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ABSTRACT

Central Washington State College has established a project concerned with the education of migrant and Indian children, with special emphasis on teacher education. The project Center is located on reservation land owned by the Yakima Indian Nation, and students participating in the program will live in the area for 32 weeks of course study and laboratory experience. The objectives of the program are 1) to identify teacher traits and methods of instruction to produce the most desirable learning environment; 2) to identify problems that impede learning; 3) to implement programs which will enable the student teacher to meet identified challenges; and 4) to prepare students for teaching assignments with migrant and Indian children. The document gives details of the course of study, with listings of selected readings, activities, and resource people. (MBM)

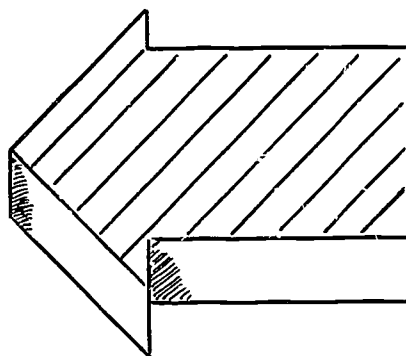
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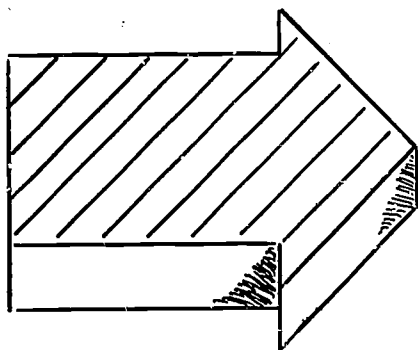
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STUDENT TEACHING



AND

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RELATED EXPERIENCES



THE CENTER FOR THE
STUDY OF MIGRANT AND
INDIAN EDUCATION

a project of

CENTRAL WASHINGTON
STATE COLLEGE

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INTRODUCTION

Central Washington State College, Department of Education, has had funded a project that is directed to the education of Migrant and Indian children. The Center for the project is located at Toppenish, Washington. One of the major directions of the Center is in the area of teacher education. Historically, teacher education and pre-certification training has taken place in large urban centers or in areas of affluence that tend toward the ideal, rather than the real. The Center for the Study of Migrant and Indian Education is embarking on a teacher education program geared to preparing prospective teachers to receive practical experience which will lead to success in relating to and teaching children of Migrant workers and Indians.

The Center is located on reservation land owned by the Yakima Indian Nation, in the midst of the productive agricultural region of the state. This area is the location of many diverse cultural and ethnic groups, including a large transient population of agricultural workers who travel the route of the "migratory stream" throughout the western states. The instigation of the student teaching and related field experiences program in this socio-economic locale provides the prospective teacher with many resources and training experiences. Central Washington State College students will be selected to participate in the Migrant and Indian educational program for the coming academic year. Students will live in the Toppenish area for a period of thirty-two weeks where registration, courses of study, and laboratory experience will take place.

The following schedule includes proposed activities for August through June experiences taking place at the Center for the Study of Migrant and Indian Education, Toppenish, Washington.

THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION
STUDENT TEACHING AND RELATED FIELD EXPERIENCES

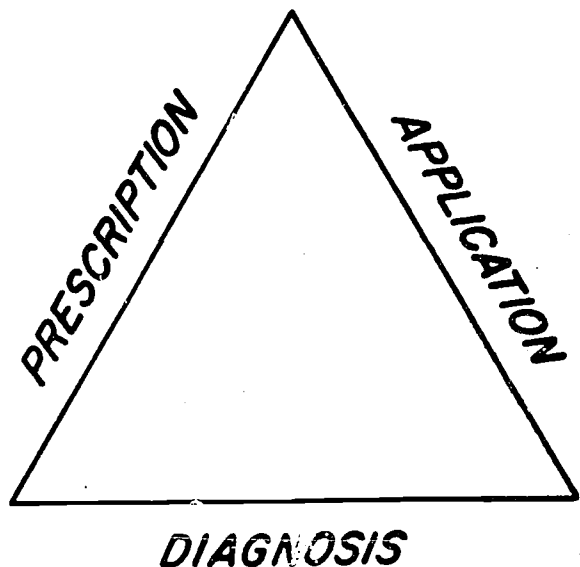
OBJECTIVES

- * IDENTIFICATION OF TEACHER TRAITS AND METHODS OF INSTRUCTION THAT EFFECTIVELY PRODUCE THE MOST DESIRABLE LEARNING ENVIRONMENT
- * IDENTIFICATION OF PROBLEMS THAT IMPEDE LEARNING
- * IMPLEMENTATION OF PROGRAMS WHICH WILL ENABLE THE STUDENT TEACHER TO MEET IDENTIFIED CHALLENGES
- * PREPARATION OF STUDENTS FOR TEACHING ASSIGNMENTS WITH MIGRANT AND INDIAN CHILDREN

