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ABSTRACT

This conference of colleagues from social science curriculum projects was designed to explore the problem of inservice teacher education to facilitate high quality utilization of innovative instructional materials and teaching procedures, or, change in basic educational practice. The conference was planned to involve all the participants in a flow of problem-solving and inquiry activities in small, three to five person, cross-project work groups. Problems of teacher attitudes, behavior, knowledge, and performance, which hamper effective materials utilization, were identified from the dual point of view of the developer and the teacher. A framework within which effective training activities might be organized was developed. This model placed the teachers problem-solving activity at the core of the curriculum change process, to which the scientist could contribute expertise and support through collaborative effort. A variety of inservice activities and training plans along with general behavioral objectives were discussed. Finally, a mechanism for curriculum project cooperative action was suggested-the Social Science Education Consortium. (SBE)

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**INSERVICE TEACHER EDUCATION
to Support Utilization of
NEW SOCIAL SCIENCE CURRICULA**

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**Publication # 125 of the
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A report of a conference sponsored by:

**Anthropology Curriculum Study Project
Educational Development Corporation
The High School Geography Project
Social Science Education Consortium, Inc.
Sociological Resources for Secondary Schools**

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Preface

As the social science education projects financed by the National Science Foundation, the U.S. Office of Education, and private foundations begin to make their materials available to schools, more and more people are asking, "Will these materials be used in the schools? Will they have an impact on the social studies?" Many have suggested that, regardless of the merit of the new materials, the large investment that they represent may fail to change the social studies because of the difficulties of getting acceptance and understanding on the part of teachers, administrators, and the public. Teacher education, both inservice and pre-service, is one of several formidable tasks that must be accomplished if the new materials are to have an important effect on the social studies.

The High School Geography Project, supported by the National Science Foundation and located in Boulder, Colorado, has undertaken an active program to explore and effect various alternatives which will ensure successful use of its Settlement Theme course. The Social Science Education Consortium is also located in Boulder and supported by the National Science Foundation. SSEC is an organization of social scientists and educators which, among other activities, seeks ways to facilitate the flow of information among and between social studies projects. HSGP and SSEC joined forces in initiating a conference to address itself to teacher education. Three other social science education projects funded by the National Science Foundation were asked to join in support of the conference, and they agreed to do so. These are Sociological Resources for Secondary Schools, Educational Development Corporation, and the Anthropology Curriculum Study Project. The Conference took place at Ann Arbor, Michigan, where Sociological Resources for Secondary Schools is located. William Hering, Jr., of that project, undertook the responsibility for local arrangements which contributed greatly to the success of the conference.

A team of social scientist-educators noted for their involvement in experimentation with creative teacher education activities as well as in the development of new social science education curricula was invited to be responsible for conference leadership and design. These included Ronald Lippitt, Program Director, and Lucille Schaible, Project Director in the Center for Research on Utilization of Scientific Knowledge; Robert Fox, Professor, and Emily Girault, Assistant Professor of Education at the University of Michigan; and Herbert Thelen, Professor of Education at the University of Chicago.

It is hoped that this conference, highlights of which are reported in the following pages, will encourage a continuing dialogue among the various social science curriculum projects with regard to the needs and strategies for inservice teacher education.

Nicholas Helburn

Irving Morrisett

W. Williams Stevens, Jr.

November, 1967

Boulder, Colorado

Introduction

Major effort is being directed by most social science curriculum projects into the production of innovative instructional materials-- teachers' guides, pupil resource books, films and filmstrips, records, and the like. These materials put into tangible form the conceptual and methodological designs conceived and valued by the social scientists and educators responsible for such projects.

Less attention has been given to the means for helping teachers utilize the new curriculum materials effectively. Few of the projects have assigned personnel to the teacher inservice education responsibility. Yet it is recognized that the success of the projects is highly dependent upon teacher understanding and skill.

Thus it was that the Social Science Education Consortium and the High School Geography Project invited colleagues from other social science curriculum projects, sponsored by the National Science Foundation and the U. S. Office of Education, to explore the problem of inservice teacher education in a two-day conference in Ann Arbor.

The Conference Orientation and Design

The response to the invitation was rapid, indicating concern about teacher education on the part of the social studies curriculum projects. The realities of field testing had revealed, even with specially selected teachers and schools, major issues of getting high quality utilization of the new types of curriculum materials and teaching procedures.

The challenge of curriculum innovation and change is different and more complex than the challenge of improving agricultural or medical or industrial practices. In these areas of applied biology and physical science the innovations are new "things," i.e., seeds, drugs, fertilizers, machines, etc., while in the area of curriculum improvement or applied social science, the innovations go beyond "things" (e.g., curriculum materials)

to new patterns of human performance or educational practice. New materials are incidental to the behavior patterns of utilization of the materials in interaction situations with classroom groups of children and youth. Therefore, the adoption and utilization of the curriculum innovations involves changes in values, attitudes, skills, and basic orientation toward knowledge. It is natural that there is much caution and resistance to such change. Current research on change in educational practice reveals that the typical procedures utilized in helping teachers with the adoption of new materials, such as instructional institutes, will not be very successful in getting widespread or good quality utilization of the new curricula.

