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ABSTRACT

Goals for the 2-year program were 1) to provide immediate assistance to disadvantaged youth at an early age from teacher-interns specially equipped to diagnose their student needs and provide appropriate learning experiences; 2) to provide sufficiently strong preparation for teaching so that interns will achieve enough success to desire to continue teaching disadvantaged youth; 3) to try new approaches leading to progressive development of more effective and efficient teacher education programs. Preservice began with 28 corpsmen in laboratory and seminar classes which emphasized exploring the world of the public school classroom. Inservice combined internship in the elementary schools with campus classes, the two running in parallel sequences of subject matter: reading, math, social studies, science, and physical education. More theoretical courses were reserved for summer to give interns a chance to synthesize their learnings. Program effects on the university include three new courses in the curriculum and greater use of interdepartmental team teaching and video tape equipment. The impact on the schools was also strong particularly in areas of teacher knowledge of new methods and materials, and practice of team teaching. Corpsmen participated in diversified and individualized community activity. Evaluation methods included oral exams, National Teacher Exams, and teaching effectiveness ratings. The program was clearly successful. (JS)

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NEW MEXICO STATE UNIVERSITY

Teacher Corps Office

College of Education

MEMORANDUM

July 23, 1969

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TO: Mr. Lawrence E. Williams, Acting Chief  
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FROM: Mrs. Evelyn H. Short, Associate Director  
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SUBJECT: Final Narrative Report: Cycle II

The attached report has been prepared as per instructions in Administrative Bulletin #12, p. 4. Information was gathered directly from interns, cooperating public school personnel, community members, and the NMSU-Teacher Corps office staff.

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## Teacher Corps at New Mexico State University

### FINAL NARRATIVE REPORT: CYCLE II September 18, 1967<sup>1968</sup>, to July 18, 1969 - 1

Though Cycle II began in September, the actual work began sometime before that. Recruitment started as soon as funds were available. Experience with Cycle I had indicated that as many Spanish-speaking interns as possible would be desirable and that a higher percentage of Southwesterners would strengthen the program. Recruitment was started with these aims in mind. Both goals were partially achieved. Seventy-two percent of Cycle II interns who finished the program spoke Spanish either adequately or fluently. Two-thirds of the graduating interns had been in the Southwest long enough to feel that it was home. Percentages were not as high for those who dropped or were dropped from the program.

Even before recruitment was finished, Teacher Corps staff members and professors who were to teach during pre-service were actively engaged in a series of workshop meetings to plan pre-service experiences. Experiences were planned to correlate within the coursework frame and to ready the provisional Corpsemen for their responsibilities during in-service. It was felt that with the professors, staff, and team leaders working together as a team, the Corpsemen would have more worthwhile learning tasks and that the experiences would not be repetitious. Teamwork, too, should provide a more effective means for achievement of goals.

Goals for the program were as follows:

1. To provide immediate assistance to disadvantaged youth at an early age from teacher-interns who have been specially equipped to diagnose student needs and provide appropriate learning experiences.
2. To provide sufficiently strong preparation for teaching that interns will achieve such a high degree of success in working with disadvantaged youth that they will wish to continue teaching these students after completion of the program.
3. To try new approaches to educating teachers in order to progressively develop more effective and efficient teacher education programs.)

With the above objectives in mind, pre-service began on September 18, 1967, with twenty-eight provisional Corpsemen. All classes were held as laboratory or seminar classes. A good deal of the laboratory time was spent exploring the world of the public school classroom. The highlights of pre-service proved to be the varied activities of the classes, such as: Corpsemen were taught to observe and evaluate the learning process; comparisons were made between the various levels of public education; a number of community and public school personnel were brought to the group as consultants; some sessions on the change process were held; a field trip was taken to the public and private schools of nearby Juarez,

Mexico; a linguistic workshop was held; audio-visual laboratories were arranged; and micro-teaching sessions took place. On Thursdays, interns visited on a rotation basis all the schools where they might intern. They were given a chance to look over the school, and the school was given a chance to look over the prospective intern. Corpsmen were given specific assignments by the professors, observations at first and, later, group work with children. Team assignments were made when pre-service was two-thirds finished. By some happy chance, almost all Corpsmen and schools were able to have their first choice of assignment. After the assignment, Corpsmen could do more in-depth work with teachers and children so that they were well set for in-service.