A PRESCRIPTION

for

BUILDING A KNOWLEDGE BASE



COURSE OF STUDY

The course of study for the students selected to participate in the student teaching and related field experience program is outlined below:

I. August through June Experience:

The continuing development of an individual-educational philosophy.

II. August Field Experience:

The purpose of this experience is to acquaint the students with sociological, psychological, and environmental conditions affecting the lives of school age children of Migrants and Indians. It lasts for four and one-half weeks (8 quarter hour credits).

III. September Classroom Experience:

Students are assigned to a classroom in a rural school to become acquainted with: (1) preparations necessary for beginning school in the fall of the year, (2) operation of the school, (3) instigation of classes in the fall of the year, and (4) classroom management responsibilities. The duration is the month of September (4 quarter hour credits).

IV. Fall Quarter Block Learning:

This is classroom work, with appropriate laboratory experience, related to studying growth and development of children, learning and evaluation, curriculum of schools, methods of teaching, materials needed in teaching, and the culture of the disadvantaged. It is a three month experience which takes place in the Toppenish area (16 quarter credits).

V. Winter-Spring Student Teaching Experience:

One-half of the group will be enrolled in student teaching during the winter quarter and one-half will be enrolled during the spring quarter. During each quarter the other one-half of the students will be on campus pursuing academic work (16 quarter credits).

CENTRAL WASHINGTON STATE COLLEGE

Special Program for Teacher Preparation

August field experience (8 credits, 4 1/2 weeks)

Education 440, Workshop
Sociology 440, Workshop

4 credits
4 credits

8

September experience (4 credits)

Education 341, Classroom Management

4 credits

4

Fall Quarter (15 credits)

Psychology 309, Human Growth & Development
Psychology 310, Learning & Evaluation
Education 314, Curriculum, Methods & Materials
Sociology 498, Special Topics: Poverty and
Educational Disadvantaged

4 credits
4 credits
4 credits
3 credits

15

Individual Study Available 1-3 hours

Winter or Spring Quarter (1/2 the students) - (16 credits)

Students may Student Teach Winter or Spring Quarter
Education 442, Student Teaching
Education 445, Seminar in Student Teaching

14 credits
2 credits

16

TOTAL CREDITS

43

AUGUST - JUNE EXPERIENCE
Development of
INDIVIDUAL - EDUCATION PHILOSOPHY

OJECTIVE

To identify the elements of a personal philosophy about
man's role in society.

To identify the elements of a professional philosophy of
education and its relationship to a personal philosophy.

ELEMENTS OF A PERSONAL PHILOSOPHY

AUDIENCE: Central Washington State College students assigned to the Migrant and Indian Center at Toppenish preparing to teach children of Migrants and Indians.

CONCEPT: The professional makes decisions based upon a systematic philosophy applied in a consistent manner.

PURPOSE: One cannot get lost until he knows where he is going. *

ENTRY BEHAVIOR:

SPECIFIC OBJECTIVE: Given instruction in identifying and applying elements of a personal philosophy, the student will express in writing a systematic philosophy of education and will utilize his philosophical views in making decisions about teaching and learning that are consistent with his written philosophy.

SELECTED READINGS:

Robert W. Burns and Charles J. Brauner, Philosophy of Education, Essays and Commentaries, New York: The Ronald Press Company, 1962.

Perry Miller, American Thought, Civil War to World War I, New York: Holt Rhinehart and Winston, 1962.

Vernon Louis Parrington, Main Currents in American Thought, An interpretation of literature from the beginnings to 1920, New York: 1958.

Daniel Selakovich, The Schools and American Society, Waltham, Mass.: Blaisdell Publishing Company, 1967.

David B. Tyack, Turning Points in American Educational History, Waltham, Mass.: Blaisdell Publishing Company, 1967.