The conference had the following purposes:

1. To identify and share the problems of teacher attitudes, knowledge, and performance which hamper effective utilization of the new social studies materials prepared by the projects.
2. To share the problems encountered in attempting to prepare the teachers to utilize the new materials.
3. To consider possible cross-project collaboration in tackling the problems of inservice teacher education.
4. To consider the possible role of the Social Science Education Consortium in such cross-project action needs.

With these purposes in mind, a work conference was planned which would involve all the participants in a flow of problem-solving and inquiry activities.

The following assumptions were made about the best type of conference to meet the five objectives mentioned above:

1. The conference procedures should promote mutual problem-solving communication rather than facilitating the expression of interproject competitiveness and defensiveness. Therefore, reports by projects on what they have accomplished should be avoided, particularly in the early stages.
2. The conference should avoid the trap of getting focused on the content of the curricula. This would prevent focus on teacher education needs and problems.

3. The conference should be a work conference rather than a talk conference. It should exemplify an inquiry model of activity, rather than old familiar models of experts presenting answers or solutions to problems not internalized or committed.

4. The conference agenda should be flexible and open to change with the flow of the conference.

With these assumptions in mind, there was planned a tentative series of activities designed to facilitate a flow of inquiry and problem-solving as the agenda for the conference. These activities are described in the succeeding sections of this report. The plan for flow was as follows:

1. Start-up--Who are we? Why are we here? What is our plan of work? How can we change it?

2. First Inquiry: What confrontations have we faced in the attitudes and behaviors of teachers? What are examples of inadequate teacher performance?

3. Second Inquiry: What problems do teachers face as they are confronted by our new curricula? What are the dilemmas for teachers in adapting and using our materials?

4. Third Inquiry: What attempts at teacher education have we been making? How do we evaluate these experiences?

5. Resource Session: Here are some of the frameworks and facts summarized from current work on stimulating and supporting change in classroom educational practice.

6. Implications for teacher training activities relevant to particular projects.

7. Next Steps: Are there things we can do together? Can SSEC help?

The conferees responded with active participation and open readiness to share and collaborate. The report which follows is a brief summary record of the various work sessions.

Confronting the Problem

In order to initiate the problem solving activities planned for the conference, the eighteen curriculum developers who were in attendance broke into small cross-project work groups of from three to five persons. The task was for each group to list some specific teacher behaviors (critical episodes) that were identified as having presented problems in the teaching of the new curricula during field testing. The groups worked for about forty-five minutes, each producing a series of problem statements, using a sheet of newsprint to describe each one individually. These problem situations were posted on a wall of the conference room.

Then, during a short coffee break, participants studied the combined results of this problem census. It was interesting to note that there were many similarities across projects in the kinds of problems identified.

After the coffee break, the curriculum developers put themselves in the place of the teachers, trying to identify the problems teachers face as they attempt to teach the new curricula. It was found that in some cases the problems of teachers closely parallel those of the curriculum developers. On the other hand, there are significant differences; e.g., there were few problems listed by teachers under the category "Inadequate Grasp of Content," but a new category had to be established to cover such teacher problems as feelings of inadequacy and insecurity.

Thus the problems which were identified through this dual approach served to confront the conference with the nature of the teacher education need.

Problems As Seen By:

Curriculum Developers

Lack of Ability to Initiate, Follow-through, or to Evaluate Inquiry Activities

1. Teacher fails to generate good inquiry questions.
2. Teacher does not help the children make generalizations.
3. Teacher leaves value differences among students unexplored. Doesn't know what to do after students have stated their different value preferences.
4. Teacher takes a value position rather than allow students to explore value differences in the classroom.
5. Teacher can't judge student performance on tests according to the principal investigator's standards.
6. Teacher is unable to identify students' problem-solving techniques during discussion periods.
7. Teacher pushes for single "correct" solution, rather than drawing out alternatives.
8. Teacher is unable to tolerate ambiguity.
9. Teacher falls back on expository method, requiring that all reading materials be reviewed.
10. Teacher insists on covering all "knowledge" rather than being concerned with human development.

Teachers

Lack of Ability to Initiate, Follow-through, or to Evaluate Inquiry Activities

1. Teacher is expected to perform an increased number of roles. "Resource producer" role is not consistent with inquirer role.
2. Difficult for teacher to recognize whether she's doing it (inquiry method).
3. Teacher may lack ability to lead inquiry.
4. There is need to support the concept of adaptation, not adoption. Recognize the extent to which teachers are required to change skills, attitudes, and concepts.
5. The specific curriculum changes aren't put into context of a larger change process.
6. The message isn't clear-- it's process, not materials.
7. Teacher who prefers didactic teaching is placed in position of personal conflict when expected to use an inquiry process.

11. Teacher focuses on particular documents, one by one, learning all about each, rather than focusing on the overall question or problem of the unit.

12. Teacher interprets materials merely as different subject matter, rather than a different mode of learning. "Now we memorize five factors affecting elasticity."

