, and Coos Bay).

17. The provision for contractual arrangements between the classroom teacher and consultants is an important aspect of the model. Teachers contracted for the use of consultants and instructors in their classrooms.

18. The intensified training program conducted in several sites, has important implications for future in-service programs. The regular ten-week training session was condensed to a four-week period. This intensive exposure was superior to the in-service programs conducted weekly.

19. The establishment of exchange programs is an important aspect of the model. For example, teachers in Bethel participated in an exchange program with numerous schools throughout the state with innovative educational programs. Instructors and participants in certain programs exchanged with those of other programs. Exchange and demonstration teaching programs were established both within and between schools for the purpose of more effectively monitoring classroom behaviors and procedures.

20. Local educational agency personnel were involved in instructional capacities. The use of local school district personnel in instructional and leadership roles assured that the activities of the in-service training program could be sustained through the week and with little dependence upon university or outside resource people.

The structural characteristics of the model evolved out of an attempt to develop ways in which to communicate effectively the content of the model to teachers and teacher aides. Although the content has been generally discussed, a somewhat more specific analysis of the different content areas is as follows:

1. An analysis of educational objectives and a presentation of these objectives: a wide range of occupational choice; preparation for living in a complex democratic society; development



of students as culture carriers; development of intra-and inter-personal skills.

2. Instructional objectives using Mager: Preparing Instructional Objectives.

3. Development of job descriptions based on Sidney Fine's model for Functional Task Analysis.

4. Discussions of the various aspects of totally differentiated staff:

- a. Role of the teaching strategist.
- b. Use of aides in instructional roles.
- c. Student aide programs.
- d. Community resource programs.
- e. Team teaching activities.
- f. Improved staff communications.

5. Exploration of various methods of utilization of aides in the instructional process in order to facilitate the development of more relevant programs for disadvantaged youth.

- a. "Listening post" function, i.e., the use of aides as a liaison between teacher and student.
- b. Development of relevant contact curriculum approaches.
- c. Organic reading programs.
- d. Student decision-making activities within the class and within the total school.
- e. Management of classroom behavior (Rudolf Dreikurs).
- f. Development and implementation of remedial programs.
- g. Heterogeneous grouping.
- h. Individual and small group instructional programs.

6. Nature of planning, training, supervision, and evaluation of aides.

- a. Involvement of teachers and aides in joint planning activities.

- b. Adequate provision for planning and evaluation sessions.
- c. On-the-job supervision of aides.
- d. Self-evaluation tools, e.g., videotaping and self analysis of classroom performance.
- e. Tandem training opportunity with the aide and teacher.
- f. Teacher placement of aide with one supervisory teacher.

7. Retraining of the professional teacher in the following areas, based on need to more effectively use release time:

- a. Development of curriculum.
- b. Small group processes.
- c. Instructional objectives.
- d. Interaction analysis.
- e. Concepts of roles.
- f. Interpersonal relations.
- g. Self-examination.
- h. Evaluation procedures.
- i. Diagnosis and development of individual instructional programs.
- j. Teaching writing skills (Herbert Kohl).

8. Strategies for change:

- a. Student involvement in effecting change.
- b. "Beachhead strategy." Involved in the beachhead approach to systems change is the philosophy that change can be effected by attacking the system in areas of least resistance rather than by expending efforts in areas that, from the beginning, represent major barriers to systems change.
- c. Implementation of model as exemplary programs.
- d. Community involvement.

- e. Staff communication.
  - f. Exchange programs.
  - g. Retreat strategies: when major obstacles are encountered, what are the alternative approaches to effecting needed changes?
9. Legislative programs and other sources of funds.
  10. Interpretation of state guidelines regarding the use of paraprofessionals.
  11. Myths regarding disadvantaged youth and minority populations, including discussions of racism in public schools, theories regarding the performance of disadvantaged youth in the schools, elitism in the schools, and like topics.
  12. Implementation of New Careers programs in education.

## EVALUATION

Evaluation Procedures

The internal evaluation of the Four States Project was based on an assessment of a number of different variables. Criteria used to judge progress and results of the program were--

1. Student behavior as evidenced in a number of significant changes in student behavior to be found in the individual action proposals. There is not, however, any data available as to the impact of the individual in-service programs on a total student body.
2. Teacher behavior as evidenced in action proposals, observations by instructional and consulting staff, videotape, teacher logs, student evaluations.
3. Systems change as reflected in action proposals, evidence of the continuation of programs and the implementation of new programs already discussed, on-site evaluations, and final evaluations written by instructional staff.
4. Relevance of the program--the extent to which the program met the expressed needs of the participants--as reflected in practicum group on-going evaluations, instructor evaluation, participant feedback in form of a final evaluation, and on-going involvement of participants in structuring the content of program.

Reporting Procedures

Procedures for reporting the progress of the Four States Project were twofold. First, during the planning stage, progress reports were provided to the NDEA National Institute for the Advanced Study of Teaching Disadvantaged Youth. During the operational phase the priority was not to report to other states, but rather to field test a model and report the final findings in the form of this evaluation.

## Strengths

Procedures and strategies that were particularly productive in facilitating the successful and meaningful development of the project:

1. Involvement of teachers in making decisions about the program: its structure and content.
2. Use of local educational agency instructors and assistant instructors to bridge the gap between the theoretically oriented university people and the practically oriented LEA people.
3. Provisions for the negotiation of contractual arrangements between teachers and consultants.
4. Involvement of students in a dialogue with teachers as to needed educational change.
5. Use of demonstration activities involving instructional and consultant staff members.
6. Development of practicum groups involving the participants. (Participants met regularly during the week to discuss the relevance and utility of each week's presentation. These practicum groups also facilitated communication within each school building.)
7. Provisions for meetings involving practicum group leaders in a steering committee capacity.
8. Workshops involving participants from all programs in order to discuss progress, common problems, and to explore potential modifications.
9. Involvement of administration early in programs, both in planning and participant roles.
10. Emphasis placed on a practical rather than theoretical orientation.
11. Requirement of action proposals which forced teachers to define, implement and evaluate innovative programs.
12. Confrontation of teachers on issues which they have traditionally avoided, e.g., discrimination, relevance and sterility of curriculum, authoritative teacher behavior in the classroom, meaningless school rules, and the like.
13. Willingness of instructional and project staff to negotiate all



aspects of the program.

14. Exposure to a great number of consultants with various competencies and philosophical orientations.

15. Provision for an intensified training period.

16. The new role of the university--response to the needs expressed by individual school districts rather than imposition of programs on the school districts from without. This concept received a great deal of support from both local school district administration and individual teachers. The role of the responsive university was particularly evident in the use of the university consultants and personnel.

### Problems Encountered

1. The uniqueness of the program in relation to traditional in-service training programs, and the mode of presentation of the program alienated certain segments of the teaching profession, particularly the older teachers.

2. Class sizes (40 to 150) created some problems. As a result of reduced tuition and the selling job done by local school officials, class sizes were greater than our initial expectations. Although this created certain obvious problems, there were some rather interesting advantages. Although initially there seemed to be no need for selective criteria for class membership, a post facto rationalization for these large classes would be that they served an important screening function, i.e., a large number of individuals came into contact with these programs and selective criteria were applied to screen out both receptive and politically powerful individuals to constitute the class membership for spring term programs.

3. The youth and inexperience of some of the staff members was viewed by certain people as a weakness in the program. The Four States Project, however, viewed the use of young, energetic, and committed instructors and consultants as a definite strength and asset of the total program. Since a major objective of the program was to effect needed educational change, the use of instructors and trainers was deemed a necessary program ingredient. In alluding to this point, Dr. Gerald Gage, in his external assessment of the Oregon Component, stated that:

"Almost equally frequent, they [instructors and consultants] were described as unafraid, not bound by tradition, and

effective in bringing about change and increasing enthusiasm in the person taught. The courses offered were cited as more effective than the traditional courses taken from colleges as in-service training."

4. The over-extension of staff and instructional resources was a major problem encountered in this project. Involvement in nine school districts was unrealistic given the limitation of staff and instructional personnel. One recommendation would be that future programs would center in on one or two school districts with an intensive in-service training effort. Such a de-escalation of program would make formal evaluation possible and would maximize the utilization of instructional and consultant resources.

5. Another problem was that of obtaining a commitment to our program on the basis of theory versus researched model. (This point will be the subject of further elaboration.)

6. Lack of coordination between project staff and local educational agencies in instances where administration was not involved as participants in in-service seminars (particularly in the case of Coos Bay) was a specific problem encountered.

A major weakness of the program has been that viable cooperative arrangements, particularly between SDE and LEA, and university and LEA have not been developed.

Although there were some individual examples of cooperation, generally efforts to promote statewide cooperation have not succeeded. Reasons for this lack of success were--

1. Limitations in staff size and time commitment;
2. Highly controversial nature of the program which hindered attempts to solicit cooperation;
3. Problems in soliciting a commitment to the program based primarily on theoretical grounds rather than an adequately researched model.

The external assessment of the program, conducted by Dr. Gage, was in most respects, an accurate analysis of the Oregon component.

The assessment indicated two major weaknesses:

1. Limited application of sophisticated research and evaluation methods;
2. Limitations in communicating both the nature and efficacy of our program to SDE and other educational personnel.

The impact of such assessment is twofold:

1. There exists the need to develop an evaluation model that would allow an effective evaluation of the impact of the program's intervention. In order to accomplish this end it would be necessary to operationally define program objectives and expected outcome criteria; develop appropriate research methodologies and research tools; develop curricular materials to be used for transfer and generalization of program benefits. The application of research instruments, both pre and post, would allow more sophistication in the analysis of the actual impact of our program on students, teachers, and the total educational system.
2. The need to develop cooperative arrangements with SDE and schools of education still remains a critical concern for such an effort as that of the Oregon component. The major problem experienced in the limited dealings with SDE representatives and other educational institutions is that the staff has previously had to elicit from these institutions a commitment to the program based primarily on theoretical grounds rather than on hard data or research evidence. The development of a model substantiated by hard data and research evidence would certainly strengthen the program as it is perceived by the state's educational institutions.

#### Administrative and Fiscal Structure of the Oregon Component

The project was incorporated into the Oregon Division of Continuing Education and was placed administratively in the Northwest Center for Community Action Training. Final administrative and fiscal decisions were the responsibility of the Training Center.

Dr. Gage's assessment of the program, consistent with the project

staff's assessment, indicated that the Oregon component of the Four States Project had achieved success in a number of aspects, particularly that of effecting systems change and developing a model for in-service training, judged to be superior to traditional in-service training efforts. These gains, as well as those achieved in the Bethel program and NDEA institutes should be specifically identified and consolidated. Such action would enable the initiation of more effective programs geared toward improving the educational system for disadvantaged youth. An effective consolidation of gains could be achieved by continuing a "de-escalated" version of the Oregon component with a heavy research and evaluation emphasis. This position is consistent with Dr. Gage's recommendation that the program be continued at its present level with a research and evaluation orientation.

#### Program Implications

The total package is composed of the major strengths and successes identified in the participating programs. The districts which participated in this program had unique needs. It is, therefore, obvious that the program, structurally, has the potential for replication in numerous and various school settings both within this and other states. However, the composition of the project and instructional staff was one of the major determinants of success, regardless of content or structure of programs. It is for this reason that replication of the Oregon component of the Four States Project would be dependent on the characteristics and competencies of the staff.



## The Oregon Component Exhibits

### EXHIBIT A

#### 1. NDEA Title XI Summer Institute (1967)

The summer NDEA Institute, which attempted to generate a critical analysis of both the quality and nature of educational services for disadvantaged youth, as well as funded Elementary and Secondary School Act Programs and their relevance to the special needs of the disadvantaged student, served a number of important functions. First, seven school districts in Oregon were identified as receptive to the importation of a model for in-service training such as was developed in Lincoln County and the Bethel School Districts; and, second, a cadre of competent personnel, capable of introducing such a model into the schools, was identified and developed.

In this context the Institute served to strengthen the Elementary and Secondary Education Act effort by (a) developing local leadership which can furnish in-service training; and (b) providing a local leadership staff evaluation criteria for assessment of current efforts.

#### 2. The Bethel Program

The Bethel program was a demonstration project to improve the nature and quality of educational services by investigating the feasibility of the New Careers model as a means for effecting needed educational changes. This model offers an alternative to the traditional model for teacher training.

Some of the deficiencies in teacher training as proposed by Arthur Pearl in A Critical Look at Teacher Training (mimeo, 1966) include the following: remoteness of teacher training from classroom functions; lack of connection between the implications of theory for teacher practices; fragmentation of the training efforts of contract courses in the liberal arts and sciences with the method courses in the School of Education; years of preservice training without the opportunity to verify if teaching is the desired career; and irrelevance and impracticability of training for difficulties encountered in actual teaching situations.

The Bethel program was designed to bring teacher education to the schools. This was achieved by conducting in-service seminars in the individual schools. The purposes of these seminars were to (a) reconstruct the relationship of the classroom teacher to the student, to the curriculum, and to educational goals and (b) to incorporate these findings to mold a teacher training program.



The seminars were conducted by University personnel who used a problem solving approach as to the basic instructional method, i.e., observation, identification of problem, definition of relevant processes, and the evaluation of intervention strategies.

Other relevant aspects of the Bethel program were the use of teacher aides, the use of video tapes as a classroom monitoring device, the use of release time teachers to allow regular teachers the opportunity to observe and evaluate the teaching of their peers, the involvement of students as consultants in training seminars, the development of a tutorial program which provided students with opportunities to teach younger students, and the experimentation with a structure that allows the student options for greater involvement in school management.

## EXHIBIT B

### Time Schedule for Planning and Operational Stages

September 18 - October 1:

- a. Meet with representatives of the SDE and the DCE regarding the objectives of the project, administrative considerations, etc.
- b. Formulate a budget.
- c. Write proposal for the Oregon Component of the Four States Project.

October 1 - December 15:

- a. Meet with SDE, DCE, university, and local school district representatives to assess in-service training needs in the state's schools and to determine priorities for the location of in-service training seminars. LEA's contacted included the following:
  1. Hood River
  2. The Dalles and Chenowith
  3. Coos Bay, Bandon, and North Bend
  4. Woodburn
  5. Newport
  6. Silverton
  7. Bethel
  8. Winston-Dillard
  9. Madras
- b. Meet with DCE and university personnel to develop college accredited in-service course and select appropriate instructional and consulting staff.

January 1 - June 1:

Conduct full complement of in-service training programs in the following locations:

1. Hood River
2. Chenowith
3. Coos Bay
4. Silverton
5. Madras
6. Woodburn
7. Newport
8. Bethel
9. Glendale

February 10:

Hold workshop involving teams of people from each individual program. The objectives of this workshop were as follows:

1. To provide an opportunity for teams of individuals from each program to meet and exchange ideas regarding the specific nature of the program, problems and successes that they had experienced.

2. To provide an opportunity for the administrative staff of the Four States Project to relate the objectives of the individual programs to the overall objectives of the Project.
3. To assess the progress of the individual programs, and to discuss the possibilities of redefining the nature of these programs in terms of their stated objectives.
4. To discuss the utilization and value of available resources such as video tape equipment, consultants, and library resources.
5. To make preliminary investigations as to what types of courses might be offered spring term in various school systems.

February 1 - March 1:

Negotiate with local school districts and the DCE as to course offerings for spring term.

February 26 - March 8:

Conduct field visitations to individual projects to assess the progress of their programs.

March 1 - March 22:

Meet with local school district officials and finalize arrangements for courses for spring term.

March 25 - June 1:

- a. Administer nine programs for spring term.
- b. Meet with DCE officials, SDE people, and schools of education to discuss the progress of the Four States Project and its implication for these various institutions and agencies.

March 30:

Conduct workshop for purposes similar to that of the February 10 workshop.

June 1 - August 15:

Begin evaluation stage, and write final report.

EXHIBIT C

Information Sheet (Participating School Districts, Course Titles,  
Instructional Staff)

1. Coos Bay

Course title: New Careers in Education

Instructional staff: Mark Millemann, Charles Warfield, University of Oregon  
Remedial Education; Dr. Henry Dizney, University of Oregon, Educational  
Psychology

2. Silverton

Course title: New Careers in Education

Instructional Staff: Betty Rademaker, University of Oregon, Remedial Education

3. Hood River

Course title: New Careers in Education

Instructional staff: Gretchen McIntyre, Neighborhood Youth Corps,  
Washington County

4. The Dalles

Course title: New Careers in Education

Instructional staff: Gretchen McIntyre, Neighborhood Youth Corps, Washington  
County

5. Woodburn

Course title: Practicum in Marginal Youth

Instructional staff: Les Wolfe, Principal, Woodburn High School

6. Madras

Course title: Teaching the Disadvantaged

Instructional Staff: D. Wright, Principal, Madras Junior High School

7. Newport

Course title: New Careers in Education

Instructional staff: Margaret Ewell, Harry McAdams, Newport High  
School

Course title: Practicum in Marginal Youth

Instructional staff: Douglas Cruikshank, University of Oregon, Teacher  
Education

8. Bethel

Aides enrolled in Lane Community College

Spring Term

1. Bethel

Course title: Field Experience Ed. 330 (UO)

Instructional staff: J. Arthur Keith, College of Education, University of Oregon

2. Coos Bay

Course title: Seminar: Advanced Career Concepts Ed 407(G)/ASc 295 (Practicum)

Instructional Staff: Mark Millemann, University of Oregon, Remedial Education

3. Woodburn

Course title: none, aided district in-service

Instructional staff: local personnel

4. Newport

Course title: Practicum in Marginal Youth Ed 409(G)/ASc 299

Instructional staff: Douglas Cruikshank, University of Oregon

Course title: Individualized Studies: New Careers in Education Ed 407(G)/ASc 29

Instructional staff: Harry McAdams, local teacher

Course title: Recent Educational Trends and Problems Ed. 457 (OCE)/ASc 295

Instructional staff: Margaret Ewell, local administrator

5. Silverton

Course title: Seminar: Advanced Career Concepts Ed 407(G)/ASc 295

Instructional staff: Les Wolfe, local administrator

6. Madras

Course title: New Careers in Education Ed 407(G)/ASc 295

Instructional staff: Peter Carlson, local teacher



7. Hood River

Course title: Workshop-Inservice: Preparation of Educational Objectives  
Ed. 508/ASc 295

Instructional staff: Charles Warfield, University of Oregon

8. Chenowith

Course title: Seminar: Small Group Processes in the Classroom  
Ed 407(G)/ASc 295

Instructional staff: Thomas S. Gunnings, University of Oregon.

9. Glendale

Course title: Seminar: Secondary School Language Arts (Practicum)  
Ed 407(G)/ASc 295

Instructional Staff: John Jones, Assist. Supt. Jackson Co. I.E.D.

## EXHIBIT D

The following represents an in-depth analysis of five of the in-service training programs. Included in each analysis are discussions of the program's characteristics, strengths, weaknesses, contributions to final model, suggested modifications, and impact. Course descriptions are appended.

### D. 1 Coos Bay

The Coos Bay in-service training program was conducted for two terms. Winter term the course entitled New Careers in Education was offered (Exhibit D.1.a.). The spring course offered was entitled Advanced Career Concepts (Exhibit D. 1.b.). The Coos Bay program was highly controversial. While certain segments of teachers were alienated by both the content and style of presentation, there is definite evidence of important systems change. Before discussing the impact of this program a somewhat specific analysis of the content and structure of the program is here given.

1. Practicum groups were an integral part of this program. Each school with participants in the course formed a practicum group and identified a leader for the group. The major purpose of these groups was to provide additional time for teachers to meet to discuss the relevance of class presentation and ways in which such concepts might be applied in the classroom.
2. The instructor's and consultant's role was a new and creative one. Rather than confining themselves to theoretically oriented lecture presentations, members of the instructional staff entered the classroom for the purposes of observation and demonstration. Individual teachers contracted for the use of the course instructors and university consultants. The procedure proved to be a major strength of the program.
3. Action proposals were required of each teacher. The objective of the action proposal was to force teachers to test out new ideas. More specifically, teachers were asked to identify a problem, develop a program to deal with the resolution of that problem, implement it and evaluate its success or failure.
4. Because of the large size of the class, a flexible agenda was developed. Each in-service training session had a number of presentations from which the participant could choose. This flexible agenda was designed to insure the relevance of the program for each of the participants. (Sample of flexible schedule included as Exhibit D.1.c.)

5. A local teacher was chosen to function in the role of assistant instructor. Such an arrangement enhanced the cooperation between the LEA and the university. Assistant instructors, acting as a liaison between the university and classroom, proved to be an important component of the in-service model.
6. In addition to the organization of practicum groups there was in this program a special provision for a steering committee made up of practicum group leaders. The purpose of this group was to provide immediate feedback as to the progress of the program, the relevance of the in-service training, current problems, and suggested modifications in the program.
7. Teachers were involved directly in the planning of the courses. A small steering group made up of teachers took on the responsibility of recommending the course for winter term and disseminating information to interested teachers and aides. (The effort proved highly successful since 175 enrollees were present at the first class meeting.) The course offered spring term was the direct result of teacher's recommendations.
8. Multimedia presentations, including videotape, slide and audio tapes, were an important part of this program.
9. Students were involved as participants in the program, serving in a consulting capacity. Their major function was to inform the teachers about school problems and suggest needed educational changes.
10. A team teaching approach was utilized in this program. The instructional staff was composed of individuals from educational psychology, counseling, and remedial education. Consultants were drawn from varied backgrounds including remedial reading, group processes, interpersonal relations, staff communications, and the like.
11. Various segments of the community were involved as participants in the program. Interested parents, Head Start teachers and aides, and community action staff were involved in this program.

A major strength, as already identified, was the use of action proposals. A number of important changes can be identified as resulting from the action proposals:

1. A student aide program in the Bandon public school system.
2. Community resource in Charleston schools.
3. Student tutorial program in Marshfield High School in Coos Bay.

4. Student/teacher seminar at Marshfield High School.
5. A program designed to use mothers as teacher aides in elementary reading classes at Blossom Gulch Elementary School.
6. Introduction of contact curriculum into remedial reading programs at Myrtle Point schools.