Association for Supervision and Curriculum Development
Humanizing Education: The Person in the Process, 1967
Individualizing Instruction, 1964
Perceiving, Behaving, Becoming, 1962
Role of Supervisor and Curriculum Director in a Climate of Change, 1965

ACTIVITIES:

Seminars: Each will be geared to a verbal search for the elements of "that" philosophy.

* Mager, Robert F.; Preparing Educational Objectives, Palo Alto: Fearon Publishers, 1962

RESOURCE POOL:

Human Resource Directory

Prepared by Fred Diaz. Contact him at the Center for the Study of Migrant and Indian Education, P.O. Box 329, Toppenish, WA 98948. Phone 865-3796.

EVALUATION:

Having written his personal philosophy, the student-teacher will be able to judge his behavior as he relates to the teaching/learning process on the basis of the consistency or lack of same between his written philosophy and his instructional behavior. (See attached pre and post test in Appendix)

AUGUST FIELD EXPERIENCE

OBJECTIVE

- To identify the life styles of the Migrant (Anglo, Mexican-American, Other) and the Indian in this area. Or, if from a migrant background, the individual will attack the task by applying the log observation to the segment of the population where the culture and income level is different than his/her background.
- To identify one's personal life style, values, goals, and prejudices, and how these may influence teaching methodology and behavior when working with children of Migrant workers and Indians.

METHODS AND PROCEDURES

AUDIENCE: Students from C.W.S.C. assigned to the Migrant and Indian Center at Toppenish who are preparing to teach in the rural area with children of Migrant workers and Indians.

CONCEPT: Knowledge of Migrant-Indian student background provides more data for diagnosing and prescribing relevant instruction.

PURPOSE: To build a knowledge base pertaining to Migrants and Indians and other local people of the rural area.

ENTRY BEHAVIOR:

SPECIFIC OBJECTIVES: Given the experience of working in each of the following, or choosing four of the following:

- | | |
|---------------------------|-------------------------------|
| Wapato Community Center | Crewport Parent-Child Center |
| Toppenish Day Care Center | Grandview Parent-Child Center |
| Granger Day Care Center | Others, options available |

and, having actual contact with Migrants, Indians and other members of the local communities--the student will maintain a log of each of the four selected locales. The log will consist of first hand observations of each of the following socio-economic phenomenon:

FAMILY RELATIONSHIPS

- father to mother
- child to mother/father
- children with peers
- religious patterns (church affiliations)
- eating patterns (time, amenities)
- sibling/school oriented activities as they presently appear (manipulative devices, etc.)

WORK HABITS

type of labor
hours involved
persons involved
social activities
colloquial-vernacular
housing (size, conjunction)
transportation to work area
income
values

VALUES

schools (graduation--college--aspirations)
competiveness
pride, self concept
toward family, law enforcement, government, bureaucracy

There are conceivably other areas which will evolve, so that
there will be some deletions and additions to the above.

SELECTED READINGS:

Printed Materials:

Bauer, Evelyn. The Relationship of Cultural Conflict to the
School Adjustment of the Mexican-American Child. 1967

Hartman, Chester W. and Gregg Carr. Housing Authorities
Reconsidered, AIP Journal, January 11, 1969.

Heatman, James E. Selected Bibliography on Rural Education and
Small Schools. New Mexico State University, Las Cruces,
New Mexico: October, 1968 ERIC/CRESS

Heatman, James E. and Stanley R. Wurster. Selected Bibliography on Indian Education. New Mexico State University, Las Cruces, New Mexico: December, 1968
ERIC/CRESS

James, Karen, Jean and Thomas Langdon, Kerry J. Pataki, Steven S. Webster, and Lynn D. Patterson. Yakima, Washington: The Endless Cycle--Migrant Life in the Yakima Valley. Yakima Valley Council for Community Action. Yakima, Washington. 1968.

Learning on the Move: A Guide for Migrant Education. Denver: Colorado State Department of Education, 1960.

ACTIVITIES: Actual experience in selected locations in the Yakima Valley during the month of August, 1969:
Registering Migrants for day care centers and other community service centers. Inservice may include:
working with supervisor directing activities
working with children in residence, i.e., child care, field trips, directing play activities
accepting and registering children
tutoring children in pre-school activities

Seminar:

NEL Training at Leavenworth, Washington:

Writing of a log regarding first-hand observations

RESOURCE PEOPLE: Refer to list in section on Development of Individual-Educational Philosophy. (Refer to page 8)

EVALUATION: The student will submit a paper in which he has synthesized patterns of behavior he has identified common to:

1. Migrants.
2. Anglo Migrants only.
3. Indians (local permanent residents as well as Migrant)
4. Mexican-American Migrants only

(Refer to suggested "Check List" of Socialization Process in Appendix).