13. The objective is seen to be mastery of content rather than process.

14. Teacher can not assume learner position with students.

Inadequate Grasp of Content

1. Teacher fails to study conceptual material before teaching student materials.

2. Teacher misinterprets function and methods of the discipline.

3. Teacher doesn't make use of the issues presented in the materials.

4. Teacher does not see social science disciplines as useful tools of analysis of important "real" events.

5. "I can't teach a discipline; I'm a History major."

6. Teacher does not understand the concept of price equilibrium. Had no background in Economics.

7. Use of a parable to demonstrate unlimited wants is mis-interpreted as a morality lesson: "God does not like people who want too much."

Inadequate Grasp of Content

1. New curricula require knowledge of an increased range of content and social science disciplines.

Issues of Relationship between New Curriculum Teachers and Other Teachers, the Administration, or the School System

1. The school district calls for a lesson pattern of:

- a. opening statement of what will be done;
- b. mid-lesson summary;
- c. end-of-lesson summary.

The supervisor evaluates the teacher on the basis of this prescription.

2. Authoritarian nature of school system.

3. Administration does not give enough freedom for teachers to allocate time to teach each unit in depth. Teacher feels he has to cover "whole book" because of pressures from the principal, college boards, regents' exams, etc.

4. Teacher cannot resist pressure from principal and peers for a quiet classroom.

5. Teacher hesitates to use role-playing procedures because classroom might be perceived as noisy or confused by the principal.

6. Teacher decided to keep class together rather than breaking into small groups to conduct inquiry activities under student leadership--classroom might be perceived as undisciplined or noisy by others.

7. Teacher feels isolated from non-innovative colleagues.

Issues of Relationship with or Lack of Support from Administrators, Peers, and Curriculum Developers

1. Teachers are asked to do things which are not seen as legitimate by relevant others (role-playing, lack of closure, etc.)

2. Teachers are treated as dependent parts of a system. This makes it difficult for them to be different in the classroom.

3. Administration places emphasis upon things that can be measured.

4. Teachers don't have the norm of inquiring of one another. Thus they lack the opportunity for peer comparisons; they also fail to gain peer support.

5. Teachers are not involved in decision-making.

6. The new curricula proponents undermine teachers' old values system, but don't give enough time for developing a new one.

7. Continuing support from experts in using the new approach is lacking.

8. Teacher is expected to make a dramatic change--"all or none."

9. Teacher isolation.

10. Target should be the system and not the teacher. (System could stimulate teachers to ask the right questions.)

Lack of Preparation for
Classroom Sessions

1. Teachers who are non-volunteers find ways to minimize their investment in preparation for class sessions.
2. Mis-use of or inattention to the Teacher's Guide.
3. Teachers' time and energy resources don't allow for adequate preparation.

Issues of Insensitivity
to Students

1. Teacher does not create learning environment where there is a mutuality of interest.
2. "I'm not a children teacher; I'm a History teacher."
3. Teacher does not involve students in goal setting, gaining perspective, looking ahead, etc.
4. Teacher ignores students' hypotheses or insights.
5. Teacher fails to listen to students for feedback.
6. Teacher fails to listen to students or to consider them as good critics.
7. Teacher could not assume learner position with students.

8. Teacher gets so involved she can't stop. Goes on and on beyond students' endurance.

9. Teacher underestimates students' ability to learn.

Feelings of Inadequacy
and Insecurity

1. Teacher is being evaluated in terms of new criteria.
2. Teacher's base of confidence is altered.
3. Teacher fears looking foolish before her students; wants to gain rapport with them at the expense of the materials or the project.
4. "I haven't been through it myself; how can I teach it?"
5. Lack of personal experience with these new roles or ways of learning.

Issues of Relevancy of the
New Curricula to Teachers,
or to Students

1. The relevance of the social science disciplines to community decisions, policy making, etc., is unclear to teachers (and to project staffs?).
2. Teacher's own goals aren't used as a starting point. Relevance of new materials to teacher goals is not made clear.
3. "I can't see where the things we've always done fit into the sequence."

Seeking a Linkage between
New Curriculum Materials and the Teacher

The foregoing materials constitute a dramatic statement of the need for problem solving activity on the part of two professional groups--the developers of new social science curriculum materials, and the teachers who will use the materials.

The developers approach the problem of supporting effective utilization of their materials by asking such questions as:

- How can teachers be motivated to use our materials?
- What information about the program should be provided as orientation?
- Can demonstrations be provided?
- Can teachers be helped to develop the skills needed to use the methodology required by the new program?
- How can teachers be helped to gain the additional conceptual background needed?
- Are there ways in which a climate of support for the new program can be developed among the teacher's colleagues, the administration, the parents?
- How can teachers be supported in a continuous growth process, so that the challenges encountered in adaptation, enrichment, and creative utilization of the materials over time can be met?
- Should the project provide assistance to the teacher or school system in evaluating the use of the materials?

Teachers, on the other hand, have a somewhat different frame of reference for their problem-solving efforts. They start with such questions as:

- What concerns do I have about my effectiveness as a teacher?
- How relevant are the learning experiences I am providing to my students?
- Is our curriculum in line with modern trends?
- How can I find time to do all I know I should be doing?