The problems experienced in the Coos Bay class are three:

1. Certain teachers were alienated by content, style of presentation, and youthfulness of staff. This is not, however, a unique problem in Coos Bay district, but rather one experienced in all of the in-service programs. Because of the philosophical underpinnings of our program, such reaction is to be anticipated.
2. The large size of the class (150) made it extremely difficult to develop a program to meet the needs of all the participants. Attempts to deal with this problem, such as the use of a flexible agenda, were not entirely satisfactory.
3. The major problem experienced in the Coos Bay project was the lack of administrative support, both at the district superintendent level and the DCE regional office.

A final evaluation of the course, Advanced Career Concepts, is Exhibit D.1.d.

## EXHIBIT D.1.a

### Course Description for Ed. 407(G) - New Careers in Education

#### I. Course Objectives:

- A. To instruct teachers in the use of aides and other non-professional resource persons, e.g., clerical and instructional aides, community resource people, and students. Such instruction will include discussions of the following:
  - 1. the use of aides, i.e., job descriptions;
  - 2. the training required for aides;
  - 3. the supervision of auxiliary personnel;
  - 4. the nature of career development opportunities for aides.
- B. To provide teachers with additional training in certain skill areas such as diagnosis, remediation, curriculum development, behavioral management, evaluation. This additional skill instruction is required because the teacher's role will be redefined as a result of the introduction of aides into the classroom, i.e., the teacher should become a "teaching strategist."
- C. To instruct, train, and provide supervision for aides.
- D. To work out the logistics of certain educational problems with teachers, aides, and student consultants.

#### II. Implementation and Procedural Considerations:

- A. Weekly seminars (2 hours) consisting of a formal presentation by instructor or consultants, supplemented by videotape (approximately the first hour). Small group discussions will be held for the second hour.
- B. Weekly practicum (1 hour) meetings at each individual school having teachers enrolled in the course (in some cases because of a limited number of teachers from a particular school, schools will be grouped.) The objective of these practicum meetings will be to assist teachers to translate theory into practice and to follow-up the activities of the larger seminar. Practicum will be designed so that groups will be able to meet periodically with instructional staff and consultative personnel. Also available to the practicum groups will be the use of a videotape recorder unit which will allow the groups to view videotapes regularly. Practicum group members will be encouraged to use videotapes regularly. Practicum group members will be encouraged to use videotape equipment, to set up exchange teaching programs where possible, discuss and implement monitoring techniques.
- C. Weekly meetings (1 hour) with instructor, assisting instructional staff, consultant and practicum group leaders for the purpose of instructing group leaders in leadership skills; defining on-going practicum objectives; and monitoring practicum activities.



EXHIBIT D, l.b.

Spring term, 1968

Course description for Ed. 407(G) - Seminar in Advanced Career Concepts\*

It is proposed that this course will allow teachers the opportunity to continue work in the following areas with a particular emphasis placed on such aspects as interpersonal relationships, sensitivity approaches, and staff communications. The course will include the following:

1. Job descriptions for non-professionals based on an analysis of one's educational and instructional objectives;
2. Interpersonal relationships among teachers, aides and students;
3. Training for aides, and its relationship to the needs of teachers, aides, and students;
4. Problems related to differentiated staffing procedures, particularly in the areas of delineating job responsibility, resolving staff; communication problems and assessing and utilizing the available resources;
5. Planning and supervisory skills for the professional necessary to work with the non-professional;
6. Specific areas in which aides would be of particular value, e.g., group processes in the classroom, curriculum development, and supportive functions.

Topics to be covered spring term:

Topic 1: Analysis of educational objectives and procedures for development of job descriptions. (Readings from Mager on instructional objectives and Fine on job descriptions)

Topic 2: Nature of the interpersonal relations between the professional and non-professional. (Consultant: Chuck Warfield)

Topic 3: Job description of aides based on a total analysis of teacher needs, aide needs, and student needs. (Consultant - Ken Wieg)

Topic 4: Training of the non-professional. (Readings by Riessman, E. Rademaker, Klopf and Bowman. Consultant: E. Rademaker)

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\*Since lower division credit for non-professional has heretofore been impossible with the 407G course, the Division of Continuing Education has negotiated for an undergraduate 200 level course to satisfy the needs of the non-professional as well as maintain the integrity of graduate level courses. Don Bryant of OTI has given DCE the authorization to use his course title ASc (Arts and Sciences) 295 - Individual Studies - Advanced Career Concepts. It is now possible to dual number a course, e.g., Ed. 407 G/ASc 295, and differentiate course requirements for the professional and the non-professional.

Topic 5: Planning for and supervision of aides. (Consultant: Douglas Cruickshank, or Art Keith)

Topic 6: Differentiated staffing patterns and the need to develop effective staff communications. (Consultant - Les Wolfe)

Topic 7: Group processes in the classroom. (Consultant: Troy Horten or David Brody)

Topic 8: The use of aides in the development of contact curriculum. (Readings from Weinstein, Riessman, and H. Kohl. Consultant: John Jones)

Topic 9: The role of the aide in assisting in remedial programs. (Consultant: Dianne Johnston)

Additional readings will be assigned in areas identified by consultants.

Course requirements:

1. Practicum group participation; graded by group members
2. Group project; group grade
3. Test (optional depending upon class meeting attendance); individual grades

Required Readings:

Preparing Instructional Objectives, Robert F. Mager (\$1.75)  
Functional Task Analysis, Sidney Fine & Wretha Wiley (no cost)  
Toward a Contact Curriculum, Mario Fantini & Gerald Weinstein (\$ .90)  
Teaching the Unteachable, Herbert R. Kohl (\$1.00)  
A Training Program for Teacher Aides, Elizabeth Rademaker (no cost)  
Grouping Hurts the Poor, Art Pearl (no cost)  
Educational Change: Why - How - For Whom, Art Pearl (no cost)  
New Careers and the Manpower Crisis in Education, Art Pearl (no cost)  
Concepts of Reality Therapy, Glasser (no cost)  
The Courage to be Imperfect, T. Dreikurs (no cost)  
Praise Reappraised, R. Farson (no cost)

Other Recommended Readings:

Teacher, S. Aston-Warner (\$ .95)  
Implementing Non-professional Programs in Human Services, A. Schmais (\$1.00)  
New Careers, Art Pearl (\$5.00)  
Working With Groups, W. Lifton (\$6.95)  
Psychology of the Classroom, R. Dreikurs  
The Culturally Deprived Child, F. Riessman  
The Disadvantaged: Challenge to Education, M. Fantini and G. Weinstein

Exhibit D.l.c.

First Hour

February 14

1. Dick Foster  
"Free and Open Society in Schools"  
(Videotape)
2. Gerald Weinstein  
"Contact Curriculum"  
(Audiotape)
3. Ray Lowe  
"Classroom Management for Teachers  
of Disadvantaged Youth"  
(Audiotape)
4. Hank Disney  
Presentation contingent upon  
expressed needs of teachers
5. Chuck Warfield  
Problem oriented session with  
Teacher aides and supervisory  
teachers,  
supplemented by videotape\*

Second Hour: All presentations repeated.

February 21

First Hour

Second Hour

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Ken Wieg<br/>"Purposive Classroom Behavior"</li><li>2. Bob Carl<br/>Meeting with students and<br/>interested teachers in session<br/>concerning "Student Involvement<br/>in Schools"</li></ol> | <ol style="list-style-type: none"><li>1. Discussion of Wieg's presentation<br/>(Disney and Wieg)</li><li>2. Ray Lowe<br/>(Videotape)</li><li>3. Ray Lowe<br/>(Audiotape)</li></ol> |
|---|--|

First Hour

Second Hour

February 28

1. Diane Johnston  
"Remedial Education"
2. Bud Rochon  
"Revised State Guidelines on  
Teacher Aides"

March 6

Art Pearl

4. Teachers and teacher aides  
in problem oriented session  
supplemented by videotapes  
of classroom experiences  
(Mark Millemann)
5. Student panel presentation of  
"needed changes in schools as  
seen by students"  
(Al Munnecke)

1. Discussion of presentation  
(Diane Johnston)
2. Discussion of presentation  
(Mark Millemann)
3. Teachers and teacher aides  
in problem oriented session  
supplemented by videotapes  
(Warfield)

Discussion groups  
Chuck Warfield, teachers and  
teacher aides, supplemented by  
tapes.

EXHIBIT D.1.d.

Evaluation of Course: Advanced Career Concepts

1. How would you rate this course on a five point scale (1 low and 5 high) as to the following aspects:						MEAN	MODE	
a. relevance to you;								
		5	13	16		4.3	5	
1	2	3	4	5				
b. information provided by the consultants;								
		3	14	16		4.6	5	
1	2	3	4	5				
c. information provided in the readings;								
		1	3	7	16	7	3.7	4
1	2	3	4	5				
d. practicum experiences;								
		1	5	9	12	7	3.5	4
1	2	3	4	5				
e. interest to you.								
		4	12	18		4.6	5	
1	2	3	4	5				
2. To what extent do you feel that this course provided you with information that you could apply in your classroom?								
		7	13	13		4.1	4.5	
1	2	3	4	5				
3. What aspects of this course are you attempting to apply in your classroom?								
4. Compared to the winter term course how could you rate your experience with this course?								
		1	5	9	18	4.3	5	
(inferior)1	2	3	4	5	(superior)			
		(same)						
5. Compared to the regular ten week course how would you rate this intensified five week version?								
		1	2	3	12	14	4.1	5
(inferior)1	2	3	4	5	(superior)			
		(same)						
6. Rate each consultant as to the relevance, clarity and general information of his presentation.								
		4	13	17		4.4	5	
(34)Warfield	1	2	3	4	5			
		4	1	6	23	4.4	5	
(34)Brody	1	2	3	4	5			
		2	6	9	16	4.2	5	
(33)Wolfe	1	2	3	4	5			
		2	3	5	14	9	3.8	4
(33)Weig	1	2	3	4	5			



						MEAN	MODE
(33)Johnston	5	6	11	7	4	3.0	3
	1	2	3	4	5		
(32)Keith		3	10	14	5	3.5	4
	1	2	3	4	5		
(34)Millemann	1	1	8	9	15	4.1	5
	1	2	3	4	5		

7. Rate the class as to its total organization.

	1	7	15	10	4.6	4
	1	2	3	4	5	

8. Rate your own efforts in this class.

	2	7	13	11	4.0	4
	1	2	3	4	5	

9. What are you doing differently as a result of this class?

10. What did you like best about this class?

11. What criticisms do you have of this class?..

12. Any other comments are appreciated.....

## EXHIBIT D.2

Woodburn--Analysis of the Woodburn program is divided into first, the Woodburn Proposal; and second, the evaluation of the program.

### I. The Woodburn Proposal

#### Statement of Problem

A percentage of our high school students do not have equality of occupational choice because of their social, economic, cultural, and educational backgrounds. While we as teachers have little control over economic and cultural factors, we can control education and, in part, some social factors of development.

To provide these students with a more meaningful educational experience, we propose a program to enlarge and fully complement an existing cadet teaching program now open only to academically able students. The proposal provides for a program in which students of any background may be utilized as aides to students and teachers in a learning situation. This program not only furnishes competent assistance for low-achieving students, but also provides the supervising teacher with an opportunity to work with students on an individual basis. Concurrently these cadet teachers will have the opportunity to gain insights into the human service area of teaching and its related aspects--an opportunity not otherwise available to them under the present system. An additional phase of the program will attempt to combine the resources of the Valley Migrant League, School District #103C, and the Marion County Intermediate Education District to provide New Careers for a number of Spanish and Russian migrants.

Another aspect of the program provides that all teachers in the district attend an explanatory session of the program during the in-service period. Those teachers qualifying as supervising teachers (Group I) will attend, with teacher aides (Group II) and cadet teachers (Group III), an in-service workshop conducted by outside consultants who will help develop the expected roles and goals for each group. Small seminars (8-10 members) composed of all three groups will continue with weekly meetings on a year-long basis. Supervising teachers may contract for Division of Continuing Education credit, teacher aides for college degree credit, and cadet teachers for high school credit. The program is designed to provide wider career choice for all participants.

#### Concepts

1. This project will develop new positions in schools and other community agencies which will offer meaningful experiences that provide the cadet teacher aides with a sense of contribution, competence, and belongingness, in a system from which they have been alienated.

2. In addition to the development of meaningful experiences, this project will develop a series of steps providing for increased responsibility for the teacher aides and the cadet teachers, as well as recognition that will provide the participants with an opportunity for horizontal or vertical occupational mobility if and when the need or desire arises.
3. An integral part of this project will place Spanish and English-speaking students on an equal basis providing opportunities for each to act as a cultural carrier in his daily contact with younger students as they act out their role of cadet teachers. The benefits herein will be twofold--providing opportunities for contributing students and receiving students to meet on a basis of mutual respect.
4. A critical step in any school program is the involvement of the community. This program will attempt to involve non-school people in the teaching and evaluation process.

#### Objectives

1. To establish a training program for all professionals in the use of teacher aides, cadet teachers, and lay citizens. The procedures are as follows:
  - a. Provide for the use of consultants.
  - b. Provide for the use of video and audiotapes dealing with the problem.
  - c. Provide for small group discussions led by NDEA participants.
  - d. Provide for monthly in-service meetings for teachers with teacher aides, cadet teachers and community participants.
2. To construct a series of steps that will encourage and enhance the re-entry process for the alienated student. The procedures are as follows:
  - a. Establish a cadet teaching program for all students.
  - b. Train students as cadet teachers through an in-service training workshop with supervising teachers.
  - c. Place and utilize cadet teachers in various roles in the classroom situation.
  - d. Supervise cadet teachers, (by teachers).
  - e. Continue the cadet teacher role to an advanced phase providing for increased responsibility.
3. To identify new positions and career lines that provide for vertical and horizontal movement. The procedures are as follows:
  - a. Open a new area of occupational experience heretofore unavailable to many students and adults.
  - b. Provide students and adults with a realistic experience in teaching.

- c. Utilize disadvantaged students to contribute to a learning situation for younger students and adults.
  - d. Provide a stimulus and program for young people considering entering the field of education.
  - e. Eventually, to provide a program for advanced experiences on a work-study program.
4. To learn to apply basic general skills and viewpoints of intrapersonal and interpersonal relationships needed for all professional and para-professional jobs in human service. The procedures were as follows:
    - a. Provide for heterogeneous grouping using students, aides, teachers, outsiders, and administrators.
    - b. Provide for small group sensitivity training.
    - c. Provide for teacher and teacher aide seminars.
    - d. Provide for teacher and teacher aide conference.
  5. To apply principles of behavior gained through observation of the teacher, through experience in aiding students, through formal and in-service instruction, so that the aide will relate positively to staff and students. The procedures are as follows:
    - a. Videotape classes and discuss procedures with groups.
    - b. Provide related reading materials.
    - c. Discuss in groups the expectations of all members.
    - d. Provide for intra-and interpersonal experiences.
  6. To provide the student with those experiences that increase his competence, feeling of belonging and usefulness as an individual. The procedures are as follows: Provide the student with responsibilities to help students with classroom work and homework; and to help the teacher with the following tasks: take roll, record grades, operate audio-visual equipment, make training aids, do clerical work.
  7. To develop and improve attitudes toward work-discipline. The procedures are as follows:
    - a. Discuss work attitudes in small groups.
    - b. Provide reading materials in related areas.
    - c. Provide opportunities for individual professional responsibilities.
  8. To develop individualized educational training program for each aide that will lead to certification. The procedures were as follows:
    - a. Introduce the cadets to the formal academic world of higher education.
    - b. Arrange college counseling.
    - c. Provide a "buddy" system between the professional and the paraprofessional. (It is hoped this will promote social as well as professional understanding.)
    - d. Arrange college prep and college work.
    - e. Provide college credit for on-the-job training.



9. To develop a communication system for the staff. The procedures are as follows:
  - a. Publicly identify problem areas in staff communication.
  - b. Use a systematic problem-solving procedure to improve communication.
  - c. Relate improvements in faculty communication to student-teacher relationships, and classroom instruction.
  - d. Establish a continuing program of activities for improving communication.

#### Evaluation Procedure

Through the workings of this project, it is hoped that a new dimension will be added to education in the Woodburn school district. Successful completion of the project would be the first step toward a broader application to be made in succeeding years, increasing the number of migrants in the teacher aide program, and lending encouragement and opportunities for their progress toward teacher status. The expanded cadet teacher program will provide all students an opportunity to get their initial orientation to a teaching career. The work-discipline and interpersonal relationship experiences gained in the training program will profit these students in any career they might choose.

Evaluation of the success of the project will be difficult, especially if any standard measure of attitude is used. The most important aspect of measurement will be the change of self-image in the alienated students who take part in the project. The effect on their grades in other subjects will be checked regularly. Both a pre-project and post-project interview for cadets and aides will be made a matter of record. The interviewer will be especially alerted in looking for attitude changes toward peers, teachers, schools, and community.

Additionally, a questionnaire will be submitted to the teacher aides and community members at the end of the project. This device will enable a subjective analysis on their part as to skills gained, personal progress in student relationship role, and attitude of aide and cadet toward school in general. To help insure that students get all opportunity to progress or perhaps to overcome temporary disappointment, an ongoing evaluation will be conducted through the means of seminars. These will be weekly afternoon meetings in which students and teachers can get together informally and discuss successes and failures, classroom strategies, and future plans of cadets and aides. The project will have available, through the district, a videotape set-up so that classroom activities can be filmed and critiqued during the seminar.



## II. Evaluation of the Woodburn Program

In September of 1967 the Woodburn Project was submitted to the Woodburn School District staff for their approval. The staff voted unanimously to participate in the program. Outside agencies and individuals were contacted with the following results:

1. All of the police force agreed to participate (nine men).
2. All of the school faculty agreed to participate (82 administrators and teachers).
3. Seventeen teacher aides agreed to participate.
  - a. Five of the teacher aides were sponsored by the Valley Migrant League which is funded by the OEO
  - b. Twelve aides were funded with ESEA, Title I funds. Six of these were from the migrant labor force.
4. Four members of the clergy were group members.
5. Three Sisters and two lay teachers from St. Luke's Catholic parochial school were group members.
6. Fifteen members from the community at large participated.
7. Twenty high school students and five junior high school students participated.

The participants were divided into eight groups that met for three hours once a week for the fall and winter quarters of the school year 1967-68. These meetings were spent in group exercises designed to increase awareness of interpersonal relations among the members.

After the initial organizational activities the eight groups were at liberty to choose their own course of action, taking into account the needs of the members of the group. In general, all groups identified the following as areas of concern:

1. The role of the teacher working with the teacher-aide;
2. The use of students as teacher aides;
3. The problems of the alienated student, especially the Spanish and Russian migrants;
4. The lack of role clarification of the school administrator;
5. The lack of staff involvement in the decision-making process;
6. The failure of the community to support its schools;
7. The need for teacher and administrator evaluation.

As the program grew and as a sense of openness and trust developed among the members of the groups, teachers volunteered to videotape their classes and bring these tapes back for the group to critique.

Sixty-two teachers videotaped their classes for replay in front of other teachers, administrators, the clergy, the police, teacher aides, students, and community members. The groups would then help the teacher evaluate his instruction with emphasis on improvement. At no time was this a tool of administrative evaluation.

The "New Career Teacher Aides" from the migrant labor force earned 9 hours of college credit for their part in the Woodburn Project, in addition to 9 hours of college English and 9 hours of college psychology. Eight migrant aides earned a total of 200 hours of college credit, were self-supporting, and gained one year of relevant teaching experience. This, of course, does not take into account the improvement of their self-esteem and the contributions they made to migrant and resident children with whom they worked.

The student aide program was so successful that the school district is going to pay a half-time instructor to guide the program in 1969. The grade school teachers doubled their requests for student aides, over half of which are Mexican Americans.

Questionnaires submitted by all participant members at the end of the program found the project to be an overwhelming success. The school principals said it improved staff morale to the highest point they had ever seen. The frank, honest, and open communication between school principals, staff, students, and other group members presented a threat when administrative decisions were questioned, however.

The community of Woodburn passed its budget on the first vote for the first time in three years, due in part to this program: during this time many other districts in Oregon have not yet passed their budgets.

## EXHIBIT D.3

### Newport

The courses offered in Newport during winter term were two sections of the course entitled New Careers in Education (Exhibit D.1.a.) and one section of Practicum in Marginal Youth. The first course involved both teachers and aides and was intended to discuss such aspects as use of aides, development of job descriptions, supervision of aides, and the nature of career development opportunities for aides.

The second course involved the aides only and was primarily developed for the purpose of providing college credit for the on job experience of aides.

### Spring Term Courses in Newport

During spring term three courses were offered as part of the in-service package in Lincoln County:

1. Recent Trends in Education - an effort to inform teachers of recent innovations in education.
2. Practicum in Marginal Youth - repeated from winter term.
3. Seminar: Advanced Career Concepts (Exhibit D.1.b.) This course was designed to follow up winter term course with particular emphasis placed on the retraining of the professional teacher in such areas as--
  - a. Analysis of educational objectives;
  - b. Differentiated staffing patterns;
  - c. Group processes in classroom;
  - d. Use of the aide in the development of contact curriculum.

Newport's program was characterized by the heavy emphasis on a New Careers component. Distinctive features of the New Careers program at Newport are as follows:

1. College credit was provided for the on-the-job experiences of aides.
2. Tandem training was conducted for the professional teacher/aide teams.
3. The activities of the teacher/aide team was supervised by the university instructor.
4. An emphasis was placed on the new and creative use of aides in instructional roles.
5. Seminars for the purpose of retraining professional teachers were initiated.

In addition to the above characteristics of Newport's in-service program which provided for relevant training and opportunity for advancement, there are a number of other important components of this program.