In-service began with an art workshop on campus and internship in the schools. Since most of the schools still had Cycle I interns, the task of becoming accepted at the local level was already accomplished. Many teachers and principals realized that Teacher Corps interns were a great asset to the children, and Cycle II interns set right to work, usually with the children who, by December, were falling behind their classmates. Some schools had a plethora of materials which the interns latched onto and worked with. Some of the materials had never been used by the regular staff; after the interns had demonstrated the worth of many of the materials, other staff members began to use the materials, and they have become part of the curriculum. In schools with a paucity of materials, interns proved very inventive in making their own materials. Carpeting scraps, sandpaper, yard goods, old paper, anything that could be begged, borrowed, or stolen was used. One of the most inventive of the materials was a manual Tach-X type cardboard gadget used by the intern to improve children's visual perception. The idea for this gadget has been disseminated, through other interns and through a demonstration session, to school districts throughout the area.

The second year of in-service saw the University-Teacher Corps with a wide variety of equipment. Cycle II interns used this equipment, taking it into the schools to use with all ages and varieties of elementary school children. Interns found the children receptive and the regular staff eager to know more of the new kinds of instructional aids. After a chance to use the equipment extensively, interns rated the Language Master, the Cuisenaire Rods, and programmed materials in reading and math as the most valuable aids to learning. Aside from the very obvious benefit to the children, bringing these devices into the schools has created an interest and a demand by the regular staff which should be far-reaching.

All during in-service, interns were studying in classes at the University. Classes were intended to parallel as closely as possible the interns' experiences in the schools. The reading courses were scheduled at the beginning of the program because this was the need most felt by the schools. Math and social studies were next as these were the next most needed subjects. Science and physical education were included in the last semester. As each subject matter was taught at the University, the intern taught the subject to the

children in the schools. In this way, methods and approaches could be analyzed by the group as the semester progressed. More theoretical courses were reserved for the summers to give the interns a chance to synthesize their learnings. The final summer culminated with a course in curriculum development with a strong emphasis on the change process. At graduation ceremonies for Cycle II, our special speaker was a young man who had been a Cycle I intern. He is currently involved in changing the school at which he is teaching to a completely bilingual school. He stressed to both Cycle II and Cycle III interns that change is possible and that their roles as change agents does not end with the end of their Teacher Corps status.

As a result of Teacher Corps at New Mexico State University, several new courses are now a permanent part of the University curriculum. "Teaching the Disadvantaged," "Psychology of the Disadvantaged," and "English as a Second Language" are the new courses. Although Cycle II did not have "English as a Second Language" specifically, the need was so obvious that the course was planned and put into operation as an interdisciplinary team-taught course. Team-teaching and shared teaching are becoming an accepted part of the College of Education's programs. Teacher Corps and Teacher Co-op together have fostered these changes.

Other changes have been of a more technical nature. Probably the most far-reaching has been the use of video-tape equipment. All undergraduate classes in the Department of Elementary and Secondary Education now use some type of micro-teaching. The student teaching programs use the equipment extensively as a self-evaluation technique. The Educational Psychology and Educational Administration departments use the equipment as experimental and evaluative devices. Teacher Corps can claim beginning this innovation in the College.

The College is looking closely at the success of the internship in both Teacher Corps and Teacher Co-op. While the mechanics of arranging an internship program for large numbers of student teachers boggles the imagination, especially in a small town, it is felt that eventually a way will be found. Working closely with a number of school districts during the Teacher Corps project has certainly forwarded this goal.