- Who cares about my efforts to improve my teaching?
- How can I set priorities among all the competing opportunities for improving learning activities in my classroom?
- What are the norms around our school regarding innovation and change?
- Where can I get help, if I try something new that demands new skills on my part?
- How can I tell if it's worth the effort?

It can be assumed that most curriculum developers are eager to be helpful to teachers as they undertake to use the new materials and approaches, and that teachers are eager to do the best possible job of providing meaningful learning experiences for students. It cannot be assumed, however, that there is effective linkage between these two processes.

The conference, at this point, moved into an examination of the framework within which effective inservice teacher training activities might be organized.

It is clear that an inservice teacher education program should be directed toward the integration of a general problem-solving process in which teachers and school systems are engaged, with the more specific effort to provide for the skillful utilization of a set of new curriculum resources.

Three elements of such a design might have to do with

- (1) entry strategies
- (2) start-up strategies
- (3) maintenance strategies

Entry strategies. Activities which may be included as part of the entry strategy are: confrontation with the problem, exploring relevance and developing commitment, identifying and securing information about action alternatives, and involvement in decision making.

Somehow, the teacher must see the new curriculum materials as relevant to a significant problem. It is possible that some teachers have proceeded in their personal problem-solving activities to a point of seeing the need for curriculum change along

precisely the same lines as the curriculum project people, i.e., the new curriculum materials speak to a clearly focused need. It is more likely, however, that the teacher needs to be confronted with the need for change. The problem may be posed so sharply and dramatically through the inservice education materials or activities that the teacher says, 'A-ha! This is a problem of significance to me and to us in this school.' Or it may be that, after the problem has been posed, opportunity needs to be provided for the teacher to explore relevance to him and to his particular situation. This might even require the gathering of first-hand data from the students, or from other parts of the school system that would clarify need.

Once need and commitment are clear, the opportunity to identify and examine a variety of action alternatives needs to be provided. Too quick a movement to a single solution deprives the problem-solver of opportunity to weigh the relative merits of various approaches. He makes but limited use of the wide range of resources that might be exploited. Often the most obvious solution is not the best or the most creative. Thus, it would appear wise for the developers of specific social science curriculum materials to give attention to helping school personnel become informed about the widest possible range of programs and materials and to clarify how these might relate to particular problems with which the school may be concerned.

The decision-making process is clearly a part of the entry strategy. If teachers are seen either by the curriculum developers or by the school system administrators or school board members as merely the implementors of a new program after decisions about adoption have been made by "higher authorities," the probability of teacher commitment and creative involvement is greatly reduced.

Start-up strategies. Following a decision to try a particular action alternative as represented, for example, by one of the social science curriculum projects, the teacher is faced with several immediate needs. He needs to become more thoroughly acquainted with the program--its concepts, methodology, design, and materials.

He may see the need for some focused effort on his part to develop new skills, or to build some conceptual background prior to embarking on the program with his students.

Thus, if role playing is to be used as a part of the methodology, or if children are going to be gathering data, and organizing them for analysis by the class, skill development exercises may need to be provided for the teacher who is not familiar with these procedures. Practice with simulated situations can be arranged so that the teacher feels more secure in attempting the "real thing."

More basic is the problem some teachers may have in trying to direct an inquiry activity with students when they have had little opportunity to experience such procedures in their own professional lives. This kind of experience may be provided through the inservice education program by taking the teacher through various steps in the inquiry process, using problems which have some personal relevance. Dramatic illustrations of children engaged in inquiry activity may be presented through films, tapes, or sound filmstrips.

Assistance may be needed by the teacher in solving other kinds of "start-up" problems. What materials and resources are needed to teach the program effectively? Where may these be obtained? What are some alternative strategies for working the new program in with the existing curriculum? Can team relationships of two or more teachers and an administrator be set up so that mutual support may be given as plans are laid and initial problems confronted?

Maintenance strategies. Many innovative efforts on the part of teachers fail not because of lack of initial motivation and support, but because of longer range problems. The PSSC physics program, for example, has discovered it is not enough to require an intensive summer institute of all teachers who plan to teach the new course. Back in the classroom the teacher runs into unpredicted dilemmas. Problems are encountered that were not described in the institute. What at first seemed perfectly clear is not now so clear.

Strategies for providing continuing support need to be developed. To whom can the teacher turn for help? Can the materials provided for teacher preparation before teaching the materials be accessible also for reference when the need arises as work proceeds with the students? Do the materials build in support for the teacher to be a learner with his students; for example, materials designed for joint teacher-pupil use?

One of the more fruitful sources of support as well as of ideas for adaptation and improvement of the program is feedback from students. Teachers need to gain evidence that the program is worthwhile, and one of the best sources of such information is the students themselves. The inservice education program may be able to provide guidance to teachers who may not have had much experience with obtaining and utilizing pupil feedback. Instruments, such as the simple post-session reaction form, may be suggested. Help may be given with evaluation techniques by providing tests or describing how progress toward certain of the important objectives may be measured.