1. The district participated in preliminary cooperative planning with the university for the development of a teacher aide program. An important aspect of this program is that schools, and individual teachers within those schools, were required to write proposals on how they planned to utilize each aide. If a proposal indicated the use of an aide in a menial or predominantly clerical capacity, the district administration required that the proposal be rewritten, indicating more effective use of the aide in an instructional capacity with disadvantaged youth. (A position paper on teacher aides is Exhibit D.3.a.)
2. There was a great deal of administrative support (superintendent, assistant superintendent, and director of federal projects) for the Four States Project. This support was further evidenced in the cooperative arrangements between the district, Four States, and the Regional DCE office in setting up in-service training seminars.
3. A major strength of the Newport program was the use of local school personnel as instructors in the programs. It provided the necessary link between the university and the LEA.
4. Ongoing (weekly) evaluation of the seminars by participants was another important component. This ongoing feedback of information regarding the program allowed the instructor to continually modify the nature of the program so as to insure its relevance to the teachers.
5. A procedure that proved to be particularly effective was the use of weekly teachers "logs." Each week the teachers were requested to reflect upon class experiences and their attempts to apply the reflection to a practical setting in the classroom. This provided information as to the nature of changes in teacher behavior as well as the larger systems change.
6. The intensive use of videotape equipment for the purposes of monitoring the classroom activities of both the teacher and teacher aide was another important aspect of this program.
7. The administration of Lincoln county, on the basis of their experiences this year with the Four States Project, have already developed an in-service training project for next year. This project will be built upon the strengths of this year's program and will attempt to implement certain needed changes. Included as Exhibit D.3.b. are recommendations for changes in the program put forth by the field supervisor.

In conclusion, the impact of the Lincoln County program is primarily threefold:

1. As indicated in the final evaluation of the program, the in-service training offered was especially appreciated by the aides. Further in-service training sessions need to be

established in order to offer the aides training in various subject matter areas. The in-service this year was considered to be the brightest point of the entire program; its continuance is deemed as crucial.

2. As indicated earlier, Lincoln County school district plans to initiate more comprehensive in-service training effort this coming year.
3. The Lincoln County school district has submitted a special planning grant application for funds under provision of the Education Professional Development Act. Funds are requested to enable the district to conduct an adequate assessment of the needs of rural disadvantaged youth in Lincoln County.



EXHIBIT D.3.a.

Position Paper on Teacher Aides  
Presented by: Teachers of Lincoln County School District

In examining the proposition of a teacher aide proposal for next year, the group submits to the faculty two kinds of considerations with attendant issues of concerns that must be faced. In addition, there are a number of tenets which apply to either and agreed to by both aides and teachers:

1. All the work of an aide should be under the direction of a teacher and the teacher is responsible for evaluation of the results. The teacher initiates instruction and is responsible for educational decisions.
2. There are many kinds of tasks the teacher must perform in order for the classroom to function, which do not require professional educational decision. Teachers need help with clerical jobs.
3. While being relieved of clerical tasks and supervisory duties makes it possible for teachers to give more time and consideration to individuals needing help of itself, it does not assure that such will, in fact, happen.
4. While there is need of clerical help, the greatest benefit to children comes in the form of more attention, both in amount and variety.
5. The extent and quality of the involvement of the aide with children is dependent upon two factors. One is the aide's ability, and the other is the opportunity for the teacher to plan with the aide, to tell the aide what the teacher wants done, and to discuss what has occurred when it is over.

With these tenets in mind the committee submits two kinds of considerations, each with attendant issues which must be resolved.

- I. The aide would be assigned a major portion of time with teachers. A minor part of the aide's day would be reserved for supervision and general clerical duties. The aide would be assigned one hour (for example) to each grade level. The particular hour would have fair share of the best hours. The teachers at each grade level would first decide how they wished to use the aide and then schedule the aide accordingly. The teachers would be responsible for planning with the aide, instructing the aide in what was to be done, and evaluating with the aide the results.

The issues which must be resolved are:

1. Basis or criteria by which the aide is to be scheduled into

- the various classrooms at each grade level.
2. Lack of flexibility in time when rigidly scheduled
  3. Effective planning for most efficient use of aide's talents when the aide is in the grade level one hour one week and another hour the next week.
  4. Lack of time for planning with all teachers.
  5. Requiring the aide to become familiar with all areas of the school curriculum and at all levels can create problems for the aide
  6. The creation, in effect, of twelve bosses to whom the aide is held accountable

II. The aide would be assigned to one teacher, or maybe two teachers, who each assume responsibility for developing curriculum experiences designed to improve fundamental skills in reading and arithmetic for children who are operating well below grade level. In this program one teacher would teach reading to those children in a special group. The other children in her room would be placed in the reading groups in other rooms. Since the slow readers are thus identified with the attendant stigma it would be necessary to reinvest them into the program by helping children in the lower grades. They would, in effect, become helpers to individuals in the lower grades with similar problems. The idea is to use children to help other children as a resolution to the problem so well stated by one faculty member, "In my own experience, it seems that so much of frustration and retardation could be avoided with more time for individual attention. Perhaps this is more important in the lower grades."

The issues which must be resolved are:

1. Selection of the teacher for that program
2. Selection of students
3. Provision for those students to become involved in teaching in lower grades
4. Communication among teachers
5. Cooperation among teachers when each feels responsibility for homeroom children and are, in effect, sharing that responsibility with other teachers
6. Scheduling other curricular activities such as music and physical education.

EXHIBIT D.3.b.

SOME CONSIDERATIONS TO HELP IMPROVE  
UTILIZATION OF TEACHER AIDES (Lincoln County)

Douglas E. Cruikshank  
June 4, 1968

The following paragraphs are intended to complement a report issued on June 28, 1968 entitled FINAL EVALUATION, SPRING, 1968. The earlier report served as a critique of the Lincoln County Title I Teacher Aide Program designed after the "New Careers" model of Dr. Arthur Pearl. It is the purpose of these paragraphs to offer what the writer feels to be necessary to alleviate some of the difficulties previously mentioned. Those difficulties included lack of communication, lack of foresight, ineffective use of aides, and in-service education.

The perspective of the writer is that of supervisor, a role which he assumed on nineteen occasions (approximately 120 hours) since January, 1968. As supervisor he worked closely with teacher aides, and occasionally with the aides' cooperating teachers and administrators.

In addition to those major points of the earlier critique, a number of other small, yet significant, incidents were observed. Among them were:

1. At times the aides seemed to be working for an administration which did not show any concern for their welfare. Perhaps this is but another example of a communication gap.
2. On occasion it was found that aides were eating in furnace rooms with other noncertified personnel, and not sharing the faculty room.
3. Some aides have the distinct feeling that they are merely fulfilling "just another job." The supervisor feels such attitudes must be eliminated for persons in instructional capacities.
4. The aides seem consistently anxious about their future. They do not know if there will be a job available for the next school year; they do not know if there will be inservice training available; they cannot formulate long-term plans.
5. The aides appear to be "locked into their jobs." In direct opposition to the New Careers model, differentiated jobs with differentiated pay have not been established. There appears little future in being a teacher aide.
6. Finally, the following question must be plainly answered: Is the teacher aide program designed to help the disadvantaged youngster or the disadvantaged adult or both? I would say none of the aides feel they are disadvantaged in any way. They exhibit "middle class" habits and attitudes. "New careers for the poor" is not an apt phrase for these people.

What might be done to solve the problems evidenced by the supervisor? Having talked at length to most Lincoln County instructional teacher aides, the writer suggests the following as a point of departure for future improvement:

1. Study. Administrators and teachers involved in any way in the aide program should develop a background of knowledge relating to the teacher aide. They must also keep abreast of what is currently being written and researched. The value of such study is obvious. The multitude of mistakes being made presently can be greatly reduced by becoming aware of other, similar programs which have gone through the same period of growth. Reading lists could be prepared, a study committee established, abstracts provided, experts consulted, and so forth. In general, progress could be much more dramatic if the aide program could be built on a program of previous experience and knowledge.

2. Representation. A representative council or negotiating team should be formulated from among the aides to carry to the administration the suggestions, complaints, and feelings of all the teacher aides. These spokesmen must be treated in such a way to indicate to them that they are considered worthwhile in the overall district operation. Not only should the aides be heard, but, where applicable, changes should occur. By accepting such a negotiating team, the district would be opening channels for communication. This is not to suggest that aides should unionize, a thought which was given some consideration by the aides this year.

3. Planning Time. The aides, teachers, and administrators in each building must have time together to plan. The aides have valuable ideas to share. The aides are eager and willing to learn effective teaching techniques and strategies. Likewise, the teachers would benefit by sharing information about teaching and their individual youngsters. Administrators who are responsible for building proposals could greatly benefit by discussing with aides the realism of the tasks the aides are assigned. Aide involvement in designing and redesigning proposals should be mandatory. The school is bound to better utilize its instructional potential with a unified, team approach. In short, the aide could be effectively used as an integral part of the total instructional program. Time must be set aside so planning can take place.

4. Acceptance. The aides as instructional personnel are being resisted by a number of the district teachers and administrators. It is the burden of administrators to establish a bit more status for the aides working in the district. The aides should have faculty room privileges. The aides should be involved in faculty meetings. The aides should be heard and their ideas acted upon if they so warrant action. The aides' position deserves respect and the first step to help build such respect is for the administrator to show interest and concern for the aide.

5. Supervision. A supervisor, independent of the school district, should be constantly available to observe and discuss the aides' work. The supervisor should not evaluate the aides. He should have as his major function the improvement of instruction and should work closely with the aide to achieve this goal. The supervisor should not have to serve as liaison between the aide and teachers, school administrators, and district administrators. This should be accomplished through the



representative council or negotiating team mentioned above. The supervisor should have accessibility to district personnel so communication can be facilitated.

6. Preservice Education. Preservice time devoted to orienting school staffs to the role and function of the instructional teacher aide should be organized. Discussion leaders might include the supervisor, the aide, a cooperative teacher experienced in working with aides, district administrator, or building principal. Once the role of the aide has been clearly defined, many of the existing problems will disappear. This is another example of bridging the communication gap.

7. In-service Education. The in-service training offered this year was especially appreciated by the aides. Its content was essentially that of an introduction to teaching. Future inservice education sessions need to be established to offer the aides specific strategies in teaching various subject areas. Of primary importance in the eyes of the supervisor--and many aides--is some instruction in teaching the language arts (including reading). The communication skills are those which the aides are most often asked to teach. With no background in teaching these areas, the aides have become quite anxious about the quality of their work. Not only are such in-service courses needed, but they should be courses which will definitely count toward a baccalaureate degree. Only when this takes place will advancement be possible for the aides.

8. Future. The aides need to be given some assurances of their future with the district. The administration should be able to commit itself as far as offering continued employment for the next school year sometime prior to the conclusion of the present academic year.

9. Differentiation. The district should give serious consideration to developing at least one or two levels for aides--differentiated in both status and compensation. Perhaps a "clerical aide" would be designated as differing from an "instructional aide" and a "study hall (playground) supervisor." Perhaps teacher aides with the equivalent of two year's college work could be given special sorts of tasks. Here, the imagination and creativity of the administration is challenged.

10. Change. Finally, an active, interested, change-accepting committee should be selected to continually review and evaluate the existing aide program, and to recommend changes which would improve the program. Each member of this committee should be highly interested in the aide program. They should be in constant contact with the spokesmen for the aides. They should want changes for the sake of improvement. They should communicate freely among themselves. They should take pride in improving the aide program--and they should meet at regular intervals, not merely at the end of each school year.

The writer hopes that serious consideration will be given the suggestions outlined above. Perhaps his suggestions will motivate others which have been overlooked or which were never before conceived. It is



the writer's conviction that the instructional aide program can succeed to a degree worthy of its continued inclusion in Lincoln County. But in the future, care must be given to provide a legitimate place for the aide which is commensurate with the New Careers model.

## EXHIBIT D.4

### HOOD RIVER AND CHENOWITH

The Hood River and Chenowith programs were characterized by a high degree of cooperation between SDE, LEA, and the Four States Project in the planning stages. SDE and Four States Project staff maintained ongoing negotiations with both districts for the purposes of setting up relevant in-service programs. Courses entitled "New Careers in Education" were initiated in both locations winter term. A post facto analysis of both programs indicated that they functioned to screen out those persons who were most receptive to educational change. Although numerous problems were experienced during winter term, evaluation of the program by administration of both districts indicated their value. The major problem in winter term's course seemed to be the instructor's inability to adequately deal with teacher expressions of hostility and frustration. Given the problems experienced, the program did, however, result in a favorable impact on both school systems.

The courses offered spring term were the direct result of the evaluation of winter term's activities and recommendations offered by participants. The two courses were entitled "Small Group Processes" and "Preparation of Educational Objectives." In both cases instructors were different from the one conducting the winter term seminars. The major reason for offering these courses was that our original assumptions regarding the training of aides proved to be invalid. We had initially assumed that the objective of our program was to provide training for teacher aides. In reassessing that position, we found that the professional teacher was not adequately trained to effectively utilize the aide in the instructional process. There existed a critical need to retrain the professional teacher to effectively train and supervise the aide, as well as to develop expertise in such areas as small group processes, defining instructional objectives, individualized instruction. If the aide was to effectively supplement the teaching process, then the professional teacher had to be trained to utilize the release time provided by the aides. Both courses offered in Hood River and Chenowith were for the purpose of resolving this problem, i.e., the need for retraining of teachers. Final evaluations of both of these courses indicated that they were highly successful in the minds of the participants and the district administrative personnel.

Major strengths of these programs were as follows:

1. High degree of cooperation between SDE and LEA;
2. Utilization of assistant instructors to coordinate activities of the university and LEA;
3. The administrative support provided, particularly in the cases of the Chenowith superintendent and the Hood River High School principal;
4. Catalytic function of the courses;
5. The special emphasis placed on the retraining of the professional teacher;

6. Intensive training in the area of role playing, sensitivity training, and group dynamics;
7. Individual instruction programs facilitated by training teacher/aide teams in defining instructional objectives and implementing individual programs.

## EXHIBIT D.5

### Bethel

The Four States Project's role in Bethel was to continue the Bethel Project initiated last year by Arthur Pearl. There were three complementary programs conducted during winter and spring terms. One program provided teacher aides with university supervision and college credit for on-the-job college experiences. The second program was a cooperative effort between the Four States Project, Bethel school district and Lane Community College, for the purpose of securing community college credits for aides. Aides were enrolled in programs at Lane Community College, designed to meet their individual needs. This effort was seen as the first year program eventually leading to an A.A. degree.

The third program was an exchange program involving teachers from Bethel school district and various other school districts throughout Oregon. The major objective of this program was to afford teachers in the Bethel district the opportunity to visit various innovative programs in Oregon. In addition to the teacher's on-site visitations, the staff members from the school districts which were visited returned to the Bethel school district and conducted in-service training. For example, teachers from Irving elementary school traveled to Parkrose junior high school in Portland to observe modular scheduling programs. These teachers returned with members of the Parkrose staff to Irving to introduce a modular scheduling program to the total staff at Irving.

All three of these programs were judged to be highly successful by participants, Bethel administration, and the Four States Project staff. The major strengths of these programs were as follows:

1. College credit was provided aides for their on-the-job experiences.
2. Aides were enrolled in community college programs which would eventually level to an A.A. degree.
3. A high degree of cooperation between the LEA and Four States Project was evidenced.
4. The university and LEA jointly developed a relevant in-service course of supervision for the professional teacher/aide teams.
5. A heavy emphasis was placed on a New Career component.
6. Cooperation between various LEA's within the state was fostered by the exchange program.
7. The total program provided for a continuation of the attitude initiated in Bethel last year.

A final note regarding the Bethel program is that continuance of the New Careers component is highly recommended. A synopsis of the 1966-67 Bethel project initiated by Dr. Pearl is Exhibit D.5.a.

## Program Evaluation

As a feasibility investigation, the evaluation model had to be concerned with both the impact of the program and whether the program design satisfied basic program goals.

The most noticeable deficiency in this component was the lack of practicum instructors. Ideally the release-time teachers should have performed this function. But as resource personnel they were inadequate. Practicum instructors could have provided three major strengths: (1) opportunities for the teacher to demonstrate the techniques presented in the seminar under supervision; (2) the model tightens controls on the learning process for the trainer and trainee; and (3) teachers would have felt more support because this model would have facilitated the successful implementation of new techniques. Another problem was that the trainers appeared to have objectives and goals which were hard to reduce to specific terms that were translatable to training the teacher to train the teacher aide. A crucial finding was that the teachers did not know how to work out a sequence of operations on the basis of the curriculum so that they could teach it to the teacher aide. Teachers accepted teacher aides without true appreciation of the responsibility and some were without teaching skills to impart to the aide. As a test of the general notion of whether the teacher aides could be maximally utilized in the classroom when teachers were asked to develop job descriptions of the teacher aides at the onset of the program, the observations of teacher aides in the classroom substantiate that where teachers developed specific tasks for the teacher aides to perform, the teacher aides always benefited most.

Another criticism of the project is that it was felt that the pre-service training of course work from the School of Education referred to above was not relevant to the problems the teacher aides faced in the work situation.

In general, however, the students perceived the teacher aides as having helped them because they "could talk to them better about their lessons" and all of the students wanted a teacher aide in the coming school year.

Despite the weaknesses in the intervention process a number of observable changes occurred in the Bethel schools having in-service seminars:

1. About 80 junior high school students volunteered to tutor elementary school students. The junior high students worked with elementary school children having problems with both arithmetic and reading;
2. The high school experimented with greater student involvement in school management, developing of rules and administering a student court--the justice drawn randomly from the student population;



3. The high school experimented with team learning in mathematics with spectacular results as reported by the teacher;
4. Teachers attempted to develop precise contracts with students to replace an adversary relationship with a cooperative understanding;
5. Teachers withdrew from their watch-dog roles and students were taking on the responsibility of monitoring their halls. This occurred in both the elementary and junior high schools;
6. Teachers began to deal with the tasks of: Creating non-authoritarian classrooms and integrating deviant members into the classroom;
7. Among a few members of the staff at both schools teachers began to form an esprit de corps to resolve issues related to the problems in being a competent teacher.

The New Careers model is complex. It calls for major structural changes in both higher education and the school systems themselves. Coordination must exist between higher educational structures and legislatures. Legislatures must create appropriate statutes that both allow for the hiring and make available the necessary funds, while educational institutions must systematically make structural changes. Educational progress for the teacher aide must be in support of the teacher preparation training for the teacher aide to advance teacher competence through junior colleges and special entry levels into teacher education on the university level.

The Four States Project in Oregon is utilizing the Bethel Model in setting up its programs in this state. We hope to benefit by the criticisms of this program and to implement changes, and to test this model in the in-service project in which we are involved.

EXHIBIT D.5.a.

Synopsis of the Final Report of the Bethel Model<sup>1</sup>

Rationale

The Bethel Program was carried out from September, 1966 to June, 1967 in the Bethel school system in Eugene, Oregon. The program was a demonstration project to investigate the feasibility of the New Careers model as a means for providing solutions to major educational dilemmas.

Of concern to this project in the past year were the problems in teacher training on the preservice level, the current and projected manpower needs in school personnel, and changing teacher practices in the classroom which create the problems of educating the disadvantaged or advantaged child. Pearl<sup>2</sup> proposes that deficiencies in teacher training contribute to the teacher's inadequate functioning in the educational process. These deficiencies have been enumerated in this same paper as the remoteness of teacher training from actual classroom functions; the lack of a connection between the implications of theory for teacher practices; fragmentation of the training efforts of content courses in the liberal arts and sciences from the methods courses in the school of education; years of preservice training without the opportunity to verify if teaching is the desired career; and, irrelevance and impracticability of the training for difficulties encountered in actual teaching situations.

This program assumes that one aspect of the problem of providing quality education for disadvantaged youth is the retraining of the practicing teacher. Currently, teachers function ineffectively in the school setting because (a) they do not understand the life styles of the disadvantaged; (b) they are victimized by their own prejudices and expectations; (c) they lack theory to account for the disadvantaged youth's behavior; (d) they lack specific skills to work with hard-to-reach youth; (e) they are insufficiently motivated to participate in long-range comprehensive planning; (f) they lack the skills and the understanding to develop a spirit of cohesion and support from colleagues; and (g) they lack appropriate research evaluative competencies for the evaluation of program intervention strategies.

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<sup>1</sup>Belton, Sylvia and Arthur Pearl, November, 1967 The Bethel Project. Project Report/Three. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D. C.

<sup>2</sup>Pearl, A. November, 1966a A Critical Look At Teacher Training. Paper presented to the NDEA National Institute for Advanced Study in Teaching Teaching Disadvantaged Youth.

Within the classroom teachers are acutely ineffective because they support and sustain modes of operation of the school system which disengaged the disadvantaged student further from the educational process. These modes of operation have been delineated elsewhere as<sup>3</sup> (a) the arbitrary and discriminating system of rules; (b) the segregative practices, e.g., special learning ability groups, vocational education programs, special education programs and remedial programs; (c) the meaningless and dull classroom material; (d) the irrelevancy of the educational process to the disadvantaged youth's present and future life; (e) the minimal psychological gratification which can be derived from their school life; and (f) the sense of powerlessness of the youth because there are few opportunities to make a contribution.

Inherent in the New Careers model is a basic structure of educational training and systematic management of personnel duties to deal with some aspects of the educational dilemmas. Further, with the basic educational philosophy expressed by the program staff, implementation of this model had a particular reservoir of applicability to the aforementioned problems. To deal with the range of complex problems this program instituted the New Careers model in the school system together with a training philosophy and training model consistent with the overall objective of this program: to reconstruct the relationship of the classroom teacher to the student, to the curriculum, and to the goals of education, and to incorporate these findings into the design of a teacher training program on both the preservice and in-service levels.

The objectives of the New Careers aspect of the program were to--

1. Create an entry system for economically disadvantaged youth in teacher preparation academic course work;
2. Acquire academic credit for the teacher aide's on-the-job training within the university teacher education structure;
3. Negotiate for a mobility system for the teacher aide within the permanent structure of the school system either on the basis of job skills or income status.

The training objectives of this program were to;

1. Determine and supply the gaps in knowledge of the target populations, i.e., teachers and teacher aides;
2. Modify attitudes and behavior inconsistent with the program philosophy;
3. Develop competencies in teaching.