State Departments of Education in both New Mexico and Texas have been most cooperative in changing certification requirements to meet the needs of Teacher Corps interns. The Graduate School at New Mexico State University, too, has admitted students to the program who would ordinarily be inadmissible. The success of many of these students has proved to be a bonus to both the University and the students. Jose Garcia is the most dramatic example of this success. Mr. Garcia entered his undergraduate work with only a fourth grade education. By hard work and pure determination, Mr. Garcia finished his degree and worked for a time. He then decided that teaching was for him and applied for the Teacher Corps. He was admitted and has maintained a sufficiently high grade point average



and passed his oral examination to obtain the Master of Arts in Teaching degree. We are very proud of Mr. Garcia's achievements and of the role of Teacher Corps in making these achievements possible.

The Teacher Corps' impact on the schools has been a strong one. Typical comments of team leaders (who are in the best position to notice the impact) are as follows:

1. A much greater knowledge of methods and materials available in the district for remedial or substitution for what doesn't work is paramount. Also graphically illustrated is what will happen if more individual attention is focused on a child having difficulty. (There is) a greater feeling of freedom to work with other adults present in the classroom. Also, by example, (we have) a model of a teacher -- the intern -- who is thoroughly prepared and willing to research the problem in an effort to solve it. We have a better understanding of teacher preparation. There is greater awareness of cooperation both present and/or needed. I think teachers have been prodded to do a better job because of the presence of the interns in critical areas.
2. The school at its best gives interns a wide exposure to classes, levels, subject areas, and in many cases, allows an intern to find his area of special interest in time to get considerable experience therein. It exposes him to full class, self-reliant experiences so that he does not have a rude awakening when finished with the program. He can and should have been mini-exposed to a two or three-year teaching experience.
3. Teachers have been exposed to working with another teacher in the classroom. These were teachers who were not in agreement in having others work with them during their class presentations. Sharing of ideas from one class to another and also from grade levels has been evident within the school. Interns' having access to materials available at the University and bringing them for use in the classroom has proven an effective sharing of ideas, and resourcefulness has been an aid to the teachers in teaching the classes. (For instance), audio-visual equipment has been utilized more by Teacher Corps, therefore exposing the faculty as a whole to more use of equipment. Creative ways of emphasizing the math or times tables in the upper grades has made an impact on teachers working with Teacher Corps interns.
4. Interns have introduced new types of materials, checked out from the University Teacher Corps office, and have stirred interest of other teachers in using these new materials. (Interns) have brought about a better response toward working as a team to get more accomplished, (and) lessened the fear of someone's "sharing" the class. Interns have also introduced new ways of using existing

equipment to take care of providing more learning experiences, i. e., taping stories and using the film strip for a private "t. v. show" to provide more reading and language arts in the same time span; (this was) also done for motivation to spur on those who became "lazy."

5. There has been more of a trend toward team teaching than ever before. Some teachers are experiencing their first situation in a team-teaching approach with interns and are very pleased that they are able to learn new methods and techniques that the interns are using -- and vice-versa. The fact that the interns are permitted to bring Teacher Corps equipment and materials into the field has been advantageous. Veteran teachers are exposed to equipment and materials they have never seen or used; the intern introduces it to the system for the first time. Teachers have expressed appreciation for this aspect. Also, veteran teachers have commented on the training the Teacher Corps receive and think their field experience is invaluable. They have commented that the training for all teachers should be designed as that of Teacher Corps. Teacher Corps has broken the barrier for classroom teachers to permit other personnel to work in the classroom with them.
6. Teachers have commented that giving the interns training or classroom experience in correlation with University classwork has shown considerable evidence of practical theory. Interns are enthusiastic about supplying methods in a real situation. One of the interns administered tests and grouped children for reading in a fifth grade class for the regular teacher. The teacher commented she was going to try to teach her reading in groups next year. The intern taught the class alone for approximately eight weeks, then the reading was taught in a team situation. The veteran teacher said she had learned so much from the intern. (Another) teacher commented about how well one of the interns was doing to the team leader and said, "Maybe I should be teaching him, but I'm learning from him." Still another teacher commented that the intern was making the science so interesting that she didn't want to leave the room. The intern was teaching science to a slow group without using a text with the children and the children were very enthusiastic about science. For their part, interns have commented that by rotating them with different teachers that they pick up more ideas and good points of teaching from this type of teaching experience than a usual practice teacher receives.
7. Previously, principals had refused to incorporate Teacher Corps in their school system. This year, the team leader was told by every elementary principal that they would like to have some Teacher Corps interns if possible. One principal who was not too accepting about Teacher Corps last year has been most enthusiastic about it this year and thinks it's most helpful. The school (system) has no elementary supervisors. Since the supervision the