Some of the new curriculum programs have quite an impact on parents. Can teachers be helped to anticipate some of the questions parents may raise? Are there ways of involving parents actively in the new program? Can illustrative materials for use with parents be developed?

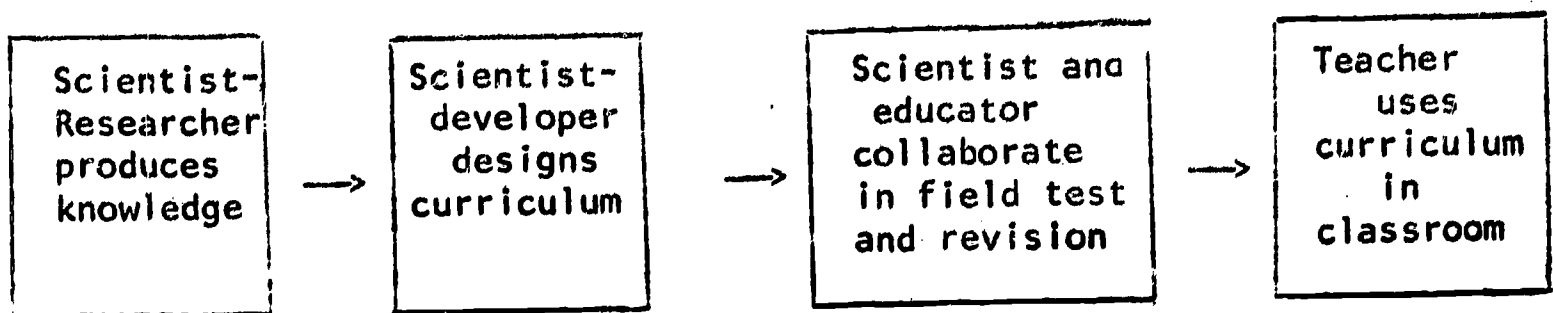
A major factor influencing maintenance of a program seems to be peer support. Can an inservice program give help to a school staff in building a climate of support? Can a staff be helped to examine its norms toward innovation and change? Can the need for open sharing of classroom practices be supported?

What is being suggested in the foregoing paragraphs is that the developers of new curriculum materials should and can assist in establishing this linkage between the new resources which they have created and an on-going problem-solving process within the school system, in which a teacher is involved. This means that the model is not one of a linear flow from the scientist-researcher producing knowledge, through the scientist-curriculum developer

who utilizes the knowledge in his design of new curriculum activities and materials, through field testing and modification in consultation with practitioners, to ultimate implementation by the teacher (See Figure 1).