### Program Description

#### The In-Service Seminar

In-service seminars were instituted in the Clear Lake Elementary School, the Shasta Junior High School and the Willamette Senior High

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<sup>3</sup>Pearl, A. 1966b Educational Change: Why? How? For Whom? Unedited speeches distributed by the Human Rights Commission of San Francisco, 1254 Market Street, San Francisco, California

School in the Bethel School District. Teacher enrollment in the seminars was completely voluntary. However, only teachers who attended the in-service seminars were allowed to have teacher aides.

Primarily, the in-service seminars were instituted to provide a setting where the logistics of specific problems with the teacher aides could be worked out; and to deal with the problems of educating disadvantaged youth.

The seminar was based on the small group process model using a problem-solution approach as the basic instructional method. This approach emphasizes observation, identification of the problem, definition of relevant processes, and the evaluation of intervention strategies. The most innovative feature in the seminar was the utilization of program monitoring devices, such as videotape, in order to present to teaching staff in the seminar simulated problem-solving situations of actual classroom processes for analysis.

#### Practicum

Practicum sessions were held with participants in order to orient them as to their roles in the program and to evaluate day-to-day problems and discuss with the staff.

#### The Teacher Aides

The teacher aides were selected from the Upward Bound program at the University of Oregon. These youth comprised Mexican-Americans, Negroes from the Portland area and the Astoria Job Corps Camp, and Caucasians from the Oregon area. They were between 17 and 21 years of age, were high school graduates or had satisfied the requirements of the Graduate High School Equivalency Diploma for the State of Oregon.

Preservice training for the teacher aide was provided in conjunction with the department of Teacher Education in the School of Education at the University of Oregon. Teacher aides were enrolled in the Block I series which consist of Human Development and Learning and an introductory class to Basic Classroom Procedures. These courses are normally taken in the student's sophomore and junior years of preparation in teacher education. In the spring of this year a seminar was offered at the school setting to deal with specific problems concerning the teacher aide's day to day responsibilities.

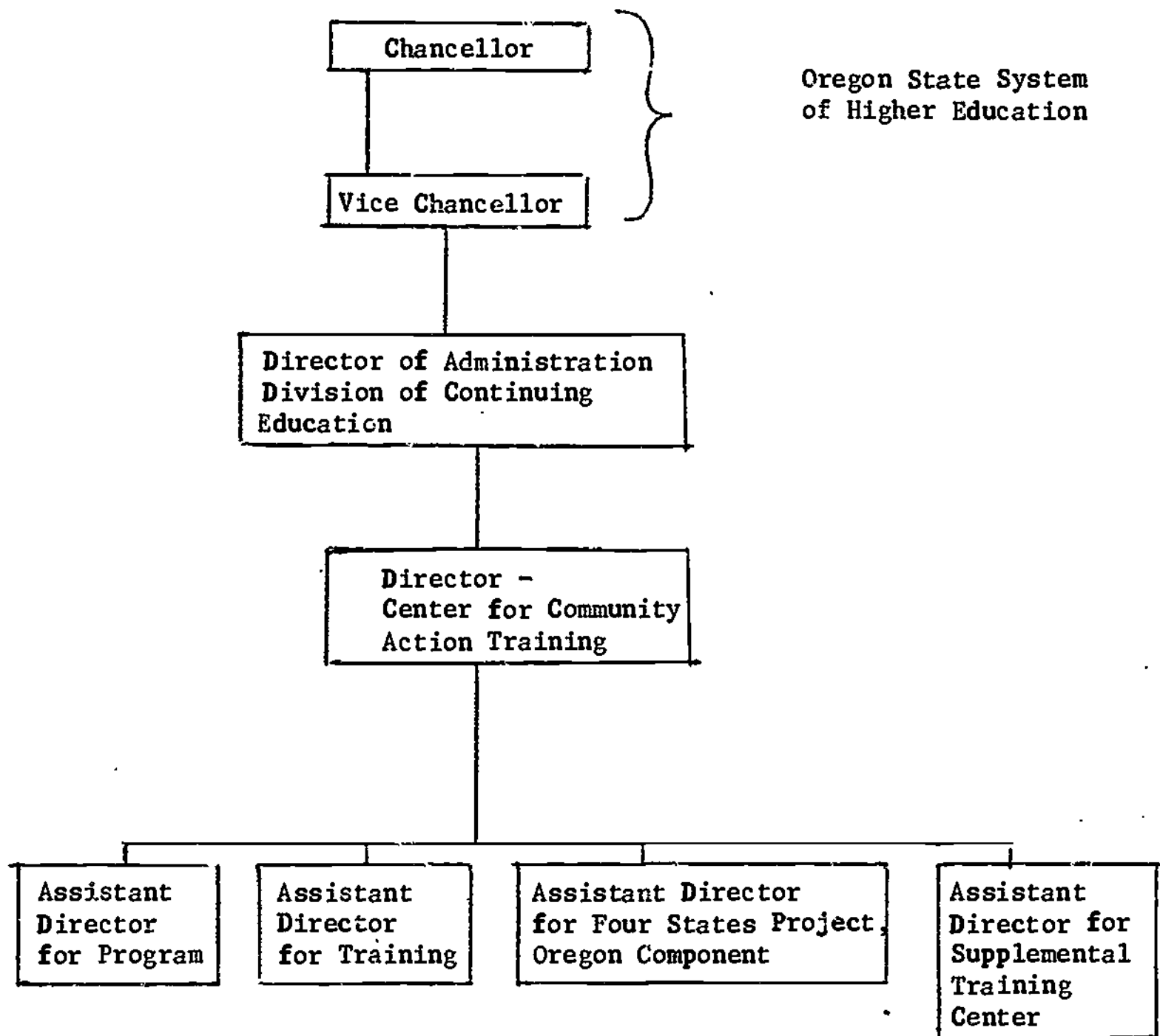
#### Release Time Teachers

Teachers were enabled to leave the classroom to take part in the program activities by utilizing the release time teachers who were involved in the program for this purpose and to serve as consultants to the teachers.



EXHIBIT E

ORGANIZATIONAL PLAN FOR FOUR STATES PROJECT - OREGON COMPONENT





## THE FOUR STATES PROJECT

### The Wisconsin Component

#### I

#### INTRODUCTION

It has been assumed that the disadvantaged student's difficulty in learning, his falling farther and farther behind in educational achievement, and his final dropping-out of school are, in part, attributable to the inadequate preparation of his teachers.

In like manner, frequent reports of "teacher drop-out" in schools in depressed urban and rural areas of the state, and requests for transfer from these schools is assumed attributable, in part, to inadequate teacher preparation. Teacher educators in Wisconsin report that their graduates whose first teaching experience is in urban depressed areas frequently have difficulty coping with the unique teaching challenges confronting them there.

One teacher educator reports that his institution increasingly has noted beginning teachers "wrestling with problems of students whose attitudes, backgrounds, and skills are such as to be unable and unwilling to achieve in schools as they are presently organized." He further reports

that each year a larger proportion of his institution's graduates are being placed in teaching assignments in areas of disadvantage. Placement of secondary teacher education graduates from this institution in areas of disadvantage has increased from 7 per cent in 1965, to 11 per cent in 1966, and to 13 per cent in 1967. "Such an increase would project a placement of 15 - 17 per cent of graduates in disadvantaged localities in 1968." When each of the thirty-one Wisconsin institutions was asked how many of its recent graduates teach in disadvantaged areas in Wisconsin each year, the responses ranged from 0 - 35 per cent with the median at 5 - 10 per cent.

The Milwaukee Public School Personnel Department reported that of the 225 new teachers employed by Milwaukee (September, 1966) and placed in central city schools, 107 were graduates of Wisconsin's colleges and universities.

Community leaders and parents in depressed areas plead for better teacher preparation for their teachers. The leader of an Indian community in Wisconsin reported in a local meeting of the Statewide Program that the drop-out rate of the Indian students in the local high school was significantly higher than that of other students, and that his community would willingly cooperate with teacher-preparing institutions by providing opportunities for realistic clinical experiences, even to the extent of making the small Indian community an experimental center for the preparation of teachers.

Parents in the central city of Milwaukee have identified the behavior of teachers as "a contributing factor in producing a child who is a

disrupter, a slow learner, or an under-achiever." They emphasized the necessity for the retraining of teachers. Other community representatives, voicing similar feelings, have been interested in exploring the impact that sensitivity training might have on the teaching behavior of teachers-in-training as well as teachers-in-service.

Numerous similar requests from citizens throughout the state could be cited in support of the need for training and re-training of teachers of disadvantaged youth.

In 1966-67, 146,000 Wisconsin children benefited from ESEA Title I funds. If it can be assumed that children reached by ESEA Title I in Wisconsin have special needs and that their teachers require special preparation to cope with these needs, then a substantial number of teachers must be trained or retrained in this state.

During the planning year, the Project Staff of the Wisconsin component of the Four States Project collected data from Wisconsin's thirty-one teacher-preparing institutions on the extent to which teachers were being prepared in these institutions to teach disadvantaged children and youth. (Exhibit A, p. 151.)

When one considers the frequent complaints from students, parents, and teachers about the preparation of teachers in the State's depressed areas and when one considers the limited extent to which Wisconsin's teacher-preparing institutions are providing preparation for these teachers, the need for a greatly expanded coordinated statewide program of teacher preparation for teachers of the disadvantaged is immediately evident.

## General Objective

In the October 1, 1967 progress report to the NDEA National Institute for Advanced Study of Disadvantaged Youth, the long range objective of the Wisconsin Component was stated as follows:

To examine the feasibility of a statewide effort and/or program in teacher education which is linked to programs funded under ESEA Title I and other funds.

At the beginning of the project, the staff examined a limited number of exemplary ESEA Title I programs in the state, identified elements which could have implications for planning teacher education programs, and distributed information about both Title I and Title III programs to participants in the statewide Program. It was hoped that program planners would use the information and also the process (on a local, regional, or statewide basis) which the staff used in gathering information about training programs and in drawing implications for teacher education.

The information and/or process, however, evidently were not utilized. Some possible explanations:

1. The staff's encouragement of voluntary involvement of a wide variety of persons, institutional and agency autonomy, and local grass-roots initiative meant persons were free to interpret the general objective as they wished. Apparently most of the persons who developed programs preferred to go beyond programs funded under ESEA Title I and other training programs for ideas. If the staff had imposed its ideas, it would have gone contrary to the rationale underlying the program.
2. Program planners may have found it not feasible. Considerable time and organization would have been necessary. Lack of funds for released time of participants in the regions meant lack of strong regional organization and lack of sufficient time for intensive, concentrated, and continuous work on program development.

3. Participants may not have been ready to use the Title I and Title III materials when these were introduced in the early regional meetings. Much of the time in the early meetings was devoted to explaining the Four States Project and clarifying the Wisconsin component's objectives and possible direction.. Perhaps in the second year (1968-1969) after programs have been developed and are in the process of implementation, participants will see these training programs as sources of ideas for program development.

4. Perhaps the development of the Educational Personnel Development Act (EPDA) also influenced the participants, staff, and advisory committee to consider the development of teacher education programs for teachers of the disadvantaged more broadly than the general objective originally implied.

As the program evolved during the planning year, therefore, the general objective changed:

To examine the feasibility of a statewide effort and/or program in teacher education which prepares teachers of disadvantaged youth and which prepares related educational personnel who will work with the disadvantaged.

#### Assumptions Underlying the Wisconsin Component

1. The active involvement and cooperation of the state's public and private teacher preparation institutions is crucial to the success of a statewide effort in preparing teachers for disadvantaged youth.

2. The various professional schools of the universities which prepare professionals for welfare services must be involved in preparing teachers of disadvantaged youth; each professional school has a unique contribution to make to teacher preparation.

3. The program of teacher education focused on the disadvantaged must gain the active support of faculties in the arts, letters, and sciences. Approximately 60 to 80 per cent of the curriculum of the teacher education student in Wisconsin is completed in these areas of study, each of which has significant implications for programs of teacher preparation for disadvantaged youth.

4. The success of the prospective teacher will depend to a large extent on the breadth of his contacts with disadvantaged children in a wide variety of contexts.



5. Prospective teachers of disadvantaged youth learn to work with local community leaders, including parents, by having contact and close involvement under professional guidance with the indigenous leadership among the disadvantaged.

6. An advisory board composed of persons representing broad areas concerned with children and youth, is essential to the success of a statewide effort in teacher preparation.

Implicit in the manner in which the program developed were these additional assumptions:

A statewide program which is collaborative and cooperative is superior to many teacher education programs which are separate, un-coordinated, fragmented. Cross fertilization of ideas can occur and statewide resources can be shared.

During the planning year, voluntary involvement of agencies, institutions, and persons will produce more appropriate programs and greater subsequent changes in programs of teacher preparation for teachers of the disadvantaged than coercion or attempts to impose a pre-planned program.

Grass-roots involvement in planning will insure realistic, appropriate programs of teacher education. Local, state initiative and control are valued, respected, and encouraged.

Respect for the autonomy of institutions and agencies is necessary for voluntary involvement and genuine grass-roots initiative in program development. Because we know of no single best program for preparing teachers of the disadvantaged, and because differences exist among teachers as well as among the disadvantaged in different parts of the state, institutions and agencies are encouraged to be innovative individually or collectively in developing programs to meet the needs of particular teachers and children.

#### Anticipated Outcomes

It was anticipated that the Wisconsin component of the Four States Project would be instrumental in the initiation of a coordinated, cooperative, comprehensive, statewide program of teacher preparation for teachers of disadvantaged youth. During the planning year the "coordinated," "cooperative" aspect would be facilitated by the Project staff's

mobilization of resources and by the flexible organization of the program--local, regional, and statewide. Such emphasis would facilitate the development of working relationships among participants in the program to the end that programs of teacher preparation for teachers of the disadvantaged would emerge. By the end of the planning year it was expected that a firm administrative organization for the continuing program would have been developed. "Comprehensiveness" would be evident in the wide range of programs anticipated; pre-service teacher education, in-service education, graduate education, preparation of trainers of teachers, and preparation of paraprofessionals.

## II

### GENERAL STRATEGIES

During the planning year, the Wisconsin component utilized or intended to utilize both new approaches, new institutions, and the integration of new ideas into existing frameworks and institutions as the program moved through the initial planning phase, the programs development phase, and the administrative structure development phase.

The Wisconsin Program for Preparing Teachers of Disadvantaged Youth attempted to use the following approaches:

- \* statewide thrust in teacher preparation of teachers of the disadvantaged
- \* cooperative, coordinated effort
- \* comprehensive planning and program development
- \* multi-disciplinary involvement
- \* grass-roots involvement and initiative
- \* voluntary participation of institutions, agencies, and persons
- \* autonomy of institutions and agencies
- \* acceptance of participants "where they are" and promotion of development from these points
- \* model development together with program development

Assuming that a "new" approach is an approach not previously used in developing teacher education programs in the state, most of these approaches could be considered "new" in Wisconsin. The statewide thrust to meet a particular statewide need in teacher preparation--in this case

the preparation of teachers of the disadvantaged--is definitely new to the state of Wisconsin. And when the remaining approaches are tied to the statewide thrust, as they were, the total approach can be considered "new."

#### A Statewide Thrust in Teacher Preparation

A statewide effort in teacher preparation would: (a) consider the needs of all disadvantaged children and youth in the state in the preparation of teachers of the disadvantaged; (b) involve all institutions, agencies, and persons in the state who are concerned with the preparation of teachers; (c) be organized during the planning year in such a way that the program would move closer to persons in all parts of the state; and (d) be located for administrative and coordinating purposes in a state educational agency, itself statewide in scope.

To what extent was the program statewide? An examination of the proposed programs and program ideas in an embryonic stage, revealed that all groups of disadvantaged children and youth in the state were considered:

For inner city disadvantaged (Negro, Spanish-speaking, Mexican, Puerto Rican, American, Indian, poor white): 3 programs;

For inner city disadvantaged (unspecified racial and ethnic groups): 10 programs;

For urban and rural (specified as combination of both; or Indian, white, and Negro; or as mainly rural white): 8 programs;

For migrant (Texas-Mexican, Puerto Rican, Negroes, and poor white): 1 program, and 1 idea which did not reach program stage during the 1967-1968 year;

For rural and small town disadvantaged: 4 programs;

For general disadvantaged (unspecified but, in some cases implying Negro, Indian, poor white; in one case including disadvantaged suburban children): 9 programs

There was statewide agency and institutional participation with representatives from state and regional levels.

1. Personnel from the State Department of Public Instruction: State Superintendent of Schools; Deputy Superintendent; Assistant Superintendents who head the Division of Teacher Education and Certification, the Division of Instructional Services, Division of Administration and Staff Services, Division for Handicapped Children; ESEA Title I Administrator and four ESEA Title I Supervisors; Supervisor for Speech Correction, and Supervisor for Special Education Division for Handicapped Children; Elementary Supervisor, Division of Instructional Services.
2. Personnel from the State Department of Health and Social Services: Division for Children and Youth, State Education Consultant; District Day Care Supervisor, District Administrator; Division of Corrections, Superintendent of Correctional Education.
3. State Government: Department of Administration, Program Analyst and Budget Analyst; Department of Industry, Labor, and Human Relations; Equal Rights Division; Director of the Bureau of Affirmative Action and Education.
4. Coordinating Council for Higher Education: Executive Director, Assistant Director, Assistant Director of Finance, Assistant Director of Academic Programs.
5. Wisconsin State University System Board of Regents personnel: Assistant Director; Director of Research and Development; and the Assistant Director of Academic Affairs.
6. University of Wisconsin Administration (for UW-Madison, UW-Milwaukee, UW-Extension): Assistant to the Vice President.
7. State Board of Vocational Education personnel: Chief, Manpower Development and Training Act; Supervisor of Certification, Vocational Education; Supervisor, Adult Basic Education.
8. University of Wisconsin-Extension: Director, Center for Extension Programs in Education in Wisconsin.



Moreover the following state agencies participated in developing proposed programs:

1. The Division of Family Services, State Department of Health and Social Services, cooperated with the Community Relations-Social Development Commission of Milwaukee County in the development of a program for the use of day care centers and other community programs serving low income families for training teachers of disadvantaged children.
2. The Division of Corrections (State Department of Health and Social Services) and the University of Wisconsin-Extension cooperated with a university in the Wisconsin State University System in planning a program to (a) improve the ability of elementary and secondary teachers in correctional institutions to work with disadvantaged youth; and (b) increase the degree of cooperation and communication between correctional and public school educators.
3. The Education Consultant of the Division for Children and Youth, (State Department of Health and Social Services) initiated a teacher preparation program in the creative use of controversial issues in the classroom in cooperation with the Milwaukee Center for Civic Initiative and the University of Wisconsin-Milwaukee.
4. The Division for Children and Youth (State Department of Health and Social Services), a university in the Wisconsin State University System, a CESA, and a private college propose to cooperate in providing in-service training for administrators and teachers who work with disadvantaged Winnebago Indian children.
5. The University of Wisconsin-Extension is proposing to sensitize school personnel throughout the state to the problems of educating disadvantaged youth and to do so through a statewide organizational system and available communications technology.

"Statewideness" was evident in the manner in which the Program was organized during the year. The state was divided into four regions and persons in each region participated in the regional meetings. The intent of this type of organization was to move the program closer to persons out in the state, i.e., to "the grass roots" where wider involvement and continuity in participation could be expected than if all program development centered in statewide meetings.

Further "statewideness" is evident in the placement of the Wisconsin component with the Coordinating Council for Higher Education (CCHE) which is statewide in its concern for higher education programs.

#### A Cooperative, Coordinated Effort

Program planners reported that the exchange and development of ideas among the varied representatives in attendance at the regional meetings contributed to their thinking and to the development of their programs.

On a level adjacent to this cooperation on program ideas and proposed programs, there was deliberate, cooperative program planning among institutions, agencies, departments, and persons. Of the 32 programs that emerged from the Wisconsin component, 25 were the result of cooperative planning. Seven apparently were prepared by an individual or individuals within a given agency or department of a university or college without the cooperation of other relevant groups. See Appendix B, p. 152.

A review of the extent of cooperation which occurred in planning the proposed programs (most of which have planning time built into them), indicates considerable cooperation with relevant groups outside the submitting agency or institution. The most glaring omission is the failure to seek the advice of the disadvantaged themselves.

During the entire programs development phase, regional and local meetings involving all relevant groups were held. While all of the

participants in these meetings did not necessarily cooperate in the planning of particular programs, they did share ideas freely with each other, making recommendations for programs, offering suggestions and criticisms of programs that were underway.

An analysis of the course offerings and clinical experiences in the proposed programs reveals that in the majority of cases, the program planners incorporated extended, continuous, and varied experiences with disadvantaged youngsters, beginning early in the education of such persons. These experiences would be in both school and non-school settings. Although considerable emphasis is placed on the use of community resources--particularly local agencies and personnel concerned with the welfare of the disadvantaged--there appears to be minimal provision for involving the indigenous leadership among the disadvantaged as resource persons in the teacher education curriculum.

Many of the programs emphasize the following areas of knowledge as they relate to educating the disadvantaged: sociology, economics, anthropology, social psychology, psychology, history, social work, and linguistics--these last two areas to a limited extent. Consideration of the arts in preparing teachers to teach the disadvantaged appears minimal; almost no mention is made of utilizing faculty and facilities of the professional schools of the state.

Institutions, agencies, and departments in colleges and universities will need to develop closer working relationships in order to provide

curricula which would offer varied, extended experiences with the disadvantaged in school and non-school settings, and areas of knowledge taught in relation to the disadvantaged. The potential for this cooperation already exists as a result of cooperative efforts in the 1967-68 planning year of the Wisconsin Program.

In examining the proposed programs, questions relating to future cooperation arose, such as--

1. How can realistic and relevant contacts with the disadvantaged be arranged without involving the indigenous leadership of depressed areas in planning? If this leadership is to be included, how can it be identified and involved with agencies and institutions of higher learning?
2. How can academicians who help to prepare teachers deal with their areas of knowledge so that those being trained see the relevance of that knowledge to teaching the disadvantaged?
3. How can program developers be made aware of the available resources that have implications for preparing teachers of the disadvantaged throughout the state? When program planners do become aware of these resources and implications for teacher preparation, how can the resources be incorporated into teacher education curricula and be made available statewide?
4. How can relevant and valuable, but limited, statewide resources (personnel and facilities) be made available to all teacher preparation programs that need these resources?