SEPTEMBER CLASSROOM EXPERIENCE

OBJECTIVE

To identify the classroom environment and its implications to the learner, the teacher (student teacher), the school system, the community, and society.

METHODS AND PROCEDURES

AUDIENCE: Students from C.W.S.C. assigned to the Migrant and Indian Center at Toppenish who are preparing to teach in the rural area with children of Migrant workers and Indians.

CONCEPT: The identification of factors which impede learning in the classroom may have their basis in the personal life styles of the child or children involved.

PURPOSE: That the student (student teacher) may come to a position accepting the situation--child and environment-- as it is, rather than judging the situation and its relative "goodness or badness" based upon what he knows as "good and bad."

ENTRY BEHAVIOR:

The student will have:

1. Identified his personal life style.
2. Identified his personal philosophy of man in society and his personal philosophy of education.
3. Identified the life style of Migrant and Indian and other local people.
4. Had training in communications (NTL).
5. Refer to entrance requirements under the C.W.S.C. catalog.

SPECIFIC

OBJECTIVES:

Given the experience of being assigned and placed in a specific classroom for a period of one month (September, 1969), the student will observe and log the following:

1. The number of children in the classroom and their evident ethnic backgrounds.
2. The number of children entered and withdrawn from that room during the month.
3. The number of children having a secondary language facility.
4. The attendance patterns of children enrolled.

5. Attitudes of:
 - (a) local children about incoming and outgoing Migrant and Indians.
 - (b) Migrant's attitudes about:

schools	other Migrants and Indians
teachers	permanent residents
self	
6. Evidences of differences in life styles which exist in the classroom, i.e., attire, cleanliness, personal hygiene, social amenities, parental involvement in school related activities, oral language including facility in English, occupation of parents and the involvement of children in this work.

The student teacher candidate is expected to be in attendance each school day during the entire September Classroom experience.

**SELECTED
READINGS:**

ACTIVITIES:

The student will observe the total school environment and interactions taking place in his assigned classroom. Observational techniques will include the formulation of a log denoting the above listed areas. In addition to these activities, the student may participate in the following activities as extracted from the Handbook for Student Teaching, Department of Student Teaching, Central Washington State College:

1. Opening Procedures

During "Pre-opening Activities," a Student Should

- (a) Report before school opens on the date and time announced by the Director of Student Teaching.
- (b) Through informal discussion, become acquainted with the classroom teacher's policies, standards, and general philosophy of teaching.

- (c) Help get the classroom ready, i.e., supplies, equipment, bulletin boards, etc.
 - (d) Become acquainted with teaching materials, i.e., texts, picture files, maps, library materials, general supplies.
 - (e) Become familiar with records, procedures and policies of the school system as well as those of the specific school to which he has been assigned.
 - (f) Become acquainted with the physical facilities of the building.
 - (g) Participate in planning for first day.
2. During "First-Day Activities," a Student Should:
- (a) Observe how pupils and parents are welcomed into the program.
 - (b) Assist in helping to make the child physically comfortable.
 - (c) Meet parents.
 - (d) Assist in helping the child to find his place in the group.
 - (e) Note effectiveness of plans for first day.
 - (f) Note plan for first lesson assignment.
3. During "Observation," a Student Should Become Acquainted With:
- (a) Setting up pupil recording system.
 - (b) Setting up daily lesson plan book.
 - (c) Organizing and grouping of pupils.
 - (d) Techniques used in discussing room policies and responsibilities with pupils.
 - (e) Ways of establishing rapport with pupils.
 - (f) Means of determining pupil abilities for purposes of instruction or grouping.

- (g) Mechanics of room operation--i.e., seating pupils, taking roll, handling money, dismissing pupils.
- (h) Special services and special personnel.
- (i) School policy on progress reports to parents.
- (j) School policy on pupil accounting and reporting.
- (k) School health and safety facilities.
- (l) School policy on promotion.
- (m) School library policies and facilities.
- (n) School professional journals and resource materials.
- (o) Other classroom teachers.