FIGURE 1

A LINEAR MODEL OF THE CURRICULUM CHANGE PROCESS

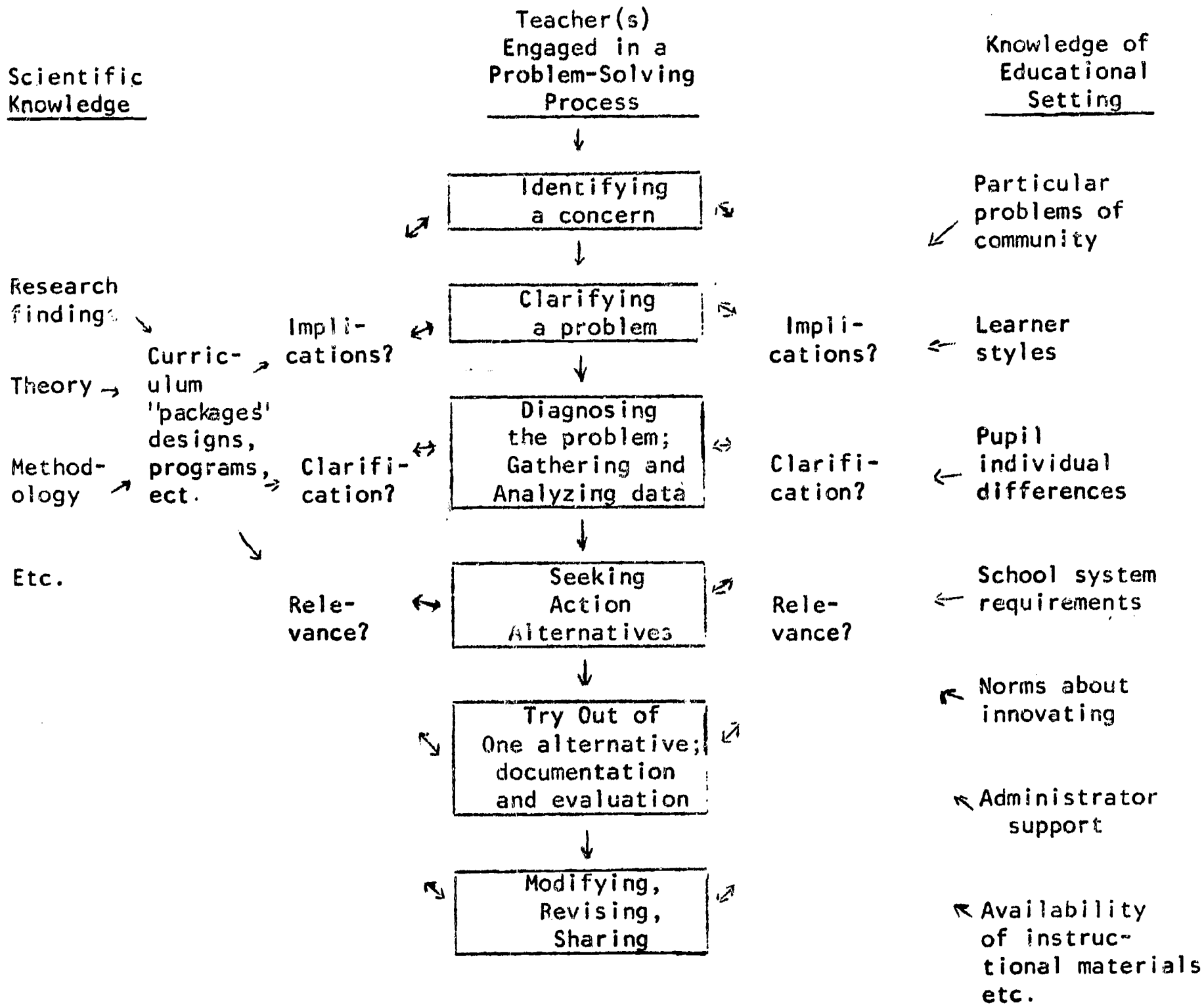


The more appropriate model is one which places the teacher's problem-solving activity at the core of a process, to which the scientist can contribute expertise and support through collaborative effort (See Figure 2).

Obviously the social scientists are not responsible for or able to influence all aspects of such a process. But if the materials they develop and the suggested inservice education activities they recommend are designed to relate to such a problem-solving process, they will be vastly more useful, and will be more likely to result in effective adoption and adaptation of the new curricula than will more direct efforts to just "tell teachers how it is supposed to be done." It is quite possible that some of these inservice education activities could be designed for use across all projects. Efforts to support teachers in their more general problem-solving activities could engage the collaboration of all curriculum programs.

FIGURE 2

A PROBLEM-SOLVING, RESEARCH UTILIZING MODEL
OF THE CURRICULUM CHANGE PROCESS



Project Inservice Education Efforts

Expectations of teacher behavior

Against this backdrop of the inservice education process, project members identified and seemed to reach consensus on the following as being desirable teacher behaviors, and as suggesting change-directions for an in-service training program:

1. Teachers need to abandon the idea of a fixed body of knowledge, and the traditional pressure to "cover" a certain amount of material.

2. Teachers should be concerned primarily with student development, and be flexible and responsive to the needs of the class.

3. In recognizing individual differences, teachers should be open to alternative ways of treating the content.

4. Teachers' ability and skill in listening to students must be greatly increased.

5. Teachers should recognize that school is just part of the education of their students, and incorporate as much experience from the "outside world" as possible.

6. It is hoped that while teachers would use project materials initially, they would adapt these and create their own.

7. Teachers should be able to recognize the intellectual organization of the material, the discipline, and relate this to relevant concerns of the students.

The variety of inservice activities presently carried out by the projects was surveyed and listed. It was agreed that a more extensive sharing of reports of these activities at some future time would be highly profitable and interesting. The list of activities included:

1. Institutes
2. Teacher skills packages
3. Telephone conferences
4. Training of supervisors or experienced teachers to serve as local consultants of project staff.

5. Electronic secretary to record teachers' questions
6. Teachers' guide to materials
7. Weekly workshops
8. Institute run concurrently with trial of materials
9. Build try-out areas around outstanding teachers who serve as consultants
10. Institute for college methods teachers.
11. Experienced teacher fellowship programs
12. Meetings with staff of project on released time
13. Teachers visit each others' classrooms
14. Teachers preparing own material
15. Staff visits classes using material
16. Workshops around country, involving participant teachers, staff and students examining what works and what doesn't, and why

Implications for Teacher Training Activities

Following a presentation of teacher education materials from two specific projects--a tape and a motion picture--the conference addressed itself to exploring implications for teacher training activities of the various ideas that had been discussed. It was decided that the limited time could be most profitably spent by brainstorming several designs for a set of inservice training activities which could be self-administered by the teacher who was working independently in using new curriculum materials. The Anthropology Project was selected as the focus.

Conference participants divided into four sub-groups to generate these designs. The specific task was to plan means by which the Anthropology Project could provide assistance to teachers using their materials without sending a personal representative to these schools or bringing teachers into a central institute or workshop.

The following plans were reported:

Plan 1

This group recommended a two-stage program that will a) introduce the teachers to the inquiry process, and b) familiarize them with salient features of each of the major social science curriculum projects.

1. The first kit, "Introduction to Inquiry", would include materials for four or five two-hour sessions. The materials would be self-programmed in such a way that a group of teachers could direct themselves in the learning experiences, or a supervisor or department head could lead them in these endeavors. Each of these sessions would afford the teachers some experience in the inquiry process, some sense of what it is about, and confidence in their ability to carry out this activity.