The analysis of the extent of cooperation required to implement the proposed teacher education programs reveals findings which have important implications for future emphases in the Wisconsin statewide program.

A coordinated, cooperative statewide program in teacher preparation could be considered "coordinated" when an administrative unit at the state level would mobilize the relevant state resources and facilitate their use in program planning and implementation.

During this planning year the project staff of the Wisconsin statewide program served as the administrative unit which set up a flexible statewide organizational structure for bringing together (a) people interested in developing programs for preparing teachers of the disadvantaged; and (b) resources from agencies, institutions, and communities to help in planning the programs. The program planning was unified in the sense that the focus for all participants was planning teacher preparation programs for teachers of disadvantaged children and youth. Numerous ideas for programs and resources were freely exchanged and, reportedly, served as stimuli for program development and cooperative ventures. The coordination provided by the staff through meetings was a unified approach only in a functional sense; institutions and agencies could participate and still retain their autonomy.

In the Wisconsin statewide program, reference is made to the "Program" and "programs." A "Program" existed during 1967-68 in the



sense in which there was an administrative unit to facilitate mobilization and use of resources in planning programs. In 1968-1969 the Program will exist to facilitate planning, implementing, and evaluating programs. The "Program" is also comprised of proposed "programs," many of which are cooperative ventures and some of which are statewide in scope. Three of the programs--the proposed statewide clinical centers proposal; the proposal for training teacher educators; and the proposal for disseminating relevant information about preparing teachers of the disadvantaged--are statewide; they could cut across and feed into all of the other programs and thereby strengthen them. The other programs, although cooperative to varying degrees, are regional or local in scope but are still a part of the larger Program. As the program develops, there is the real possibility that institutions and agencies which have submitted proposals (statewide, regional, or local in scope) will coordinate their resources in order to share more of the best personnel and facilities that are in the state. Efforts to extend coordination and encourage cooperation--possibilities which are apparently fluid and potentially possible--remain a challenge for the incoming staff of the Wisconsin Program.

The comprehensive participation was begun with the decision to have broad representation at the first regional meeting. For each region, a relatively small but representative and interested group of persons was identified and invited to a meeting in its region for the purpose of initiating the program there.

Possible participants in each region were identified in a variety

of ways. Although initial contact had previously been made with deans and directors of teacher education in Wisconsin's 31 teacher preparing institutions, it seemed necessary to make personal telephone contacts followed by letters of invitation to each for the first regional meetings in October, 1967. The letter also requested the selection of a faculty representative from the School of Education in his institution.

The representatives from the public elementary and secondary schools were obtained through the chairman of the steering committee who is also Administrator of ESEA Title I, DPI; he submitted a list of three or four school district administrators in each region and in the order of his preferences for participation. Again, high interest and excellent cooperation were obtained; each administrator, as requested, identified a classroom teacher and a Director of ESEA Title I programs in his district.

Representatives of private elementary and secondary schools, both administrative and instructional, were obtained through contacting the superintendents of Catholic schools and contacting pastors of Lutheran schools. (More might have been done to obtain private school representation below the college level.)

The chairman of the steering committee also submitted a list of names of CESA Coordinators in each region, with his preferences. One coordinator from each region was contacted and agreed to attend.

The JCHE representative on the steering committee recommended representation at regional meetings of members of the schools of vocational,

technical, and adult education in the state. He supplied the names of the directors of the schools in each region and recommended certain key individuals. One representative from each region agreed to attend the first regional meeting.

The four supervisors of ESEA Title I Programs in the DPI agreed to attend regional meetings separately. One of these supervisors, whose contributions were invaluable, attended almost every regional meeting during the year.

It seemed more difficult to identify and obtain representation from Letters, Sciences, and Arts Departments, from community agencies, and from professional schools. It was possible, however, to identify some liberal arts representatives who were interested in preparing teachers of the disadvantaged, through the cooperation of the deans of their respective college departments, and the deans of the schools of education.

"Community representation" is such an indefinite term that it was difficult to know whom to contact and to invite; often the person recommended was in one of the other categories of persons invited.

In initial meetings there was limited representation from professional schools (which are not found in some regions), and no representatives from teachers' associations (which were involved in later meetings).

It was felt by the CCHE and the steering committee that CCHE representation was not needed at regional meetings.

From this core of persons in each region the staff attempted to increase

participation in later regional meetings by asking participants to invite other individuals who were interested and who could make a contribution; by inviting key individuals indicated by referral; and by seeking the cooperation of all school administrators throughout the state.

Considering the desired range of participation in the Program, the actual participation met expectations in some categories but not in others:

1. Administrators and faculty of private and public colleges and universities, the DPI, administrators and teachers of private and public elementary and secondary schools, and community agencies and representatives comprised most of the attendance at the meetings.

2. Professional schools and associations of teachers and/or administrators were under-represented.

When the larger categories are broken down, under representation is indicated in these categories:

1. Faculty members in letters and science departments.
2. Administrators and teachers from private elementary and secondary schools.
3. Teachers from public elementary and secondary schools
4. Private social service agencies
5. The disadvantaged themselves

The state's 11 public institutions of higher learning participated in the Program to the extent of developing programs of preparation for teachers of the disadvantaged. Twelve of the 20 public institutions of higher learning participated in the Program with 5 of the 12 submitting proposals. Small departments of education, and limited resources, rather than lack of interest,

generally accounted for the non-participation of 7 of the private schools. Much interest was indicated in the preparation of teachers of the disadvantaged but institutions found it too difficult to participate. There was an indication of a desire to team with other private or public institutions in joint ventures.

All told, the directors considered the interest generated among the participants who did attend and the number of programs proposed to have exceeded expectations.

To have a comprehensive statewide program for teachers of disadvantaged youth, all components necessary to the preparation of elementary (including early childhood), secondary school teachers, and related educational personnel would need to be included: preservice teacher education; in-service education; graduate education, e.g., preparation of administrators; preparation of trainers of teachers; and the preparation of paraprofessionals. Exhibit C, p. 153 contains information about the range of components included among the programs which constitute the Wisconsin statewide program.

A single program indicates the comprehensiveness of the program; most of the programs include more than one component, and the components tend to be interrelated in a given program.

A further indication of comprehensiveness is the proposed duration of the programs. Most of them are planned for several years' duration and are continuous and sequential in development. For example, one program would provide students with preservice education, paraprofessional training,



intern teaching, and graduate education--all focused on preparing teachers of the disadvantaged. In summary, it should be noted that the possibility for training large numbers of teachers of the disadvantaged and related educational personnel exists in the total proposed Program.

The number of preservice teacher education programs and the number of in-service programs are about equal. Moreover, an examination of the 32 proposed programs reveal that some of the most innovative programs--relative to traditional teacher education programs in these schools--are found in the preservice component.

#### Multidisciplinary Involvement

Multidisciplinary involvement required that representatives from all fields which have relevance for working with the disadvantaged would need to be involved in the development of programs of teacher preparation for teaching the disadvantaged. These representatives would be expected to supply appropriate knowledge, skills, and values from their respective fields to the developing programs. In addition, it was expected that programs that emerged would reveal multidisciplinary approaches to the preparation of teachers of disadvantaged children and youth.

To these ends, the Wisconsin component solicited the involvement of the various professional schools of the universities which prepare professionals for welfare services for individual and groups; faculty members of colleges of education; faculty members of departments of arts, humanities, and sciences; and concerned persons and agencies, at state and local levels.

## Grass Roots Involvement

In the Wisconsin program, grass roots involvement and initiative were evidenced in numerous ways.

1. In the fourth Southeast regional meeting the participants, particularly the representatives of the disadvantaged and the disadvantaged themselves, urged a fifth regional meeting for the consideration of sensitivity training and its implications for teacher preparation.
2. Program development was initiated by faculty members in at least 18 instances. Almost without exception, the programs begun by faculty members were developed sufficiently to be included in the total package of programs.
3. Bibliographies, names of possible resource persons and agencies, and ideas for programs were shared spontaneously.
4. Participants freely invited to meetings persons whom they thought would be interested in the program or who could make contributions. Persons from within the state as well as from without, e.g., Detroit, Chicago, and St. Paul were invited.
5. In more than one region, participants took the initiative in early regional meetings to attempt to obtain funds either from the grant or through the CCHE to enable some participants to be released part time to work on programs of preparation for teachers of the disadvantaged.
6. In the second statewide meeting, spontaneous action on the part of the assembled participants (who did not represent an official body during the planning year of the program) led to a recommendation for a reversal of a decision made previously by the steering committee. This action was not discouraged by the director or by the national NDEA liaison representative because the action indicated grass roots interest in the program and initiative in making its ideas and feelings known.
7. Spontaneously, interested administrators and faculty members of universities and the public schools offered ideas for the program in its planning year and for the on-going program. For example, suggestions were received in written and oral form for ways to obtain relevant data, to disseminate information, and to

evaluate various aspects of the program.

### Voluntary Participation of Agencies, Institutions, and Persons

The staff had no evidence of any institution's or agency's being forced to participate in the program. There was some evidence that because the Coordinating Council for Higher Education was administering the grant, public institutions of higher learning felt a greater responsibility to be involved. Also, the administration of one of the systems of higher education in the state influenced one institution to submit a program on a particular component of teacher education that had been dealt with in a limited way in the proposed programs; comprehensive program resulted.

### Autonomy of Institutions and Agencies

Autonomy of participating institutions and agencies meant that, once involved in the program, these participants were free, as far as the Wisconsin program was concerned, to develop whatever types of programs for preparing teachers of disadvantaged youth they wished. Broad, flexible guidelines were provided but these provided great latitude in program development. In consultation with the program planners, the directors raised questions, made many suggestions, but did not force conformity. Even though intra- and inter-institutional cooperation was encouraged within the cooperative, coordinated statewide program, freedom to cooperate or not to cooperate was consistent with the philosophy of accepting institutions "where they are" and helping them to develop further through exposure to new ideas and a great variety of available

resources in the state.

As the program developed, the directors had no evidence that institutions had more or less autonomy. The determination of the degree of autonomy retained by institutions must await the implementation of the proposed program.

Acceptance of Participants at Various Levels--"Where They Are"--  
and Promotion of Development from Those Levels

To encourage grass roots initiative and comprehensive involvement statewide meant that participating groups and persons would have to be accepted "where they are" and their development facilitated beyond these points; the least knowledgeable were to be encouraged and helped, not rejected. The emphasis was to be on a process which facilitates rather than inhibits continuous growth.

No program was to be vetoed; all were to be accepted with the possibility of varying degrees of consultation and work with the directors in reworking the programs. In the regional meetings, where extremes in viewpoints regarding the nature of the disadvantaged, the teaching of the disadvantaged, and programs for preparing their teachers were expressed, ideas were accepted by the directors, and free exchange of ideas was encouraged. Clashes occasionally occurred and were permitted. It was assumed that out of this free exchange would emerge many ideas which program planners could use and that heretofore mildly interested institutions and persons would become stimulated to develop relevant teacher education programs.

In the first regional meetings, presentations and follow-up discussions were necessarily somewhat structured by the directors' determination of format, questions, and next steps. However, there was freedom to change the structure, and as more regional and some local meetings were held, participants determined to a great extent when and if they would meet, for what purposes, and with what resources. This self-direction and somewhat non-directive leadership continued throughout the programs development stage.

In the meetings where the administrative structure for the ongoing program was determined, the meetings became more structured because of the few choices possible within the limitations imposed by a time deadline; the limited number of possible agencies able to receive the program; the limited number of possible administrative structures, and the restrictions needed for a statewide group which by now represented various interest groups with a variety of requests. For the greater part of the year, however, meetings were quite open, and free-wheeling, in line with the explicit purposes of gaining maximum participation and stimulation of varied programs within the statewide program.

The flexibility which was permitted required continual adjustment in long-range plans, procedures, and time schedules, and this sometimes caused strain on the part of the director and steering committee. Next, precisely fixed guidelines could not be established and adhered to, a situation which can be disturbing to persons who prefer a fixed structure. The program's flexibility required that the directors continually adapt to the freely expressed needs and interests of groups and individuals,



yet keep the program moving within its original rationale. The impossibility of predicting the outcomes of meetings, even to the extent of determining whether the Program could continue to operate in a given region; the knowledge that participants could withdraw at any time; and the realization that the manner in which the meetings were conducted would determine the future of the statewide Program; a were challenging factors in the program. The time schedule for the Project-- Intended, Revised, and Actual--is Exhibit D, p. 154..

#### Model Development, With Program Development

Participants in regional meetings and program planners were encouraged to consider the development of models of teacher preparation as they developed their programs. Although time did not permit the discussion and exploration of model development, its meaning seemed to be understood and the directors operated on this assumption. Undoubtedly, a common meaning should have been established from among the many possible meanings of "model."

#### Intended Use of New Institutions and Integration of New Ideas into Existing Institutions

In one instance during the course of the program, the creation of a new institution was considered. See Exhibit E, p. 160. Although the idea appealed to the steering committee, it was not feasible. Legislation would be required, and the time needed for this would be prohibitive. The administrative structure that was finally adopted and located in DPI was based upon such an idea, however. The placement

of the Program in the DPI directly under the State Superintendent constitutes a new component in the Department.

### III

#### IMPLEMENTATION

As the Wisconsin program evolved, major modifications in implementation became necessary. This was to be expected and even welcomed in a program which encouraged broad representation, local initiative, autonomy, and innovation.

The steering committee elected in Madison, in May, 1967, consisted of six voting members.\* Representatives of Wisconsin's state and private colleges and universities, public schools, and the State Department of Public Instruction selected a six member steering committee by means of each of the following groups having elected two members: the public school sector of education, state institutions of higher learning, and private institutions of higher learning. It was later suggested that the six-member committee be enlarged to meet the need for a broader base of representation in determining policies for the Program. At its July meeting, the steering committee decided that the committee's choices of additional members should be advisory to the director who would work closely with the enlarged committee, now

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\* The members of the steering committee were: Dr. Paul Ambrose, Associate Professor of Education, Wisconsin State University-Superior; Mr. Frank Brown, Administrator, ESEA Title I Programs, State Department of Public Instruction; Dr. Harvey Goldman, Teacher Corps, University of Wisconsin-Milwaukee; Sister Bernadette Kalscheur, Ph.D., Chairman, Education Department, Alverno College, Milwaukee; Mr. Cedric Vig, District Administrator, Rhinelander, Wisconsin Public Schools; Sister Marie Van Dyke, Ph.D., Urban Day School, Milwaukee, and Dominican College, Racine.

designated the policy-making committee.

Policy-making committee members were elected by the steering committee from nominees gained by asking for recommendations from deans of professional schools and chairmen of departments of Letters, Arts, and Sciences and by contacting persons known to steering committee members. By these means, nine persons were added to the steering committee, and this enlarged committee constituted the policy-making committee.\*\*

The steering committee decided against representation of all 31 teacher preparation colleges in order to obtain their involvement. Rather, a small advisory committee to sketch out policies was preferred. It was envisioned that eventually the policy-making committee would report to the committee-of-the whole, which would include all of the colleges. There would also be regional meetings of colleges, at which policies would be discussed before adoption; it was agreed that this would be helpful in making the colleges sense inclusion in the whole project.

An examination of the membership of the two committees reveals broad representation. However, there is a notable lack of representation from

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\*\* The following nine persons were added to the steering committee to form the policy-making committee: Dr. Jeanne Mueller, Department of Social Work, University of Wisconsin, Madison; Dr. John Palmer, Department of History and School of Education, University of Wisconsin, Madison; Mr. Kenneth Sager, Department of Education, Lawrence University, Appleton; Dr. Frederick Salerno, Department of Community Health and Preventive Dentistry, Marquette University; Dr. Allen Slagle, Assistant Superintendent of Schools, DPI; Mr. Jay Soley, Racine, Wisconsin Unified School District (inner city elementary school teacher); Reverend G. Aubrey Young, Equal Rights Division, State Government, Madison; Dr. Jack Westman, School of Medicine, University of Wisconsin, Madison; and Mr. Gale Kelly, Assistant Director, Finance, Coordinating Committee for Higher Education (CCHE), Madison. Mr. Gale Kelly was replaced during the year by Dr. Clauston Jenkins, Assistant Director of Academic Programs, CCHE.

Milwaukee, the largest school system in the state and the school system with the largest concentrations of disadvantaged children and youth.

(During the year, however, several contacts were made with the Milwaukee Public Schools soliciting their participation in the Statewide Program, and Milwaukee sent public school representatives to regional meetings and a statewide meeting. Some of the programs that emerged would involve the Milwaukee Public Schools. Several teacher-preparing institutions in the state indicated a desire to have their students participate in clinical experiences in Milwaukee's central city and expressed the wish that cooperative clinical experience centers could be established in Milwaukee as well as in schools located in depressed areas in other parts of the state.)

During the planning year, the roles and functions of the steering committee and policy-making committee were not clearly defined. It would appear from an examination of the minutes of the steering committee meetings that the steering committee's role was to be chiefly administrative in nature and the committee would select a director, approve the budget and determine procedures for disbursement of funds; select a policy-making committee; determine operational policies in relation to the time schedule; meet with the Director and Assistant Director periodically to review progress. The policy-making committee was to be broadly concerned with preparing programs of teacher education for teachers of disadvantaged children and youth in Wisconsin. Its specific functions would be to consider the philosophy of the project; determine policies; suggest possible courses of action; contribute ideas; review and evaluate proposed programs and procedures.

While the steering committee carried out the functions designated for it, the committee also did take on functions assigned to the policy-making committee: determining policies, suggesting possible courses of actions, and reviewing and evaluating proposed programs and procedures. Such an assumption of functions may have been due to a reluctance on the part of the steering committee to ask the policy-making committee, composed of busy people from diverse fields, to take time to carry out these functions. Or, maybe it was because the underlying motive for having a policy-making committee was only to have a broad representative body attached to the program; the stated functions may have been perfunctory.

Another reason might be attributed to the programs' change in focus. Early in the planning year the focus of the program changed from "the development of models and/or plans for new teacher training programs which Wisconsin colleges and universities could adopt or adapt for preparing teachers of disadvantaged youth" to the development by institutions and agencies of programs of teacher preparation for which funding would be sought in the spring of 1968. This change in implementation (but not in the general objective) probably contributed to the lack of clarity in the roles and functions of the steering and policy-making committees; as the focus changed, the roles and functions were not adjusted accordingly and the committee simply assumed additional functions.

Yet, even with functions that were sometimes unclear, inappropriate, and too numerous, the steering committee performed an invaluable service to the Wisconsin Program: it made numerous useful contributions to the program, provided helpful guidance and support to the project staff. Excluding



attendance at statewide, regional, policy-making committee, and special meetings, and excluding travel time required to go to and from meetings in Madison and Milwaukee, the steering committee spent at least 80 hours in approximately 30 steering committee meetings. Close working relationships generally existed among its members and with the staff

Meetings of the policy-making committee rarely needed to be called, possibly because the steering committee took on its functions. Policy-making committee members were constantly kept informed of the program's progress and several members attended regional meetings in their areas. When the policy-making committee convened for meetings, members made excellent suggestions. (However, the less-than-optimum use of the policy-making committee suggests that in the proposed administrative organization for the on-going (1968-69) program, careful consideration should be given to actual functions of the Board of Directors. For more details, see Exhibit H, p. 163.)

## IV

### PROJECT STAFF

At its first meeting, the steering committee established tentative guidelines for selecting the director:

He should be someone who could devote full time to the project, could deal with school supervisors and college deans, and could compose the final draft of the proposal to be submitted.

A more specific statement of the Program director's role and functions were developed at the July 5, 1967 steering committee meeting:

To develop a state-wide teacher education program for teachers of disadvantaged youth. This will involve working cooperatively with elementary and secondary schools, with all universities and colleges, and the State Department of Public Instruction.

Specifics included the following directives:

1. To initiate contacts (leadership in the creative sense).
2. To develop and organize ideas to be used in the teacher education program.
3. To develop and coordinate regional and state-wide meetings.
4. To work with extra-education organizations, such as schools of medicine, law, and welfare agencies.
5. To prepare reports, intermediate and final.
6. To develop and control budget.
7. To develop a calendar of activities.
8. To schedule meetings as needed with steering committee.  
(This includes the preparation of agendas and reports needed by the committee.)
9. To set up a working team which might include a part-time assistant, a secretary, and may involve the securing of office space.

The steering committee members suggested individuals and also solicited names from all deans of colleges of education in Wisconsin and the state Department of Public Instruction. Approximately seven persons were considered. The program director was appointed September 1, 1967. The director selected the assistant director, whose half-time appointment, beginning September 1, 1967, was approved by the steering committee. A full-time secretary was appointed; and additional secretarial assistance was obtained as needed.

In addition to performing the specific tasks outlined by the steering committee, the director, together with the assistant director, worked frequently and intensively with persons from institutions and agencies in the development of proposed teacher education programs and mobilized the necessary resources for these persons. Throughout the year, the director, upon request, presented information about the program at statewide meetings of various professional organizations and at meetings of state agencies. After the proposed programs were submitted to the United States Office of Education (USOE) for funding, the director analyzed the budget of the programs for the state government to determine the total funds requested for the 1969-1971 biennium. 1971-1973 biennium.

Throughout the year, the directors served as ex-officio members of the steering committee and policy-making committee and participated in all meetings of the two committees.