4. Participation in Non-Teaching Duties Should Include:

- (a) Working with pupils on playground and during work and study periods.
- (b) Preparing bulletin boards.
- (c) Correcting some papers to become better acquainted with evaluative procedures used by the teacher. (Not intended to have the student do the work of the teacher).
- (d) Reading to class and explaining assignments.
- (e) Assuming responsibility for part of the room mechanics, i.e., taking roll, distributing materials, etc.
- (f) Attending staff and professional meetings with teachers.
- (g) Working with teacher in developing learning activities.
- (h) Becoming acquainted with the teacher's methods of pupil evaluation.

- (i) Helping the teacher in finding and assembling instructional materials.
- (j) Developing a general outline for a specific unit or subject area.
- (k) Using duplication equipment.
- (l) Resource people: (Refer to page 8)

EVALUATION:

The student will be in attendance 100 per cent of the time for the entire September Experience program. Any deviation in attendance will be arranged in advance with the cooperating teacher and the college supervisor.

Student evaluation will be based on:

100 per cent attendance

A log (see definition) submitted to the supervisor upon the completion of the above experience.

A legible paper synthesizing the observed areas as the student perceives them.

FALL QUARTER BLOCK LEARNING

OBJECTIVE

Objectives of these courses will be commensurate with the overall objectives of the Student Teaching and Related Field Experience program for C.W.S.C. students working with children of Migrant workers and Indians.

To exhibit a command of pedagogy as indicated by:

the use of methodology consistent with one's educational, personal, philosophy.

the use of materials to complement one's teaching methods.

the identification of resources that have potential of growth, utility, and longevity to complement teaching methodology.

the identification of at least "four basic goals" of education that can be used as a foundation, a basic reference criterion for teaching.

a description of the "end product" that teaching efforts will produce.

METHODS AND PROCEDURES

AUDIENCE: Students from C.W.S.C. assigned to the Migrant and Indian Center at Toppenish who are preparing to teach in the rural area with children of Migrant workers and Indians.

ENTRY BEHAVIOR: The student will have:

1. Identified his personal life style.
2. Identified his personal philosophy of man in society and his personal philosophy of education.
3. Identified the life style of Migrant and Indian and other local people.
4. Observed opening school procedures (September).

SPECIFIC OBJECTIVES: Objectives for these courses will be commensurate with the overall objectives of the Student Teaching and Related Field Experience program for C.W.S.C. students working with children of Migrant workers and Indians.

ACTIVITIES: Activities of students to this component of the program will involve classroom work and appropriate laboratory experience related to studying the growth and development of children, learning and evaluation, curriculum of schools, methods of teaching and the culture of the disadvantaged. An outline of the coursework follows:

Psychology 309, Human Growth & Development

4 credits. Classroom and laboratory experience pertaining to a knowledge background of the physical, mental, emotional and social development of children and youth of Migrant workers and Indians.

Psychology 310, Learning & Evaluation

4 credits. Classroom and laboratory experience pertaining to a knowledge background of the theories and process of human learning, and measurement of behavior changes associated with learning taking place by Migrant and Indian children.

Education 314, Curriculum, Methods and Materials

4 credits. Classroom and laboratory experience regarding Migrant and Indian children as working with them pertains to the basic principles of curriculum and instruction, fundamental teaching procedures, orientation to curriculum content, classroom activities, and instructional materials typical of primary, intermediate, junior high, and senior high school levels. Laboratory experiences will be scheduled regularly.

Sociology 498, Poverty and Education of the Disadvantaged

RESOURCE PEOPLE: Refer to Page 8

EVALUATION:

STUDENT TEACHING EXPERIENCE

AUDIENCE: Students from C.W.S.C. assigned to the Migrant and Indian Center at Toppenish who are preparing to teach in the rural area with children of Migrant workers and Indians.

METHODS AND PROCEDURES

The following schedule outlining the activities of the student teaching program, was extracted from the "Handbook for Student Teaching," Department of Student Teaching, Central Washington State College

You are no doubt wondering, also, how you will be inducted into the program. How soon will you be teaching and how much? There are, of course, no exact answers to these questions. Much will depend on circumstances--factors within the classroom, plus the supervising teacher's estimate of your academic and psychological readiness. For these reasons the following proposed schedules of induction at elementary and secondary levels are not to be construed as arbitrary dictated times, but rather as guidelines.

Suggested Activities in Elementary Student Teaching

Note:

In order that some standard be established with reference to the actual amount of classroom teaching by the student teacher, the following minimum patterns are suggested.