interns have received from the team leader, principals of the cooperating elementary schools have requested the employment of an elementary supervisor. Teachers have asked the team leader for supervision in their classes. Interns have commented on the change they have seen in some of the teachers after the supervision.

Cycle II Corpsmembers' community activity was highly diversified and individualized. It is felt that a team approach would have had a longer term impact, but that the work that was done was valuable in itself. Some worked with adult basic education, some with bilingual programs, some with tutoring juvenile delinquents, some with individual children, some with church programs, some with existing programs such as Boy Scouts, and one intern developed a program for an intensive Spanish course for local teachers. Although the recommendation is for a team approach to community work, it must be remembered that each intern should be considered in the planning. One intern will have to spend a great deal more time in his University studies than another. He should be allowed to do this without feeling that he is not performing all that is expected of him. In the evaluations written by the team leaders, all team leaders expressed the concern that community involvement was emphasized out of proportion to the importance of learning to teach. As one team leader put it, "Teaching itself is a community service and should be placed first in priority in the Teacher Corps program."

The University staff did some research into the relative performance of Teacher Corps interns compared to regular graduate students. The subjective opinions of professors were that Teacher Corps interns had ability above the average, but performance in college classrooms was below average. Evaluations of the interns' oral examinations showed that twenty-seven percent of the interns were rated superior by at least three out of the four participating professors, and that sixty-six percent of the interns were rated superior by at least one of the participating professors.

The results of the National Teacher Examination showed that the majority of the Teacher Corps interns at New Mexico State University are clearly above average. One-third of the interns were above the ninetieth percentile with their composite scores. Sixty percent of the interns were above the fiftieth percentile.

Teaching effectiveness is crucial to any Teacher Corps program. Cycle II interns were rated on a nine-point scale. Two-thirds of the interns were rated in the superior range. Both school personnel and Teacher Corps staff members have no hesitation in recommending all graduating interns for teaching positions.

Teacher Corps, Cycle II, at New Mexico State University was clearly a success. All objectives were achieved and many side benefits occurred. Some problems could have been avoided by more stringent selection techniques. Determining a potential Corpsman's

commitment is difficult even in a personal interview and almost impossible on paper. A day-long intensive interview combined with an introduction to the school setting should be a minimum before selection occurs. Pre-service should actually be a ten to thirteen-week long interview with eight to ten more provisional Corpsmen selected than will be retained. Teacher Corps is a very expensive proposition and only those interns who can truly make a contribution to education should be retained. The lost souls and those with deep personal problems have no place in the Teacher Corps program.

Another problem was time. Since funding was so late, professors had to be hired on an overload basis. This left only minimum time for planning meetings, especially during the crucial pre-service period. Teacher Corps professors should be paid for their teaching load plus some time for planning with team leaders, staff, and interns, plus time for on-site visits and seminars.

Washington program specialists could be more helpful if they were very careful to remain open-minded, if they looked at all sides of the local program, and if they provided written reports with constructive suggestions to the program.