Immediately after appointment, the director recommended to the steering committee that regions be designated according to proximity groupings among

Wisconsin's thirty-two teacher-preparing institutions. The Steering Committee approved the plan. The divisions resulted in four regions with six to ten institutions in a region:

SOUTHWESTERN WISCONSIN

Beloit College  
Edgewood College  
Milton College  
University of Wisconsin-Madison  
Viterbo College  
WSU-La Crosse  
WSU-Platteville  
WSU-Whitewater

NORTHWESTERN WISCONSIN

Mount Senario College  
Northland College  
Stout State University  
WSU-Eau Claire  
WSU-River Falls  
WSU-Superior

NORTHEASTERN WISCONSIN

Holy Family College  
Lakeland College  
Lawrence University  
Marian College  
Ripon College  
St. Norbert College  
WSU-Oshkosh  
WSU-Stevens Point

SOUTHEASTERN WISCONSIN

Alverno College  
Cardinal Stritch College  
Carroll College  
Carthage College  
Dominican College  
Marquette University  
Mount Mary College  
Mount St. Paul College  
University of Wisconsin-Milwaukee  
WSU-Whitewater

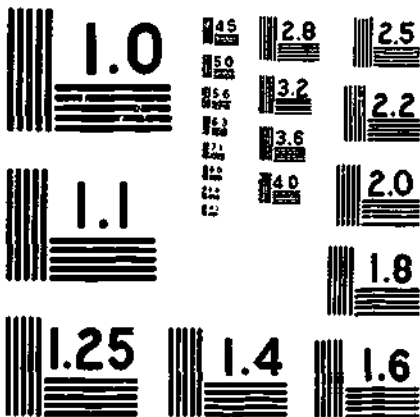
Although the administrative plans and procedures of the program during the planning year did not provide opportunity for formal, official action on the part of participants, there were times when the assembled groups, regional and statewide, took the initiative to pass actions which could influence the program. This "grass-roots initiative" was encouraged and fostered. It was at the second statewide meeting that the participants recommended that the CCHE be the fiscal agency for the Program. When the CCHE contended it would be inappropriate for the Council to operate a program, the participants at a third statewide meeting selected the DPI. They also acted to have the steering committee appoint a sub-committee for the purpose of studying and making recommendations for the administrative structure. At the director's request, the participants convened in

a fourth statewide meeting and made further decisions about the administrative structure. The administration that emerged, a result of the steering committee's discussions with consultants; recommendations made by the steering committee; recommendations made by the unofficial plenary body (participants in the statewide meeting); and suggestions made by the DPI, was approved by the Department of Public Instruction, the designated fiscal agency for the administration of the continuing Wisconsin Program. See Exhibit F, p. 161.

#### Fiscal Policies and Procedures

The office of Angus Rothwell, Executive Director, Coordinating Council for Higher Education (CCHE), Madison, Wisconsin, was designated as the recipient. CCHE was willing and able to accept the service without charging overhead. The CCHE accepted responsibility for paying salaries and fringe benefits of the director and assistant director, who were directly responsible to the CCHE. The business office of the school of education, University of Wisconsin-Milwaukee (UWM) assumed responsibility for payment of salaries and fringe benefits of secretarial assistance, necessary travel, other office material expenses, and such other expenses as authorized by the executive director of the CCHE. The University, where the project was located, also provided office space and facilities without charge, since a state regulation provides that one state agency cannot charge another. The University billed the CCHE on a quarterly basis for items designated as those for which the grants and contracts office and the business office of the school of





MICROCOPY RESOLUTION TEST CHART  
 NATIONAL BUREAU OF STANDARDS-1963

education at the University of Wisconsin-Milwaukee assumed responsibility in the disbursement of funds.

Initially, participants' concerns about the costs of their proposed programs seemed to present some barriers to innovative thinking about program development. They were then told that in their planning they were not to be afraid to request money for items considered necessary to an innovative program.

At the March 19, 1968 meeting of state and national educational leaders with steering and policy-making committee members, it was recommended that the proposed Wisconsin Program be submitted to the USOE as a state plan under the Educational Professions Development Act (EPDA). By July 1, 1968 the proposed program was submitted to the USOE as a statewide plan.

#### In-State Dissemination of Information About the Program

An important aspect of the program in its beginning was wide dissemination of information about its existence and intent, aimed at creating interest and stimulating statewide involvement in the project.

With the appointments of a director and an assistant director, the steering committee informed Wisconsin school personnel of the appointments and of the plans for procedure. A packet of introductory materials was sent to deans and directors of teacher education in Wisconsin's thirty-two teacher preparation institutions, the executive

secretary of the Wisconsin Association of School District Administrators, 468 school district administrators, and 19 Cooperative Education Service Agency coordinators. (Exhibit G, p.162 )

Publicity was also given the project through a news release, through presentations given by the director at among others, a state meeting of deans and directors of teacher education in Wisconsin; a state meeting of elementary school principals; and a staff meeting of personnel in the state Department of Public Instruction; and through various presentations made by Vernon Haubrich, National Institute liaison member, and Frank Brown, chairman of the steering committee and administrator,

#### Title I ESEA.

Reportedly, dissemination of information about the program occurred quite extensively through the program participants themselves.

#### Change in the Focus of the Program

Between October 17, 1967 (the first regional meeting) and November 1, 1967 (the first statewide meeting) the focus of the Wisconsin Program changed. On June 13, 1967 the steering committee identified as an intended outcome of the program:

the development of a proposal that a college or university might use to provide teacher education for teachers of disadvantaged children and youth.

The one page flyer which was distributed in the fall of 1967 to disseminate information about the program announced:

This cooperative venture will provide models and/or plans for new teacher training programs which Wisconsin's colleges and universities may adopt or adapt for preparing teachers of disadvantaged youth. It is expected that the models will have implications for general teacher education programs as well.

An analysis of the transcripts of each of the first four regional meetings and of the minutes of the steering committee meetings substantiates the apparent lack of agreement among the directors, steering committee members, and the NDEA National liaison representative about the intent of the program. The participants seemed to be groping for an understanding of the intent and asking for a consistent interpretation of it. In their response to participants the steering committee, staff, and NDEA representative seemed gradually to develop a focus somewhat different from that originally stated for the program.

By the end of the first regional meetings, many questions about the program remained unanswered for the participants and the staff:

- a. What do we mean by a comprehensive plan for preparing teachers of disadvantaged youth? Does it mean a package of programs which are interrelated? Need it be this? Could it be an in-service program in one institution, a preservice program in another, a program for paraprofessionals in another, or a plan for cooperative student teaching centers in a region? Must the whole package be accepted or none at all?
- b. What does it mean to educate teachers cooperatively?
- c. Will our proposal ultimately be an ideal program for preparing teachers of disadvantaged youth that we hope an institution or group of institutions will accept or adapt? Or, is it to be expected that interested institutions will be developing programs of their own throughout this year and then seek funding through the Wisconsin program?
- d. Could we have clarification of what should be accomplished this year?

e. If an institution submits proposals to the Wisconsin Program, what criteria should these proposals meet? If a proposed change is minor, do we submit the proposal? How do we consider it? What should be the format for a proposal? What are the channels for submitting proposals?

f. How can we deal with the time bind that interested persons from institutions face? Is there money available to release persons to work in institutions or regions?

g. How would this program be funded?

h. Is the present administration stable enough to warrant our taking time and effort to plan a program for five or six years?

The NDEA National liaison representative clarified answers to these questions at the first statewide meeting in November, 1967. Thereafter, the focus became much clearer and participants began program planning.

Some of the key ideas which emerged and which greatly influenced the direction of the program from that point to the end were the following:

1. We need to--
  - a. determine where we are now in terms of resources for educating teachers.
  - b. determine where we would like to go (perhaps develop a 3-7 year program).
  - c. determine the resources we would like to have for preparing teachers of disadvantaged youth (persons, money).
2. The Wisconsin Program may be cooperative, i.e., inter-institutional, or a college may develop its own program.
3. In preparing and submitting proposed programs--
  - a. institutions, as individual institutions or in concert, may submit a program to the Wisconsin Program
  - b. no institution needs to subordinate its present program to the Wisconsin Program.



- c. institutions should plan the best program that can be envisioned, state its intent clearly, carry the program all the way through, and inform the Wisconsin program staff.
  - d. institutions should give a rough estimate of the budget needed.
  - e. the proposed program (1 to 20 pages) ought to be presented in a form appropriate to each institution.
  - f. tentative commitments should be obtained.
  - g. needs must be drawn together in a package.
4. The Wisconsin Program will seek funding from the U. S. Office of Education on an interface basis.
5. The path ahead is intentionally unclear; more unique approaches are apt to emerge.
6. There are no formal constraints, formal guidelines, or formal kinds of presentation.
7. The role of the director will be to:
- a. counsel with each institution during exploratory thinking to see if ideas are sound.
  - b. facilitate development of programs as participants' requests are made known.
  - c. serve as a clearinghouse
  - d. receive the proposed programs (March 31, 1968).
  - e. bring ideas together.
  - f. feed back how your proposed program or idea has been formalized in written form before it is finally sent to the U. S. Office of Education.
  - g. feed back status of negotiations in Washington.

## TYPES OF MEETINGS

The major portion of the planning year was devoted to meetings focused on the development of programs of teacher education which were to be a part of a coordinated statewide program. Regional meetings were held from October through February: (a) to orient the participants to the Wisconsin Program; (b) to develop ideas for teacher preparation programs; and (c) to review emerging programs and make suggestions. Regional lines were not fixed; participants were free to cross over to other regions.

By using the regional organization, program development could be more easily administered than on the basis of statewide meetings only. Additionally, by moving the Program to the four regions, greater and wider involvement, continuity in participation, as well as increased cooperation around common concerns among the institutions, agencies, and persons were expected. Three to four regional meetings were held in each region from October, 1967 to February, 1968.

By agreement of the directors and the steering committee the first regional meetings were held in the larger teacher-preparing institutions, with the approval of the institutions. After the first regional meetings, the participants usually determined where they would meet; they invited other participants to meet at their institutions. In one region where the Program was slow in moving and there was considerable discontinuity

in participation, the Director requested particular meeting places; in every case they were approved by the host institutions. It was probably desirable to move about from institution to institution; where this was done, administrators and faculty members from the host institution who formerly had not attended made a special effort to attend the meetings and become involved.

Close scheduling of meetings was required to obtain continuous involvement of participants in a given region and to facilitate the development of programs which were to be submitted to the directors. Considerable re-working of programs, often with the directors, was required during the period when regional meetings were being held and until July, 1968. No participant or program writer had released time to prepare programs of teacher preparation. The number of hours devoted by participants statewide to this stage of the program and the later phase when the administrative structure was being developed was considerable and not measurable in terms of time and money.

For the first regional meetings, the directors decided to have broad representation in a relatively small group of interested persons within each region who would be expected to initiate the Program in that region. The directors anticipated that participation would snowball as more and more regional meetings were held and the program got underway. This did not happen; the number of persons attending the meetings remained about the same: approximately 20. A core of interested persons tended to attend all of the meetings within a given region, while a changing group of participants also attended

the meetings and contributed to the program whether they were in attendance or not. Some programs were submitted by persons who seldom or never attended a regional meeting but who had learned a great deal about the program in other ways.

The purposes of the first regional meetings were--

1. To acquaint participants with the rationale and purposes of the Wisconsin Program;
2. To review procedures and plans to date;
3. To plan with participants how to proceed with the task;
4. To plan the first statewide meeting with the participants.

In later meetings, the purposes were similar for all of the regions. At the request of the participants, the organization of meetings change from large group, small group, large group arrangements to all large group discussions. For the second regional meeting, the purposes were--

1. To expand ideas beyond those developed at the first regional meetings; the written compilations of ideas from the earlier meetings and reactions to those ideas were to serve as bases for developing further ideas.
2. To present participants' tentative plans for teacher education programs for the groups' critical analyses and to obtain suggestions for changes.

In the announcements for the third and fourth regional meetings, the director stated the main purpose of the meetings to be "reacting to several proposals (programs) relating to preparing teachers of the disadvantaged."

For the fourth South East regional meeting, there was this additional purpose: "to obtain ideas from residents in the inner core and draw implications from these ideas for teacher education programs."

In the first series of regional meetings the large group discussions were tape recorded and later transcribed. The director summarized the key ideas from the first session in each region and distributed these, together with questions aimed at developing ideas further, to all participants in the region. In addition, all ideas which emerged from the four regions were compiled, duplicated, and distributed.

It was not unusual for a participant, whether or not he was a program planner, to submit a "paper" for the group's consideration. This was encouraged by the directors as a further stimulus for program development. These position papers could have had wider distribution at state and regional meetings for the purpose of stimulating ideas. At regional and statewide meetings, materials were distributed by the directors as well as by the participants, in the hope that such materials would also stimulate program development. (Exhibit I, p. 166.)

Reportedly, it was a rare or completely new experience for these groups of such diverse backgrounds to assemble and consider a common topic. Not until about the third regional meeting had cohesiveness formed in the groups to the extent that attention could be focused intensively on the actual development and review of programs, although by the second series of regional meetings proposed programs had begun to emerge. The



attendance at regional and local meetings of the ESEA Title I Administrator and Supervisors, and other educational personnel working in ESEA Title I programs, added considerably to the concrete realistic kind of information that the participants needed. Supplemental discussion of relationship of ESEA to Wisconsin Component is

(Exhibit J, p. 167.)

Numerous local meetings overlapped the regional meetings and continued until the end of the planning year. They were requested by participants and/or directors for a variety of purposes: usually to review with the directors an emerging program and to obtain suggestions.

By December, 1967 approximately 18 program ideas were being explored, and some had reached the program stage. By the third regional meeting, rough drafts of proposals were being presented for the regional groups' consideration, criticism, and suggestions. In January, 1968, "Guidelines for Developing, Writing, and Submitting Proposals for Preparing Teachers of Disadvantaged Youth" were distributed to all participants; these provided flexible guidelines within which to develop programs. By June 1, 1968 32 programs were ready for inclusion in the total package of programs developed by the Wisconsin Component. Plans to have the Policy-making Committee review and evaluate proposed programs and procedures did not materialize. Instead, the steering committee attempted to assume this task.

The directors recommended that they be permitted to evaluate the programs, confer with proposal writers in the time that was left before the deadline, and be involved, themselves, in any necessary reworking. The NDEA National Institute liaison representative approved this idea and the directors continued the task until July, 1968. They realized that

some of the programs that were submitted needed further reworking; but operating on the idea that participants were to be accepted "where they are" and then further development was to be promoted, the programs were submitted and the recommendation made that the incoming staff for the program continue to work with some program planners, especially during the planning periods built into many of the programs.

Content of information and methods of information dissemination by the staff during the planning year, together with a partial list of community resources used is described in Exhibit K, p. 168, and Exhibit L, p. 170.

## VI

### SPECIFIC OUTCOMES

Tangible Products. Specific, tangible outcomes of the 1967-68 planning efforts of the Wisconsin Statewide Program for Preparing Teachers of Disadvantaged Youth were--

1. the collection of a minimal amount of base-line data during the year to determine where the needs were. Exhibit A, p.151 .
2. the package of thirty-two programs which is a part of the proposed statewide Program. (See the proposal of the Wisconsin Statewide Program for Preparing Teachers of Disadvantaged Youth which was submitted to the U. S. Office of Education by July 1, 1968.)
3. an administrative organization for the on-going Program. Exhibit F, p.161 .
4. creation of new contacts and relationships among institutions, between institutions and agencies, and within and among departments in institutions in relation to developing programs of teacher education.
5. interest of persons in the state government in the possibility of funding the program to some extent in the next biennium.
6. inclusion of realistic, clinical experiences early and throughout the teacher preparation program. (See the proposal submitted to the U. S. Office of Education.)

Some of the cooperative programs have the possibility of interchanging parts; e. g., a proposal for clinical experience centers to be shared and staffed by various institutions and agencies in the state would have possibilities for interchanging staff and resources. Certain structural aspects of programs could be transposed from one institution, agency, or center to another where students of several institutions could study and

profit from pooled resources.

### Impact

The Wisconsin Program could be replicated in other states under the following conditions:

1. if the same rationale prevailed;
2. if the tradition of service to the state on the part of institutions of higher learning (the "Wisconsin Idea") prevailed;
3. if readiness for developing programs of teacher preparation for teachers of disadvantaged youth existed;
4. if some degree of cooperation already were present among major institutions and agencies in the state;
5. if the major educational agencies (e.g., the DPI and CCHE) were supportive of the program.

Thus far, there has been no discernible influence of the Program on current legislation in the state. It is anticipated, however, that there will be impact of this type.

Toward the latter part of the planning year, two representatives of the state government attended the statewide meetings in addition to having several conferences with the NDEA National liaison representative to the Wisconsin project and with the director. Among the outcomes of these contacts were plans to present to these representatives of the state government the budget requests of the Wisconsin program for the 1969-70 biennium and 1970-71 biennium together with the objectives and expected outcomes of the program; suggestions for future operation of the Program; and sharing of information on teaching the disadvantaged and preparing teachers of the disadvantaged. Such information may be

useful in formulating future legislation related to educating disadvantaged children and youth in Wisconsin.

During July and early August, 1968, the Assistant Director gathered certain data in order to assess the impact of the Wisconsin Program. In telephone interviews with participants who submitted programs, she asked these questions concerning the impact--personal, professional, institutional--of the Wisconsin component. The questions, generalized ideas implicit and explicit in the responses, and illustrative comment are Exhibit M, p.171 .

An examination of these generalizations and the participants' responses (not all reported above) gives the impression that the affective dimension of the impact was as great if not greater than the cognitive dimension. Also, one has the impression that the Wisconsin Statewide Program made a definite impact but only a beginning. The new staff for the Program could draw many valuable implications from the participants' responses, for next steps in the on-going process of program development.



## VII

### EVALUATION

Internal evaluative criteria used in judging progress and results had their sources in the assumptions underlying the program; the general objective, specific objectives, and anticipated measurable outcomes.

The general objective of the project was "to examine the feasibility of a statewide effort and/or program in teacher education which prepares teachers of disadvantaged youth and which prepares related educational personnel who will work with the disadvantaged." If evidence of feasibility of such a statewide effort and/or program is the emergence of a statewide program and such a program emerges, then one might conclude that the general objective had been achieved. A statewide program has emerged; plans for an administrative organization for the continuing statewide program, (pending funding) have resulted from statewide efforts; and 32 proposed programs encompassing preparation of teachers of the disadvantaged and related educational personnel have been developed. By the above criteria, the total program constitutes a successful conclusion to the planning year.

The procedures, strategies, and conditions that were particularly productive in the successful and meaningful development of the project have been, in most cases, discussed extensively in this report. In summary, they were--

The guidance, support, and work of the Steering Committee throughout the project.

The excellent working relationship between the Coordinating Council for Higher Education and the Staff.

The willingness of the school of education, University of Wisconsin-Milwaukee to provide space and facilities for housing the project and to administer a portion of the funds.

The frequent and helpful assistance and support of the state department of Public Instruction personnel.

The regional organization and the local, regional, and statewide meetings which facilitated the development of the program.

The approaches used in the program.

The involvement of a majority of the teacher-preparing institutions in the state.

The wide range of persons involved in the program.

The involvement of participants in statewide meetings for the purpose of making decisions about the program.

Consultation with state and national educational leaders.

The close working relationship between the two staff members when time permitted.

The freedom allowed the staff in the program's development.

The flexibility allowed the staff in the planning year when feasibility of efforts to conduct a statewide program was being tested.

During the year the staff encountered challenges which sometimes delayed the program's progress temporarily or intermittently. Briefly, these challenges were--

Lack of sufficient time to develop the comprehensive planning year program as fully as desired.

Fast pacing, rapid adjustments, and the magnitude of the program, which produced strain and heavy pressures almost constantly throughout the year.

The attempt to conduct meetings in as non-directive a manner as possible. Lack of immediate feedback in terms of productivity of meetings contributed to uncertainty about progress toward goals.

Too few staff members for the scope of the project. The program required at least two full time staff members.

Absence of guidelines or a model (from any previous statewide teacher education programs) for initiating and conducting the program.

Administration of the statewide program with simultaneous initiation of the statewide program itself.

Lack of clarity in roles and functions of the steering committee and policy-making committee.

Lack of clarity about the original intent of the program. (The NDEA National liaison representative and the steering committee members had different ideas about what was meant.)

The use of the word "Program," suggesting a single program to many participants. Until it was explained that the word did not mean a "single, masterminded program" for all institutions, there was reluctance to participate.

Difficulty in obtaining cooperation of the largest school system and largest universities which were in the midst of the "disadvantaged problem."

Identifying and obtaining participation of professional schools' faculty members.

Guiding program planners to seek the cooperation of a wide range of persons in the development of programs and as resources in the proposed programs.

Lack of sufficient U. S. Office of Education guidelines within which to work. (For someone inexperienced in directing federally funded projects, guidelines regarding development of the budget /e.g., what should be included and what is not allowed/ should be carefully delineated so important items are not omitted and non-allowable expenditures are not accumulated.)

Short length of time for preparing NDEA reports (particularly the detailed final report).

Absence of precise evaluation procedures and of base-line data in the beginning. (This was not a deterrent to the development of the Program, but the procedures and data would have contributed to a more systematic approach to evaluation at the end of the program and resulted in more valid and reliable data.

The difficulty of rapidly disseminating program ideas statewide.

Participants' lack of utilization of ESEA Title I materials which had been assembled for use by program planners.

Lack of feasibility of "model" development and the consideration of existing models during the planning year.

Recurring questions about funding the program. It was difficult at times during the year to continue planning the program when there was the great uncertainty about the possibility of funding; continued participation was dependent on the hope of eventual funding. Intense interest has been generated, thirty-two programs of preparation for teachers of the disadvantaged have been developed, and an organizational structure located in the DPI is ready to administer the program--all the result of the U. S. Office of Education's investment of \$50,000 in a planning grant in Wisconsin. The question of funding remains. Whether funds are forthcoming will determine if the program is implemented and if the \$50,000 investment in planning was a wise investment.

The number (32) of programs that emerged as compared with the number (7-8) expected. (This was gratifying--and not a deterrent--but it made handling the program more complex.)

Question of which agency should be the recipient of the grant.

Housing the program on the home campus of the staff members. (This can lead to the expectation that the staff has a responsibility to the institution beyond its responsibilities to other institutions in the total program. Actually, the staff's responsibility was to the state as a whole.)

No overhead in the budget for the institution in which the program was located.

The director's role as compared with the role of the steering committee in meetings. (These roles needed to be defined.)

The staff of the Wisconsin component appreciated the help, encouragement, and support that it received from the NDEA National Institute for Advanced Study of Disadvantaged Youth and from the U. S. Office of Education.