WEEK

1. Observation, learning names, taking roll, reading to pupils, and assisting the room teacher with routine tasks.
2. Same as week #1 or go on to third week if the student teacher is ready.
3. Student teacher adds one subject daily for the week; i.e., Spelling daily.

4. Student teacher adds one subject to that taught the previous week; i.e., Spelling daily, Language daily. Some observation of teachers in building and some at a different level; i.e., Elementary to Junior High School.
5. Student teacher adds a third subject to those taught the previous week; i.e., Spelling, Language, and Reading with one group. If the student teacher is ready, it may be desirable for him to plan and teach a unit.
6. Student teacher drops the first subject taught and adds a different one. Arithmetic, Reading with two groups.
7. Student teacher drops the second subject and adds a different one; i.e., drop Language and add Science. In addition to this, the student teacher teaches one complete day during the week.
8. Same as the seventh week. Three subjects for four days and one day full time teaching.
9. Student teacher drops back to three subjects daily. This week should be used for planning the work of the tenth week.
10. Three subjects for two days, five full days of teaching.
11. Some teaching. On final day complete check-out procedures.

The teaching of full days during the seventh and eighth weeks poses a problem for both the student teacher and room teacher. Some supervising teachers feel the students are not quite ready for all phases of instruction (i.e., all reading groups) at this time. Hence, it is essential that the student teacher and the classroom teacher "Point" for these days. Detailed planning is essential if the student teacher is to do a good job of teaching.

Reading to the pupils, handling small remedial groups, etc., will not be considered a subject. These are extra experiences which the student teacher should undertake at the request of the teacher.

Primary teachers may wish to count one reading group as a subject in the above minimum. This is perfectly all right---in fact, even desired.

Suggested Activities in Secondary Student Teaching

The following is suggested as a possible pattern. Each situation will differ from all others and will depend upon the situation in the classroom as well as upon the capabilities of the student teacher.

Weeks 1 and 2:

1. Student teacher takes notes while observing supervising teacher.
2. Student teacher becomes acquainted with school, school personnel, teaching materials, routine.
3. Student teacher does routine tasks such as take roll, correct tests, work with individual pupils, small groups, and committees.
4. Plan next two weeks' work.
5. Start planning unit the second week, gather materials order films, etc.
6. Become acquainted with permanent record system and special service areas such as counseling, library facilities, etc.
7. Have the experience of appearing before the class.

Weeks 3 and 4:

1. From suggestion #7 above, move into the situation of planning and teaching at least one lesson daily. This could be a continuation of lessons in one subject for both weeks 3 and 4, or it could be in one subject for week three and a different subject for week four.
2. Observe others teaching in the same field and/or different levels.

Weeks 5, 6, 7, and 8:

1. During these weeks, the student teacher should be given as much teaching experience as he can handle successfully. Teaching growth will be apparent only after actual practice.
2. By the end of the eighth week, he will probably have complete charge of one or more classes and may have completed the planning, teaching, and evaluation of a complete unit of work.
3. If the planning of the classroom teacher is of such long range character as to make the student teacher's unit inappropriate, many presentational or explanatory experiences might be made the responsibility of the student teacher.

Next to Last Week:

1. Continuation of weeks 7 and 8.
2. Student teacher teaches supervising teacher's entire day if possible for a full week.

Final Week:

1. Complete the classroom teaching and evaluatory tasks.
2. On final day complete check-out procedures.

Your professional/legal responsibilities and student involvement in Educational Associations will be covered during the initial seminar at the Center.

APPENDIX: (Contents)

Checklist for consideration when compiling log, identification
of life styles

Pre and Post Test Example

Performance required of a professional teacher

Building a knowledge base about teaching Indians

APPENDIX

SOME CONSIDERATIONS: A CHECKLIST FOR USE WITH LOG

Factors of identification: Migrant And Indians

Pride

Transient nature of family unit-patterns

Attitudes about:

self

school

peers (Migrant, Indian)

teachers by: Migrant and Indian, parents, other children

Migrants & Indians by: peers in school not Migrant, or Indian
teachers, schools

Nutrition

Social promotion

School readiness

Bilingualism

Working as opposed to school attendance

Marriage Practices

Lack of participation in school activities

School orientation

Discipline (home, school)

Lack of involvement in decision-making policies

Health services: school, seasonal migration period, personal

Seasonal influx

Dental care

Hygiene

Attendance drop-in, drop-out

Insufficient clothing

Inability to prescribe instruction due to transientness of family

Illness

Money for school necessities

Child's ability or inability to function in grade level placement

Family breakdown

Role of members of family, i.e., father's role, etc.