The initial item in each of these inquiry sessions would be some confrontation with phenomena of sufficient ambiguity to induce the teachers to work at resolution. Among these confrontations might be a five-minute film of salmon running upstream, two or three documents of contrasting nature, or a map of the type used in the anthropology film. With each confrontation would be one or two questions directing the teachers' efforts toward seeking explanation for the curious or unusual elements. These questions would be of the nature of the one used in the anthropology film, "What were the people like who lived here?"

Accompanying the confrontation item would be a film tape of others confronting the same data and working with it in a similar manner. These samples of inquiry sessions would further bolster the teacher's "feel" for an inquiry endeavor and for an inquiry-oriented classroom.

2. The second kit, which a supervisor or department chairman might have in his materials file, would include a design for a two-hour session on each of the curriculum projects. This would be prepared by each project. While these presentations would not

carry the responsibility of introducing the teachers to inquiry per se, each presentation would include some sample of the way in which inquiry procedures are activated in each of the curricula. These kits would further include a sample of project materials (like the anthropology film), a tape setting forth the basic rationale of the project's approach, and materials describing possible kinds of measurement of student progress. These kits, generally, would be designed to illustrate the positions taken by each of the various projects.

Plan 2

Three possible activities were suggested by this group, all designed to assist the teacher back in North Dakota, for instance, who is physically removed from access to any of the curriculum projects, and whose superintendent has decided that a particular program (the anthropology curriculum) is to be adopted.

1. The first approach begins with a consideration of the probable questions such a teacher would ask. Why teach anthropology? Why teach it this way? How can we work it into the "regular" curriculum? What kind of students can handle this subject?

The suggested package would include a tape of teachers interviewing Malcolm Collier on these and other issues. The tape listeners would then be invited to stop and discuss such additional questions they have, as well as the responses they heard on the tape.

A second taped episode would capture a group of teachers who have used the curriculum materials discussing the ways in which the lessons worked out, how they might approach it differently the second time, things they wish they had known the first time, and so forth.

An invitation would be extended to the package users to identify unanswered questions which seem crucial to them, and to communicate these to the project office. While this communication could be via letter, a more facilitating means would seem to be by telephone

conference call, or by audio-tape. Hopefully, the project would find it possible to treat these communications in a top-priority manner.

2. A second approach would be for a cluster of teachers or other interested school personnel to begin its introductory training by giving careful attention to the project's Teachers' Guide for a unit. Various teaching-plans would be generated by the group on the basis of suggestions from the teachers' guide. Volunteer members would teach these sample lessons to the group as a whole, thereby providing a learning experience for themselves, one which is sufficiently immediate to all participants to allow them to join in critiquing it and revising it.

The cluster would then view the anthropology film, offering a model of inquiry instruction. For this viewing, an outsider would join the group in order to assist in pointing up issues of significance. The group would be encouraged to compare the teacher-pupil behavior on the film with that which they had observed and experienced in their own cluster-teaching.

3. A third form of assistance suggested was that of helping teachers to profit from feedback from their own pupils. Sample instruments, the idea of post-session reaction forms, and other means of collecting these data would be described. Generally, this package would have as its objective helping the teachers become aware of a variety of ways in which they can be sensitive to reactions of students during the program.

Plan 3

The anthropology film would be used as the major training device. Before viewing the film, the teachers would be asked to consider three questions: What is happening in the classroom? What is the teacher doing? What interaction is taking place?

Every effort would be made to use the same process with the teachers as that used with the students in the film --- the teachers

would be asked to think about this bit of evidence of instructional behavior, to observe and analyze the behavior sample offered in the film.

The discussion following the film should follow the inquiry model as closely as possible. Follow-up questions might be: Was the time usage effective? Did the teacher respond to student questions? What did he do, what could he have done, to lead the students to generalizations? Was he being authoritarian? Was he standing in the way of the students' reaching their own generalizations?

The film could also be adapted as a confrontation device. For example, viewers could be asked, "When the child makes the reference to white people living nearby, what would you do?" The section of the film could be reshowed, with the teacher's responses blanked out.

The above suggestions, and others of an elaborative nature, could be shaped into a written study guide to use with the film as an inservice training package.

Plan 4

The suggestion of the fourth design group was a confrontation-search laboratory in the problem-solving process, developed in such a way that teachers could be continuously innovating their own classroom practices. Such a laboratory would begin with the anthropology film. Viewing teachers would be asked, What kinds of problems would you have in teaching in this classroom?

As an example, teachers might identify the problem of a group of non-participating students. A probe question would encourage them to look at the problem behaviorly: If the students were not participating, what were they doing? What might they be feeling?

The laboratory would then provide as a resource material the suggestions of others who have dealt with problems similar to this one and their descriptions of what they did. These aids

are not to be used as prescriptive solutions, but rather as foils against which the teacher might define those approaches most fitting his own instructional style and his own students. The objective would be to get the teachers to look at as many solution-alternatives as possible, to consider the "givens" of their own situations, and to design a solution adapted to the latter.