The NDEA National liaison representative was most helpful to the staff. He conceived the idea of the program in Wisconsin; he was resourceful in providing immediate help when quick decisions had to be made; and he was very knowledgeable about resources in Washington.

Continuous support from the Institute staff and in particular, James Kelly, Jr., Coordinator of the Four States Project, was very encouraging to the Directors of the Wisconsin Component. The U. S. Office of Education was particularly helpful when its representatives attended a meeting called by the Wisconsin Component on March, 1968 in Madison, Wisconsin to report progress and solicit suggestions; these representatives gave encouragement and suggestions regarding funding possibilities.

Meetings of the Wisconsin staff with the Advisory Committee to the NDEA National Institute for Advanced Study of Disadvantaged Youth were of limited value to the Wisconsin component, probably because there were so many different questions and ideas emanating from the Institute to the directors of the components. Meetings with the directors of the other components were of limited value, also, because each component was unique in its approach, as well as in its own problems.



## VIII

### IMPLICATIONS OF THE WISCONSIN COMPONENT

#### Implications of the Wisconsin Program for the Preparation and Submission of Proposals in the Area of Preparing Teachers for the Disadvantaged.

If EPDA, other U. S. Office of Education or state funds become available for preparing teachers of the disadvantaged, institutions and agencies in Wisconsin could be further stimulated to prepare and submit programs for preparing these teachers. There has already been stimulation from the Wisconsin statewide program to prepare and submit to the U. S. Office of Education proposals for preparing teachers of the disadvantaged.

#### Influence of the Wisconsin Statewide Program on Teacher Education in General.

The influence of the Wisconsin Statewide Program for Preparing Disadvantaged Youth on teacher education in general in the state cannot yet be ascertained. If the proposed program is funded and programs are implemented, the potential influence on traditional teacher education programs could be great.

The Wisconsin Component Exhibits

EXHIBIT A

Types of Preparation	Number of Institutions
Undergraduate Programs*	2 (1 in its beginning; 1 of 5 years' duration)
Intern Programs*	1 (new)
Graduate Programs*	1 (new)
Courses (graduate and undergraduate)	9 (Not part of a comprehensive program)
Student Teaching and/or Other Clinical Experiences	13 (Usually voluntary. "Clinical experiences" could include participation in teaching tasks or just observation.)
Institutes, Workshops, and/or Conferences	7 (Almost entirely re-training during the summer)
Paraprofessional Training	1 (In its beginning)

\* "Program" refers here to a comprehensive curriculum focusing on preparing teachers to teach the disadvantaged.

Focus of Preparation-- Target Populations	Number of Institutions Offering Preparation for Teaching These Target Populations
Urban disadvantaged	13
Negro disadvantaged	7
Indian disadvantaged	3
Rural disadvantaged	2
Spanish-speaking disadvantaged	1
Migrant disadvantaged	1
White disadvantaged	1
General disadvantaged	3

## EXHIBIT B

The following kinds of cooperation were noted in the planning stage:

1. In the development of the 25 programs which emerged from Schools or Departments of Education, cooperation was sought from Letters and Science Departments in 14 cases. In 8 to 11 cases this cooperation was not clearly evident, although almost all of the programs proposed new curriculum content which would require cooperation with Letters and Science departments. Some of the persons who proposed the addition of these courses expressed the idea that joint planning would occur during the planning semester or year of the proposed program.

Cooperation with education staffs in other colleges and universities occurred in 4 instances.

Cooperation with public or private school systems or Cooperative Educational Service Agencies was clearly evident in only 11 programs. The explanation could be that cooperation with the public schools in the institutions' teacher preparation programs had been occurring for a considerable period of time and that it did not seem necessary to seek this kind of cooperation in planning programs for teachers of the disadvantaged--perhaps a faulty assumption.

In the planning of at least 10 programs, cooperation with state and community social service agencies was clearly evident and in the development of at least one program, the advice of persons representing two different disadvantaged communities was obtained.

In at least 2 programs, advice was sought from the State Department of Public Instruction.

In one instance, there was cooperative planning with representatives of professional schools.

2. In the planning of the 3 teacher education programs that emerged from three public school systems, close cooperation with teacher preparation institutions was evident in the case of two of the systems. One of these two and the third worked with CESA's of which they were a part. In two systems, intensive planning with specialists, administrators, and teachers of disadvantaged children had occurred.

3. It appears that the CESA Coordinator who submitted a program planned only with his staff and board of directors. (This may be a misperception on the director's part.)

4. Two programs were proposed by agencies rather than teacher preparing institutions. In both cases, comprehensive and intensive planning occurred with teacher-preparing institutions and the staff of the agencies.

5. It appears that the program for the preparation of paraprofessionals which was developed by a technical college was planned internally. This may have been justified to some extent because this school's population is largely disadvantaged; the college has developed many curricula for this population; it has developed other types of aide preparation programs; and it has a competent staff.

EXHIBIT C

Components of Teacher Education Included in the Programs Comprising Part of the Wisconsin Statewide Program for Preparing Teachers of Disadvantaged Youth

Agency or Institution Submitting Proposed Program	Pre-service Teacher Ed. Elementary						Inservice Teacher Education	Graduate Education			Training for Trainers of Teachers**	Para-Prof. Prep.***	Other****
	General	Pre-School	Primary	Middle Grds	Jr. High S.	Sr. High S.		Adminis.	Intern	Other*			
1. Alverno	x						x					x	
2. Central City							x						
3. CR-SDC	x						x		x			x	
4. CESA # 12												x	
5. Dominican			x	x									
6. Edgewood		x	x				x				x		
7. Marinette PS	x				x	x	x					x	
8. Milw. Tech. Coll.												x	
9. Mt. Mary	x						x						
10. Platteville PS	x				x	x	x						
11. Racine PS			x	x	x		x				x		
12. Ripon (TVP)	x				x	x							
13. Ripon (UB)	x				x	x							
14. Stout (EC)		x	x				x				x		
15. Stout (HE & IE)					x	x			x		x		
16. Uni-Cor	x				x	x	x	x					
17. UW-EXT							x						x
18. UW (Antes)	x								x		x		
19. UW (VH-In-service)											x		
20. UW (VH-Clin. Ctrs)	x				x	x	x			x	x	x	
21. UWM (RC-Ass't Princ)									x				
								post					
								grd.					
22. UWM (RC-Id & Motiv)	x				x	x							
23. UWM (I)				x									
24. UWM (S)												x	
25. UWM (T)					x	x	x				x		x
26. WSU (Coop)		x	x	x	x	x			x		x	x	
27. WSU-LC	x				x	x	x		x				
28. WSU-O	x				x	x							
29. WSU-S Pt							x						
30. WSU-Sup									x				
31. WSU-W(L)	x				x	x							
32. WSU-W(S)							x						

\*"Graduate Education-Other"-refers to various graduate programs (MSE, MAT) for elementary and secondary teachers who plan to teach the disadvantaged. \*\*"Trainers of Teachers" refer to supervisors of student teachers, cooperating teachers, & U. faculty members from Ed. and L & S who teach students planning to become or who are teachers of the disadvantaged. \*\*\*"Paraprofessionals" include teacher aides, school social work aides, elementary school library aides, day care aides, and reading teacher aides. \*\*\*\*"Others " include school board members and high school students.

## EXHIBIT D

### TIME SCHEDULE FOR THE PROJECT--INTENDED, REVISED, AND ACTUAL

The evolving nature of the Program influenced the time schedule from the beginning to the end of the project; the intended time schedule was revised frequently.

#### INTENDED TIME SCHEDULE AND REVISIONS

At its first meeting on June 13, 1967, the steering committee accepted as its responsibility "the development of a proposal that a school might use to provide teacher education for teachers of disadvantaged youth." With this purpose in mind, it established the following time schedule:

- 6/13/67-9/1/67: preparation of policies which would be submitted to all interested colleges;
- 9/1/67-9/2/67: (approximate dates) - a two-day meeting at which interested colleges would consider the policies;
- 3/1/68-3/31/68: deadline for completion of the proposal.

With the late appointment (September 1, 1967) of the director, the March 1, 1968 deadline was moved to March 31, 1968; and the proposed September 1-2 meeting was not held.

On August 26, 1967 the steering committee, including the new director, developed explicit aims, procedures, and a time schedule for the program. The following was the revised time schedule as of that date, with additional slight revisions as reported in the October 1, 1967 report:

- 9/1-10/1/67: Round out the steering committee;  
Enlist membership for the policy making committee;  
Make initial contacts with university deans and faculty members; (Changed to the following in the October 1, 1967 report of the Wisconsin Component: "Make initial contacts with university deans and faculty members, other educational personnel, and public and private community agencies. Determine tentative assignments for writing committees.")
- 9/1-10/1/67: Set up tentative time schedules for times and places of meetings;  
Formulate a budget;
- 10/1-10/15/67: Arrange for local meetings to be followed by a statewide meeting;
- 10/16-12/20/67: Regional meetings followed by a statewide meeting;
- 1/1-2/15/68: Statewide meetings followed by local meetings. This order was contemplated so that feedback on the local level could occur;
- 2/15-3/15/67: Formulation and writing of the proposal. (Changed to "Final writing of the proposal" in the October 1, 1967 report of the Wisconsin Component.)



With the beginning of the first series of regional meetings in October, 1967, through the first statewide meeting in early November, 1967, the focus of the program changed from "the development of models and/or plans for new teacher training programs which Wisconsin colleges and universities could adopt or adapt for preparing teachers of disadvantaged youth" to the development by institutions and agencies of programs of teacher preparation which would be part of a statewide coordinated program for which funding would be sought in the spring of 1968. This change in implementation--but not in general objective--influenced the time schedule as indicated in the "Guidelines for Developing, Writing, and Submitting Proposed Programs for Preparing Teachers of Disadvantaged Youth" developed and distributed in January, 1968 to participants in the Wisconsin Program:

- 2/15/68: Proposed programs were due in the director's office;  
2/15-3/15/68: The directors, steering committee, and the policy-making committee were to react to proposals, and make suggestions, if necessary. During this month the director would, if necessary, contact program writers about any additional considerations regarding the proposed programs.  
3/15-3/31/68: The directors were to develop the final proposal, which would include the separate proposed programs submitted by institutions and agencies.  
4/1/68: The directors were to submit the final proposal to the federal government for funding. Participants were told that before the proposal was submitted for funding, it would be sent to the program writers for final approval of their respective portions, part of the total proposal.

The February 14, 1968 report of the Wisconsin component contained the following revised time schedule for the duration of the project, February 15, 1968-August 30, 1968:

- 2/15-3/15/68: Received; evaluate, and develop feedback on teacher education programs from institutions, school systems, and agencies.  
Hold local meetings as needed.  
Coordinate resources to meet requests of institutions.  
3/15-3/31/68: Develop final proposal within which each program retains its uniqueness. Included will be an umbrella of ideas common to the programs, models which seemed to have emerged, proposed machinery for the on-goingness of the Wisconsin Program beyond the 1967-68 academic year, and an over-all budget.

- Mid-March  
(March 19, 1968): Meeting of directors, steering committee, and policy-making committee with state and educational leaders to inform them of progress and obtain suggestions. Process assessment by the national assessor.
- 4/1-8/30/68: Product assessment  
Analyze and report processes involved in the first year of the Wisconsin program.  
Resume "on-going seminars" which seemed to be emerging at some of the last regional meetings.  
Statewide meeting.  
Make plans for the implementation of the Statewide program.

By the time of the national assessor's on-site visit on April 4-5, 1968 the time schedule had been revised again. This was due to the extended length of time required to evaluate the unexpectedly large number of teacher education programs received and to work with the submitting institutions and agencies in making revisions. The revised schedule extended the time for receipt, evaluation, and feedback on teacher education programs:

- 2/15-4/30/68: Receive, evaluate, and develop feedback on teacher education programs from institutions, school systems, and agencies.  
Hold local meetings as needed.  
Coordinate resources to meet request of institutions.
- 4/30-5/15/68: Develop the final cover proposal including the components and major thrusts of the Wisconsin Program, the suggested recipient of funds, the organizational structure for the continuation of the program, the required personnel, and an over-all budget.
- 6/1/68 Submit proposal to the federal government for funding.

#### Actual Time Schedule

As it evolved, the Wisconsin program developed sequentially but not precisely according to a pre-determined, fixed time schedule. This was expected to result from encouragement of voluntary involvement and local grass-roots initiative. While the staff and steering committee set deadlines, there were built-in opportunities for the participants in the program to determine how and at what rate the program would move.

The following was the actual time schedule of the program:

- 5/26/67 Initiation of the program.  
Election of the six-member steering committee.
- 6/13/67 Election of chairman and secretary of the steering committee.  
Decision made to have a policy-making committee.

CCHE reported to be willing to be recipient of grant.  
 Acceptance of aim for the Wisconsin program: Basic  
 teacher preparation for disadvantaged youth rather  
 than re-training teachers.  
 First time schedule developed.

6/19/67 Distinction between steering committee and policy-making  
 committee's roles and functions considered by steering  
 committee. (Never distinctly clarified during the year.  
 Considered numerous times.)

7/5/67 Job description for director developed by steering  
 committee.

7/5/67-  
 8/9/67 Steering committee interviewed candidates for director's  
 position.

8/26/67 Steering committee and director developed (1) first  
 statement of aims and procedures and (2) a revised time  
 schedule.

9/1/67 Director appointed full-time and assistant director  
 appointed half-time from September 1, 1967-June 30, 1968.

9/6/67 Meeting of Component directors in Four States Project in  
 Washington, D. C. to consider objectives and procedures  
 of each component.

9/7/67 Objectives and procedures revised at steering committee  
 meeting.

9/14/67 Budget approved by steering committee

9/15/67-  
 10/11/67 Directors examined ESEA Title I programs. Assistant  
 Director interviewed ESEA Title I supervisors and school  
 personnel directly involved with ESEA Title I programs  
 and teaching disadvantaged. Reported to steering  
 committee and policy-making committee.

9/15-  
 9/20/67 Announcement of program sent to deans and directors of  
 Teacher Education in Wisconsin.

9/21/67 CCHE agreed to pay directors' salaries and UWM agreed  
 to administer the remainder of the grant.

9/27/67 Steering Committee membership complete.  
 October 1 report approved. ("Objectives, Assumptions,  
 Procedures,  
 Anticipated Measurable Outcomes, Evaluation Strategies,  
 and Time Schedule.")

9/29/67 Director made a presentation on the Wisconsin program  
 to the statewide meeting of deans and directors of  
 teacher education.

9/67 Frank Brown and Vernon Haubrich presented the program to  
 a meeting of the Wisconsin Association of School  
 Administrators.

9, 10,  
 11, 12/67 All 468 school district administrators and Cooperative  
 Educational Service Agency (CESA) coordinators informed  
 of the program by mail and their interest in participating  
 was determined.

9/26/67 Full time secretary appointed.  
Additional secretarial assistance approved, as needed, by steering committee

10/11/67 Policy-making committee membership completed.  
First meeting of policy-making committee. Purpose: Orientation

10/16/67 Director made presentation on the program at state meeting of Elementary School Principals.

10/17, 19, 23, 25/67 First regional meetings held in Southwest, Northwest, Northeast, and Southeast Wisconsin. Purpose: Initiation of Program.

11/1/67 First statewide meeting. (Between October 17 and November 1, the focus of the Wisconsin program changed from the development of models and/or programs to be adapted or adopted by teacher-preparing institutions to the development by institutions and agencies of proposed programs which would be submitted as part of a coordinated statewide program to the federal government for funding.)

11/7/67-8/68 Numerous (at least 75) "local" meetings were held throughout the state for a variety of purposes, e.g., orientation to the Wisconsin program, consultations on proposed programs, and help in filling in eleven-page cover sheet which program planners received after July 1, 1968 submittal of total proposed program to USOE.

11/14, 16, 21, 28,/67 Second series of regional meetings in Southwest, Northwest, Northeast, Southwest Wisconsin. Purpose: Develop ideas for teacher preparation programs for teachers of the disadvantaged and begin review of emerging programs.

11/20/67 Director made presentation about the program to the Department of Public Instruction.

11/30/67 Meeting of directors of Four States Project in San Francisco to report on progress and receive help.

12/1/67 Revised time schedule.

12/7/67 Meeting of policy-making committee. Purpose: To develop criteria and procedures to use in reviewing programs and to review emerging program.

12/8 & 12/14/67 and 1/4&1/9/68 1/68 Third series of regional meetings in Southwest, Northwest, Northeast, and Southwest Wisconsin. Purpose: to continue developing ideas and to review emerging programs. Directors distributed "Guidelines for Developing, Writing, and Submitting Proposed Programs for Preparing Teachers of Disadvantaged Youth" to program participants.

1/19 and 2/19/68 Fourth series of regional meetings in Southwest and Southeast Wisconsin.

2/14/68 Meeting of directors of Four States Project in Chicago at AACTE and NDEA meeting to make progress report and receive help.  
Revised time schedule.



12/67- Steering committee reviewed and evaluated emerging programs.  
4/4/68 (Discontinued review and evaluation when task became too time-consuming.)

12/67- Directors reviewed, evaluated, and made suggestions regarding  
7/68 emerging programs. Arbitrarily stopped extensive work on programs by June 1. Continued same review in July.

Late Feb.- Telephone interviews to gather data on extent to which  
3/17/68 Wisconsin's teacher preparing institutions were preparing teachers of disadvantaged youth.

3/19/68 Meeting of steering committee, directors, and policy-making committee with state and national educational leaders for review of Wisconsin program and for suggestions.

4/4/68- On-site visit of national assessor.  
4/5/68

4/4-5/68- Meetings (steering committee, DPI, statewide) to determine  
8/68 administrative structure for on-going(1968-69) program. Finalized in August, 1968,

4/17/68 Steering committee met with state superintendent of schools and assistant superintendents to review program progress and explore funding sources.

5/24/68 Planning year program extended through August, 1968 by the steering committee.

6/68 Budget for July 1 - August, 1968 approved by the steering committee as revised.

7/1/68 Submittal of proposed program to USOE for funding.

7/68- Director analyzed budget requests in Wisconsin program  
8/68 for 1969-71 biennium for state government.

7/68- Assistant director conducted telephone interviews with  
8/68 program planners to determine impact thus far on institutions' programs of teacher preparation.

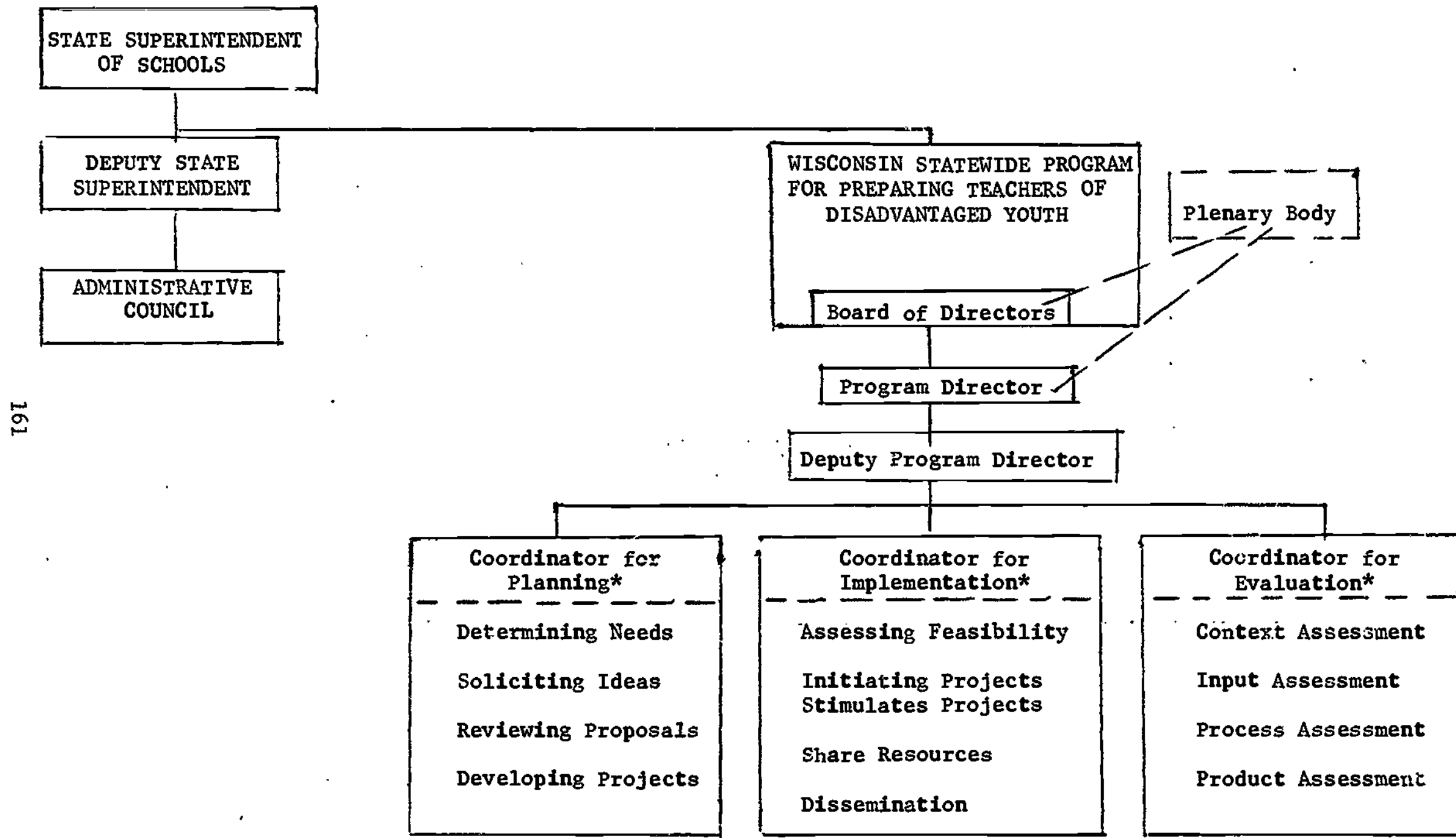


## EXHIBIT E

Dr. James Lipham, a consultant to the staff and steering committee on the development of an administrative structure for the on-going (1968-69) program, recommended the creation of a new state agency for the program. He based it on the following assumptions:

1. We tend to perpetuate existing structures long after they have outlived their "impetus" usefulness.
2. We tend to create structures that reduce effort to the lowest common demonstrator.
3. We tend to have "overrepresentation" from existing agencies.
4. We tend to structure organizations by membership lines rather than functional lines.
5. We are too timid on "counting out" non-participants or "officials" of agencies.
6. No existing organization is adequate; new legislation is called for.
7. The new agency can form advisory relationship to existing agencies but cannot pre-empt their legal and traditional functions.