"THERE IS NOTHING MORE DESPERATE THAN A PERSON WHO
HAS NOT DECIDED WHAT IS TRULY IMPORTANT" *

Instruction can be prescriptive but first we must find out what kinds of basic knowledge the student brings to the learning situation which is being dealt with. This test is merely an informal diagnostic device and must not be considered the ultimate in testing--or, for that matter, the end of testing. (See pre-post test, Appendix)

Once baseline knowledge is identified, one can then plan a course of study that will be most appropriate for specific needs. Erich Fromm suggests that people need a point of a reference to which they may allude. The California Teacher's Association's study (IOTA) states the Professional ". . . . Acts on a systematic philosophy, critically adopted and consistently applied." Keeping these two authorities in mind, it would be most appropriate for the student to:

1. Identify the elements of his personal philosophy of life
2. Identify the elements of his personal philosophy of education

AN EXERCISE: Determine your personal philosophy of life and philosophy of education so that you will have a point of continuing reference.

* Combs, Arthur W., *Humanizing Education: The Person in the Process*
Wash. P.E.: Assoc. for Supervision & Curriculum
Development, 1967

NAME _____

PRE-POST KNOWLEDGE EVALUATION ABOUT PEOPLE
(Performance Test Not Completed At This Time)

- ___ 1. The major reason for placing Indians on a reservation was (a) to break up the structure of the tribe so they would live like the whites. (b) the protect them from unfair treatment from local, county and state government. (c) to try and teach them farming so they could provide for themselves. (d) to work together for a better life and future.
2. How is reservation land used to earn revenue?
(a) (b) (c) (d)
3. What types of schools do Indian children attend?
(a) (b) (c)
- ___ 4. The basic cause of poverty among the Indians are: (a) poor land, no industry, poor education and no training. (b) alcoholism, laziness, no ability for the job and don't like the jobs available. (c) too many children, don't like the white man's ways, and the automobile. (d) high taxes, low pay scale, poor housing, and lack of necessary equipment.
- ___ 5. The reasons Indians are more susceptible to some diseases than non-Indians are (a) exposure to cold, improper clothing, and lack of fuel to keep warm. (b) no immunity to diseases, not enough doctors, and no money for drugs. (c) crowded housing, unsafe water, lack of nutritious foods, and adherence to practices hazardous to health.
- ___ 6. (a) 10% (b) 30% (c) 50% (d) 70% of Indian students graduated from high schools in the Yakima Valley before 1966.
- ___ 7. (a) 70% (b) 50% (c) 30% (d) 10% of Indian students graduated from high schools in the Yakima Valley after 1966.
- ___ 8. (a) White Swan (b) Wapato (c) Toppenish (d) Granger High school has not recorded any Indian dropouts in the last three years.
- ___ 9. Most Indian children appearing in Juvenile Court are charged or are associated with (a) alcoholism. (b) theft. (c) illegitimacy (d) drugs or glue sniffing.

- ___ 10. Indian parents are usually afraid of the teacher's visit because:
(a) the house is not clean. (b) they've had too much trouble with the local authorities. (c) the teachers have a negative attitude toward their child. (d) the teachers are trying to show their superiority.
- ___ 11. What laws apply on an Indian Reservation?
(a) only county laws apply to Indians on the reservation.
(b) State and county laws apply to Indians on the reservation.
(c) Federal and Tribal laws apply to Indians on the reservation.
(d) State and Federal laws apply to Indians on the reservation.
- ___ 12. The Negro Migrant works (a) only where he can drive equipment.
(b) only at stoop labor. (c) either at stoop labor or fruit picking. (d) only at fruit picking.
- ___ 13. The American-Mexican parent never worries about old age because:
(a) they will be retired when 65 years old. (b) the oldest son at home will support them. (c) all the children contribute to their support. (d) they will live with one of the married children.
- ___ 14. The biggest reason why children of Mexican descent won't go to school regularly is: (a) they travel too much. (b) they know and speak little English. (c) they don't have school clothes. (d) school doesn't have anything they want or need.
- ___ 15. Most Migrants don't buy fresh vegetables or meat because (a) there are not refrigerators to keep it. (b) they get it for little or no cost where they work. (c) they eat all they want while working. (d) it costs too much at the supermarkets.
- ___ 16. Which one is not an Indian fallacy?
(a) the Indians get paid each month the U.S. Government.
(b) The Indians get a per capita check from the Agency.
(c) The Public Welfare takes care of the Indians.
(d) The Indians get paid according to the percentage of Yakima blood.
- ___ 17. Which statement is not true about the Negro or his family life.
(a) the Negro usually has a good sense of rhythm. (b) the family is matriarchially controlled. (c) males don't realize what father's role is. (d) the Negro has a comical character because of dialect. (e) the father is the head of the family. (f) the articulate males are emerging as a Black Power problem.