The beginning of pre-service should start with an intensive sensitivity-orientation period. All personnel to be involved with Teacher Corps should take part in at least some of these sessions. Mutually acceptable goals should be set at this time and the change process should be carefully examined.

**APPENDIX**

**Summary Sheet A: Intern Attitude Inventory**

**Summary Sheet B: Intern Opinion Poll**

## Intern Attitude Inventory

**Directions:** The statements below have been selected from (1) oral statements; (2) current literature; and (3) documents. Indicate your reaction to each statement by circling A if you agree with the statement; circling DA if you disagree with the statement; or circling N if you have no opinion regarding the statement. (Note: Under each column, percentages are given of the group's reactions to the various choices presented.)

	<u>Statements</u>	<u>A</u>	<u>DA</u>	<u>N</u>
1.	The most valuable type of community involvement improves the teaching efficiency of the intern while rendering some needed service to children.	42.9	35.7	21.4 ✓
2.	An intern takes an active part in ousting a school board member from office and is dismissed from Teacher Corps as a result. Within the philosophy of Teacher Corps, the intern was a success.	14.3	71.4	14.3
3.	Some interns who should resign from Teacher Corps at the end of pre-service do not do so.	57.1	21.4	21.4
4.	New Mexico State University, Cycle II, will meet its objectives if the interns receive the MAT degree and certification and pleasant relationships are maintained with local schools.	14.3	64.3	21.4
5.	College and university faculty members have no justification for describing interns as "rude, insolent, and immature."	35.7	50.0	14.3
6.	It is not surprising that there is a large turnover of interns since many who leave have failed most everything they have tried.	14.3	85.7	----
7.	The real purpose of Teacher Corps is to affect change in the educational system.	64.3	21.4	14.3 ✓
8.	The Teacher Corps organization has clearly defined the changes it wishes its interns to make.	7.1	92.9	----
9.	Interns who aspire to advanced degrees and administrative positions while retaining the Teacher Corps philosophy will be in a better position to affect change than a classroom teacher.	64.3	21.4	14.3 ✓
10.	An intern who earns good marks and who shows his aggressiveness by "heckling and baiting" his college profs is likely to be offered assistantships for advanced degrees.	----	50.0	50.0
11.	Unauthorized absences of interns from required university, school, and community assignments is justification for dismissal from the program.	50.0	28.6	21.4 ✓

**Intern Opinion Poll  
(Acceptable Community Involvement Activities)**

**Directions:** Below is a list of ten activities suitable for community involvement. Each activity is described or defined briefly. Rank the items from most valuable (10) to least valuable (1) and place the rank order of each item on the blank line provided.

<u>Rank Order *</u>	<u>Description of Activity Performed by Intern</u>
#5	Organizes neighborhood playgrounds, "Fix-It Shops," hobby shops for children and youth.
#4	Assists in supervising organized groups (4-H, Scouts, etc.), interacts with community leaders.
#8	Lives in the community, shops in area, interacts with parents and business people, refers to the area as home, attends church, etc.; may do some "good-citizenship" activities.
#7	Attends school and community activities, assumes leadership or responsibility.
#2	Tutors in child's home, gets acquainted with family, sees and interacts with home conditions; courtesy calls may precede tutoring.
#6	Tutors at school: (a) gets needed practice with media and equipment; (b) additional practice with other disciplines than those taught by assignment; or (c) interacts with different age group.
#3	Acts as interpreter for parents, assists parents in obtaining services, conducts surveys for the school, etc.
#6	Attends school and community activities as spectator, meets parents and patrons socially.
#1	Teaches in or for recognized organizations (YWCA, Boys Club, etc.), or organizes similar clubs to serve the needs of children and youth.
#3	Accompanies children to and from school or school activities, requires only that an adult be present.

(\*Note: "Rank order" was derived by weighting the ratings assigned by each intern.)