ADMINISTRATIVE STRUCTURE FOR THE WISCONSIN STATEWIDE PROGRAM FOR PREPARING TEACHERS OF DISADVANTAGED YOUTH



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EXHIBIT F

\* Administrative Committee:  
Program Director, Coordinator for Planning, Coordinator for Implementation,  
and Coordinator for Evaluation

## EXHIBIT C

1. A letter of introduction to the director from the secretary of the steering committee.
2. Vitae of the director and assistant director.
3. Names and addresses of the steering committee and policy-making committee members, the director, the assistant director, the NDEA national representative, and the Coordinating Council for Higher Education representative.
4. A summary of the Wisconsin program.
5. A self-addressed postcard for school personnel to indicate the extent of their interest in participating in the Wisconsin program.

EXHIBIT H

The composition and terms of the 13-member Board of Directors are as follows:

Composition	Term
1. 1 member from the DPI (Selected by State Superintendent)	3 years
2. 1 member from the UW System (from operational level) (Appointed by State Superintendent upon nomination by the UW system)	2 years
3. 1 member from the Wisconsin State University System (from operational level)	1 year
4. 1 member from private higher education (from operational level) (Appointed by State Superintendent upon nomination by WAICU)	3 years
5. 1 member from a social service agency (Appointed by State Superintendent upon nomination of the Department of Health and Social Services)	2 years
6. and 7. 2 representatives from the disadvantaged (Selected by the State Superintendent)	1 year & 3 years
8. Governor's representative (Selected by the Governor)	2 years
9. 1 member from the Plenary Body (Appointed by State Superintendent upon nomination of Plenary Body)	1 year
10. 1 member from LEA (Selected by State Superintendent)	3 years
11. 1 member from CESA (Selected by the State Superintendent)	1 year
12. 1 member from the Vocational School System (Appointed by the State Superintendent upon nomination by the State Board of Vocational and Adult Education)	1 year
13. 1 teacher (Selected by State Superintendent)	2 years

The following were designated as functions of the Board of Directors:

1. Organize itself and meet at its own discretion or at the request of the Program Director.  
(The Board must meet at least four times a year.)
2. Represent the program to the public and to legislators at the local, state, and national levels.
3. Review and evaluate program progress.
4. Determine program direction and operating policies. Establish a project review process which will make recommendations to the Board of Directors for the approval and funding of project applications.
5. Recommend to the State Superintendent of Public Instruction the following:
  - a. Specifications for the Directorship and staff members;
  - b. Operating priorities;
  - c. Approval of the administrative budget and authorization to effect expenditures as necessary and within the limits established by law.

The Steering Committee's sub-committee on the administrative structure developed a tentative job description (including qualifications and functions) for the director's position and submitted it to the DPI for approval and possible refinement in preparation for nationwide distribution, pending funding of the Program. Job descriptions were not developed for the other staff members.

Membership in the Plenary Body will be open to any agency or institution eligible to submit a proposal. Functions of the Plenary Body will be to:

1. Determine criteria for membership (in accordance with the limitations under which it is established).
2. Recommend policies and/or procedures to the Director and Board of Directors.



3. Review program progress.
4. Insure that other people involved with the program will be informed of what is happening (information sharing within and among themselves).
5. Select Advisory Committee as appropriate (that committee to be composed of a maximum of nine members).
6. Serve in an advisory capacity to the Director and Board of Directors or to select an advisory committee as appropriate.
7. Provide an open forum for exchange of ideas.
8. Develop slates of potential candidates to recommend to the state superintendent when appropriate.
9. Meet at least semi-annually.

## EXHIBIT I

The following were distributed:

1. Brochures on programs to prepare teachers of the disadvantaged.
2. Information about the Wisconsin program. (Flyer, vitae, steering and policy-making committee members)
3. Cumulative lists of participants for each of the regions and lists for the separate state meetings. (Requested by the participants so they could contact resource persons in their own and other regions. Names, positions, addresses, and telephone numbers of participants were obtained at every meeting.)
4. "A Compilation of Major Ideas Emerging From the First Southwest, Northwest, Northeast, and Southeast Regional Meetings."
5. Written reports of exemplary ESEA Title I programs in Wisconsin and implications for teacher education. (See page 73-9/15/67-10/11/67. Also see duplicated materials prepared by the Assistant Director.)
6. Results of interviews with inner-city teachers of the disadvantaged.
7. Perceptions of inner-city teachers who were located in schools receiving ESEA Title I funds. (See duplicated material shared by an inner-city teacher from Racine.)
8. Bibliographies.
9. October 1, 1967 report: "Objectives, Assumptions, Procedures, Measurable Outcomes, Evaluation Strategies, and Time Schedule of the Wisconsin Statewide Program for Preparing Teachers of the Disadvantaged."
10. "Guidelines for Developing, Writing and Submitting Proposed Programs for Preparing Teachers of Disadvantaged Youth."
11. List of teacher-preparing institutions in each of the four regions.

## EXHIBIT J

At the beginning of the planning year the focus of the Wisconsin program was on the implications which ESEA Title I training programs and other training programs might have for preparing teachers of disadvantaged youth. The director and assistant director planned to examine selected programs funded during the 1966-67 school year and to note elements which could have implications for the preparation of teachers of disadvantaged youth and which could be considered in the development of models and/or programs. Plans were made to have the assistant director interview the state ESEA Title I supervisors, and school administrators and teachers directly involved in the program. Descriptions of Title III programs in the state were obtained for distribution among participants in the statewide program.

Also, plans were made to have the State Department of Public Instruction's (DPI) ESEA Title I supervisors participate in the regional meetings.

Mr. Frank Brown, the chairman of the steering committee who is also administrator of ESEA Title I in the DPI, was very helpful in identifying persons and ESEA Title I programs for consideration in the Wisconsin statewide program.

Involvement of the U. S. Office of Education. The USOE has been involved at several points in the development of the Wisconsin program: (1) initially in granting the \$50,000 for planning purposes; (2) giving advice at several points during the program development phase; and (3) at the application for funding stage.

Funds for the planning year were obtained through the NDEA National Institute for the Advanced Study in Teaching Disadvantaged Youth because to the best of our knowledge funds were not available from other sources but were available from the National Institute for the purpose given for the Wisconsin component. Furthermore, no existing organization in the state could assume on a statewide basis the task of initiating a coordinated program in teacher preparation for teachers of disadvantaged youth. Funds made possible the development of machinery to initiate statewide program development. The grant made available to Wisconsin national expertise who fed back helpful suggestions and criticisms as the program developed. At the funding stage, we are seeking federal funds because state funds are not presently available; state funds will be sought for the next biennium.

## EXHIBIT K

During the planning year, information was reported and disseminated by the staff in the following ways:

1. October 1, 1967 report: "Specific Objectives, Procedures, Anticipated Outcomes, and Evaluation Strategies." Distributed to the NDEA National Advisory Committee and directors of the Four States Project, and to all participants and interested persons throughout the year.
2. Fall, 1967: Packet of materials (see page 33f) sent to all 468 Wisconsin School District administrators and 19 CESA coordinators.
3. Fall, 1967: News release regarding the existence of the program.
4. Director's presentations at various statewide meetings (see pages 77-78) and also at a CCHE meeting, faculty meetings at UW-M, and at an UMREL meeting in St. Paul, Minnesota.
5. Fall, 1967: Presentations by the Chairman of the steering committee and the NDEA National liaison representative (See page 78).
6. December 1, 1967 progress report. Distributed along with packet (in Item 2, above) to the NDEA National Advisory Committee and the Directors of the Four States Project.
7. January, 1968: Development and distribution of "Guidelines for Developing, Writing, and Submitting Proposed Programs for Preparing Teachers of Disadvantaged Youth" to all participants in the Wisconsin program and to National Advisory Committee members, directors of the Four States Project, and steering and policy-making committee members.
8. February 14, 1968 progress report distributed to the National Advisory Committee, the directors of the Four States Project, and to steering and policy-making committee members.
9. March 19, 1968: Oral reporting of the directors and steering committee members to state and national educational leaders on the progress of the program. Meeting at DPI, Madison, Wisconsin.
10. June, 1968: Twenty-five page report on "the Wisconsin component's process" for national dissemination by David Bednarek, Education Reporter for the Milwaukee Journal at the request of the USOE.
11. July, 1968: The summaries and abstracts of all of the proposed programs were distributed to each person who submitted a program. (This was done at the request of the participants who wanted to know what kinds of programs had been submitted. It would have been more desirable, but prohibitive, to send the total package to each person. Some way should be found in the on-going (1968-69) Wisconsin program to facilitate dissemination of information about the separate programs to participants.)
12. July, 1968: Approximately 75 copies of the total package of proposals along with the proposal for the new administrative structure of the Wisconsin program were distributed to: the NDEA National Advisory

Committee members, the directors of the Four States Project, other persons in the USOE, steering and policy committee members, and educational leaders at the state level.

13. August, 1968 final report: Distributed to the Four States directors (35 copies) and to steering and policy-making committee members.



## EXHIBIT L

Community resources which were involved in the program included:

1. Local and state representatives of the Department of Health and Social Services (Divisions of Children and Youth, Family Services, Corrections).
2. Representatives of Outreach, CAP Agency.
3. Representative of the Department of Industry, Labor, and Human Relations.
4. Representative of a Human Rights Council.
5. Executive Director of the Conference on Religion and Race, Milwaukee.
6. Director of Neighborhood House, Milwaukee.
7. Representatives of the Community Relations-Social Development Commission, Milwaukee (assistant director, youth worker: Head Start workers), others.
8. Director of Phillips Head Start Center, Milwaukee.
9. Representative of the Minneapolis Public School System and a consultant on inner city education.
10. Leader of an Indian Community.
11. Director of Neighborhood House, Milwaukee.
12. Director of Lutheran School for Medical Evangelism.
13. Milwaukee Public Schools social workers and social work aides (inner city residents).
14. Consumer Consultant, UW-Ext., Milwaukee.
15. Specialist, Upward Bound, UWM.
16. FEPC representative.
17. Specialists (community residents) working in UWM's inner city programs.

Resources which could have been utilized were:

1. the State Board of Vocational and Adult Education
2. the Supervisor of Indian Education Services in the state
3. the State PTA
4. the various professional associations, e.g., the Association of Social Workers which indicated an interest in the Program.

EXHIBIT M

1. What personal impact has the Wisconsin statewide program had upon you?

2. What have been the changes within your own agency or institution relative to teacher education programs for disadvantaged youth?

What role have you played in relation to these changes?

Will you initiate any phases of your program ideas (from your proposal) without Wisconsin state program funds in the coming year?

3. What contacts have you made with others interested in teacher education for disadvantaged youth (from within and/or outside of your own agency or institution)?

Were these contacts you would have made if the Wisconsin statewide program had not been in operation?

What types of contact were they?

Did they ever result in additional contacts outside of Wisconsin statewide program participants?

How has the Wisconsin statewide program influenced your contacts with colleagues (possibly outside of the Education Department)?

What influence did you possibly have upon the thinking of others within your own agency or institution?

4. What other forms of impact did the Wisconsin statewide program make?

Out of the data gathered, the following ideas emerged: (Illustrative comments accompany the generalizations.)

1. Valuable "contacts" throughout the state of Wisconsin were facilitated by the Wisconsin program. Regional and statewide meeting contacts (1) facilitated opportunities to meet others with similar interests; (2) increased communication between participants representing various public and private institutions and agencies; and (3) contacts were an impetus to coordinating ideas into a program.

...caused me to develop more meaningful working relationships with the DPI and the Department of Health and Social Services.

From the standpoint of the Division of Corrections, the opportunities to become acquainted with UW-Ext. staff was an impetus to coordinate ideas into a program.

...provided opportunities to develop more intensive working relationships with the DPI personnel.

...have resulted in closer relationships among (3 state universities).

...(Contact) valuable in sense of original mutual efforts.

...(met) University or college personnel whom I would not necessarily have met otherwise. Previously we had had a hard time developing contacts with our own local college.

2. The Wisconsin statewide program functioned as a stimulus in the initiation (by participants) of contacts outside of regional and state-wide meetings.

For the first time I realized someone else at (his institution) was interested in the area of migrant education.

I realized the appalling lack of enthusiasm in the Education Department in the area of teacher education programs for disadvantaged youth. This may mean I must initiate more contacts with them.

Some persons (on the staff) were drawn together who had few contacts before.

As a result of our school contacts which were made in relation to the proposal, we have had requests about our own (agency) program.

As a result of refining the program ideas during this year's association with the Wisconsin statewide program, very valuable contacts have been made with the Minnesota Public Schools Administrative personnel.

3. Contacts reflected sincere interests within the regions and state.

4. Contacts developed which were reciprocal in nature.

Persons contacted at various meetings have contacted our Department for materials related to training teacher aides.

I met many people whom I feel I could call upon for general resource purposes and for developing training programs. ... have contacted me about teacher training programs. I have also had similar contacts outside of the regional meetings with Vocation School personnel and (a university).

It enlarged our views and helped us to see a broader perspective of the total picture. Broader and more intimate contacts provided a two-way influence. Commonality of interests in meetings caused cross-fire of ideas with persons I might not have met otherwise. I have a feeling that we also influenced others in regional meetings.

...I could contribute in this respect (pre-school programs)... felt that they had not thought of this before.

5. Out of the contacts developed the realization of a need for cooperation.

Contacts have reinforced my feelings that we need to cooperate with many agencies and institutions (to) correct the source of problems.

...(became) alert to the fact that many Milwaukee agencies were willing to work with us.

6. Contacts possibly facilitated the exchange of "model ideas."

...allowed me to obtain information about different types of programs with various viewpoints.

7. Contacts may have "future" value.

New contacts made during the development of the cooperative proposal were important and should be reflected in other ventures.

8. Spin-off has occurred in program changes at the local levels:
- a. in initiating or planning to initiate soon, new levels of preparation, formation of special University Committees focused upon the disadvantaged, development of special field experiences and workshops.
  - b. in actual administrative emphases on analyzing teacher education programs for teachers of the disadvantaged.
  - c. in crystalizing ideas and developing a greater sensitivity and awareness of the need for changes in teacher preparation programs.
  - d. in acceleration of some activities within institutions and agencies, with participants being utilized by the individual institutions and agencies as catalysts or "idea men."

9. Participants reported personal gains in specific learnings, in feelings, and in values.

I've learned about working on a proposal. This is imperative for a smaller institution, in order to have some programs funded.

I have a greater sense of responsibility and concern for teacher training programs for teachers of disadvantaged youth.

...have tended to focus and sharpen my ideas about the disadvantaged. I am sure this has influenced my teaching of (a graduate level course).

...made me aware of private interests (colleges) in teacher training programs.

gave me psychological encouragement that many colleges are concerned and willing to work together.

...a forum that has been meaningful and will hopefully be perpetuated.

...(preparing to write and writing the proposal) caused me to be able to discuss the topic with new understanding.

10. The impact of the Wisconsin statewide program (especially of their own proposals) has been affected by the possibility of lack of funding. However, some mini-programs or phases of programs have been or will be initiated without Wisconsin statewide program funds.

Implementation of my program ideas are dependent upon funding of the Wisconsin program; this may be especially true for a small college such as ours with limited resources.

...funding is vital to successful implementation...

Disappointed about lack of funding.

...we can't do it without money.

...we need additional staff to develop cooperative programs.

Impact would be greater if money were available.

11. A major impact was the facilitation of the open, free exchange of ideas and concerns with a broad base of contacts and continuous opportunities to refine thinking.

...brainstorming...started ideas rolling and may be most important.



APPENDIX

FOUR STATES PROJECT STAFF

Coordinator:

Dr. James Kelly, Jr., Associate Director  
NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth  
Washington, D.C.

California Component

Project Director:

Dr. James C. Stone  
University of California  
Berkeley, California

Assistant Director:

Dr. Berkeley Johnson  
University of California  
Berkeley, California

Research Assistants:

Mr. Ray Roberts  
San Francisco State College  
San Francisco, California

Mr. William Schwarz  
University of California  
Berkeley, California

Mr. Larry Leslie  
University of California  
Berkeley, California

Advisory Committee:

Dr. William Sweeney, Chairman  
San Jose State College  
San Jose, California

Dr. Hobert Burns  
San Jose State College  
San Jose, California

Dr. Richard Foster  
San Ramon Unified School District  
Danville, California

Dr. John Hemphill  
Far West Regional Educational  
Laboratory  
San Francisco, California

Dr. Raymond Pitts  
State Department of Education  
Sacramento, California

Dr. Wilson Riles  
State Department of Education  
Sacramento, California

National Committee Liaisons:

Dr. Hobert Burns  
San Jose State College  
San Jose, California

Dr. Richard L. Foster  
San Ramon Unified School District  
Danville, California



Colorado Component

**Project Director:**

Dr. J. Joseph Stevens  
University of Denver  
Denver, Colorado

**Assistant Director:**

Dr. Frank J. Vattano  
University of Denver  
Denver, Colorado

**Executive Committee:**

Dr. Bryon W. Hansford  
State Department of Education  
Denver, Colorado

Dr. Frank C. Abbott  
State Department of Education  
Denver, Colorado

Dr. Nathaniel H. Evers  
University of Denver  
Denver, Colorado

**Advisory Committee:**

Mr. Jim Bailey  
Denver Public Schools  
Denver, Colorado

Mr. Ward Vining  
State Department of Education  
Denver, Colorado

Mr. William E. Bishop  
Englewood Public Schools  
Englewood, Colorado

Dr. Otto G. Ruff  
State Department of Education  
Denver, Colorado

Mr. Harold Scott  
Smiley Junior High School  
Denver, Colorado

Mr. Jim Reynolds  
Colorado Civil Rights Commission  
Denver, Colorado

- Mr. Samuel Martinez  
Office of Economic Opportunity  
Denver, Colorado

Dr. Edward James Kelly  
Colorado State College  
Greeley, Colorado

Dr. Herbert A. Smith  
Colorado State University  
Fort Collins, Colorado

Dr. Edward Brainard  
Charles F. Kettering Foundation  
Dayton, Ohio

Dr. Gordon M. Brooke  
Metropolitan State College  
Denver, Colorado

**National Committee Liaison:**

Dr. William E. Engbretson  
University of Denver  
Denver, Colorado

Oregon Component

Project Director:

Dr. Ernest DeRocher  
Northwest Center for Community  
action Training  
Portland, Oregon

Assistant Director:

Mr. Mark Milleman  
University of Oregon  
Eugene, Oregon

Program Consultant:

Dr. Arthur Pearl  
University of Oregon  
Eugene, Oregon

Advisory Committee:

Dr. George Kontos  
Lincoln County Schools  
New Port, Oregon

Mr. Tom Powers  
Bethel School District #52  
Eugene, Oregon

Mr. Arnold Bowers  
Hood River School District #1  
Hood River, Oregon

Mrs. Carolyn Blake  
West Salem Elementary School  
Salem, Oregon

Dr. Lloyd Millhollen  
Lake Oswego School District  
Oswego, Oregon

Mr. R. E. Newell  
Bend School District #1  
Bend, Oregon

Mr. Roy Seeborg  
Astoria School District #1  
Astoria, Oregon

Dr. Harold Kleiner  
Portland School District #1  
Portland, Oregon

Mr. Paul Lundy  
State Department of Education  
Salem, Oregon

Dr. Walt Gardner  
North Bend School District  
North Bend, Oregon

Zolar Duntar  
Beaverton School District  
Beaverton, Oregon

Mr. Al Unrub  
The Dalles School District #12  
The Dalles, Oregon

Mrs. Florence Feiker  
Roseburg School District #4  
Roseburg, Oregon

Mrs. Judith Richardson  
Highland Elementary School  
Portland, Oregon

Mrs. Betty Scharff  
Corvallis School District #5093  
Corvallis, Oregon

Dr. Walt Shold  
North Central Regional Office  
Salem, Oregon

Dr. Ben Lawrence  
Educational Coordinating Council  
Portland, Oregon

Dr. Bill Sampson  
Southern Oregon College  
Ashland, Oregon

Dr. Arthur Pearl  
University of Oregon  
Eugene, Oregon

Mr. Tom Nash  
Jackson County IED  
Medford, Oregon

Dr. Don Shelton  
Oregon Community College  
Portland, Oregon

Mr. Marv Corey  
Marion County IED  
Eugene, Oregon

National Committee Liaison: Dr. Arthur Pearl, University of Oregon,  
Eugene, Oregon

Wisconsin Component

Program Director:

Dr. Grace A. Lund  
University of Wisconsin-Milwaukee  
Milwaukee, Wisconsin

Assistant Program Director:

Miss Marion Metzow  
University of Wisconsin-Milwaukee  
Milwaukee, Wisconsin

Steering Committee:

Mr. Frank N. Brown, Chairman  
State Department of Public Instruction  
Madison, Wisconsin

Dr. Paul Ambrose  
Wisconsin State University-Superior  
Superior, Wisconsin

Dr. Harvey Goldman  
University of Wisconsin-Milwaukee  
Milwaukee, Wisconsin

Sister Bernadette Kalscheur, Ph.D.  
Alverno College  
Milwaukee, Wisconsin

Sister Marie Van Dyke, Ph.D.  
Urban Day School and Dominican College  
Milwaukee, Wisconsin and Racine, Wisconsin

Mr. Cedric Vig  
Rhineland Union High School  
Rhineland, Wisconsin

National Committee Liaison:

Dr. Vernon Haubrich  
University of Wisconsin  
Madison, Wisconsin