In expediting this individual-design approach, teachers would be trained in some specific skills supportive of the problem solving process: a force-field analysis, the refinement of a goal statement, means of collecting and analyzing data relevant to the supporting and restraining forces, and ways of moving from a force-field analysis to action-strategies for the classroom.

Additional resources would be highlighted for the teachers. These might be enrichment tapes or films or other special library resources, available community resources, the identification of content experts they might contact.

Hopefully, all of this would activate a process by which teachers could move continuously in order to design and revise their own instructional practices.

Desired Cooperative Action

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The participants, by final phase of the conference, had developed an active and shared concern about having an influence on the fate of their curriculum project products. No one was taking the position expressed by many projects that "our job is finished when the materials are written and tested." This desire to find ways of collaborating to exert influence was expressed in several ways and in several directions in the final session:

1. We need to find ways of influencing the Educational Establishment to support and facilitate the conditions necessary for curricula to be considered, adopted, and used. This includes:

- a. Reducing teacher overload so that there is time and energy to consider and use new curriculum materials.
- b. Supporting policies of released time so that teachers may observe demonstration of new curricula.
- c. Providing time and leadership for inservice training.
- d. Budgeting for social studies materials as laboratory materials (e.g., getting away from textbook concept).
- e. Actively exploring the implications for inquiry-oriented teaching of such innovations as modular scheduling, team teaching, using older students as aides, and involving para-professional helpers.

2. We need to pull together research based knowledge on how the adoption and utilization of new social studies curricula relates to the more general problem-solving behavior of school systems, schools, and teachers.

3. We need to pool information and explore action alternatives on how to deal with publishers with regards to inservice teacher education. (e.g., finding out the extent to which publishers are concerned with matters of teacher education, their willingness to collaborate in developing programs and materials, etc.)

4. We need to promote more active problem-oriented communication between publishers, project staffs, teacher training experts, and school system curriculum personnel.

5. Can we find any ways of training consultants across the country to represent the interests of all projects, e.g., a network of college social studies methods instructors to operate as a network of extension agents?

6. We also need to focus attention on pre-service teacher preparation, and on the adoption process in school systems.

7. We need to share technology and ideas in such areas as filmmaking, inquiry designs, and evaluation methods.

8. There is a special need to share information in the area of teacher education. There is also a need for help from teacher education experts.

9. Could teacher training materials be produced which would appropriately be supplementary to all of the curriculum projects?

A Mechanism for Collaborative Action?

The question was posed: "Does this group of project representatives need to organize itself, or can the Consortium structure and program adapt to meet our needs for communication and joint action?"

It was stated by several participants that SSEC seemed to be the most feasible mechanism for communication between projects and for identifying and involving other projects not attending this Conference.

But the question of project membership in the Consortium was not explored. It was agreed to convene another brief session during the NCSS meetings to pursue this question. The Consortium office will, meanwhile, send to the various projects further information about the purposes, organization and program of the Consortium.

Post-Conference Reflections and Observations

The conference staff feels very encouraged by the active participation and involvement of the project staff representatives in the conference and in the thinking about further work needed.

Several of the participants had expectations for the conference which were not congruent with the expectations and plans of the consultant staff. For example, two or three participants expected a training workshop in which the conference staff would give demonstrations of in-service teacher training methods. Two or three others expected that there would be opportunities for them to make formal presentations about their curricula. In general there seemed to be an expectation of a structured agenda and a "strongly led" meeting.

Perhaps it was for these reasons that there was clearly some hesitation and caution about breaking up into work groups of three a few minutes after the conference began. But the pattern of small group work clearly broke the ice of non-involvement very rapidly, just as it does in classroom curriculum activity.

But a new problem emerged by mid-morning. The inquiry trios had produced a very realistic body of data about the issues of teacher performance and school system support of the new curricula. This activated several "defense postures" by project personnel. The reactions might be summarized as:

1. "That's really not our business. We produce the materials and somebody else takes over from there."
2. "It's a big complex problem of influencing the Establishment. Experts on change should take over that job."
3. "We can't hope to accomplish much; we'll have to depend on our teacher guides."
4. "It's questionable whether all our effort will turn out to be worthwhile. Teachers aren't really very influenceable."

5. "Let's get out a pronouncement to the Establishment. That will take care of our responsibility."
6. "We'll have to depend on pre-service education of the next generation of teachers."

But as some different types of models of teacher involvement and education were presented many of the group seemed to glimpse new realistic images of potentiality. The discussion turned to possibilities of building teacher education into the curriculum materials and into the dissemination of the materials. But doubts were activated about funds for teacher training efforts, and the feasibility of collaboration from publishers.

These puzzling issues pushed someone to explore the possibility that a single set of teacher training materials might be prepared that would serve all of the projects.

The need for collective support and action finally pushed toward the discussion of possible future collaboration.

We feel the conference succeeded in problem analysis and in opening up the potentialities of collaboration. Next steps will depend on the commitment to the initiative begun in the conference, and on the readiness of SSEC to facilitate and provide the mechanism for action.