- ___ 18. One of the following is not a characteristic of a migrant labor market (a) few legal requirements. (b) workers are not covered by unemployment compensation. (c) little skill or knowledge required. (d) only those sixteen or older can work. (e) paid on a piece-work basis. (f) all ages allowed to do piece-work.
- ___ 19. A migrant's low income is not affected by (a) unpredictable weather condition. (b) crop failure. (c) a short working season. (d) too much time spent traveling. (e) the large size of the family.
- ___ 20. The American-Mexican crew leader usually does not (a) exploit his fellow workers. (b) accepts kickbacks from wages of his crew. (c) provide transportation to jobs for his crew. (d) provide adequate housing for his crew.
- ___ 21. One statement is not true about the Day Care Center (a) About one-fifth of the migrant children attend. (b) Utilization of center depends on the location. (c) Provides a place for the children to stay while the parents work. (d) Fills the educational needs of the children. (e) The center can be used only by those that pay an admittance fee.
- ___ 22. Automobiles are owned by: (a) 20% (b) 30% (c) 45% (d) 60% of the migrants.
- ___ 23. The average multi person family size for the migrant is (a) 2.1 (b) 4.3 (c) 6.7 (d) 7.3
- ___ 24. The Morrill Act was important to education because: (a) it provided funds for the G.I. Bill. (b) it provides funds for unforeseen increases in enrollment. (c) it provides funds for teachers returning to improve their education. (d) it provides funds for schools on a continuing basis.
- ___ 25. The steps in a teaching sequence are (a) pre-test, teach, test, and objectives. (b) objectives, evaluate, select activities, and pre-assess. (c) goals, pre-test, select learning activities, and test. (d) objectives, goals, pre-assess and evaluate. (e) none of these.

___ 26. The Anglo-Migrant fruit worker is divided into three classes.

I. Fruit Picker

___ ___ ___
___ ___ ___

- a. Lives in labor camp
- b. Has pride in his work
- c. Prunes in off-season
- d. Works enough to get by
- e. Probably has police record
- f. God fearing and solid
- g. Educated

II. Fruit Tramp

___ ___ ___
___ ___ ___

- h. Usually alone
- i. No means of transportation
- j. Wino alcoholic
- k. No pride in work
- l. Not dependable

III. Fruit Bum

___ ___ ___
___ ___ ___

- m. Usually an Okie or Arkie
- n. Known as "Vanishing American"
- o. Established
- p. Likes to drink

___ 27. Evaluation is a method of checking to see if the teacher has achieved the _____ of the lesson plan. (a) skills (b) goals (c) critique (d) integration

___ 28. Discipline refers to (a) Total relationship with students. (b) Methods of controlling student behavior. (c) Having a tough principal. (d) Certain standards of behavior for students.

___ 29. One of the first things a supervising teacher should do with a teacher intern in the classroom is (a) Give him your paper work. (b) To decorate the bulletin board. (c) To give him the subject you don't like. (d) Immediate involvement in learning names of students.

___ 30. A teacher-intern prepares a lesson plan (a) To understand the value of organization and planning. (b) To direct the lesson toward the objectives. (c) So he will know how it is done. (d) So the supervising teacher will know what is being taught.

DIRECTION: PERFORMANCE REQUIRED TO BE A PROFESSIONAL TEACHER

1. Describes Environment

The beginning professional will, after the August Field Experience, September Experience, and Student Teaching, be able to: identify and supply information about each of his students pertaining to:

- a) where the child lives
- b) who in the family is working
- c) is the family at or below the poverty level
- d) family size
- e) father's occupation if employed
- f) if relatives reside in the home
- g) physical conditions of the home
- h) parental aspirations for child

2. Identifies Values of People

The beginning professional will be able to identify the value migrants and/or Indians place on schools (graduation, college degrees, general educational operations), competitiveness, self, family, law enforcement agency(ies), government, and will demonstrate that knowledge either orally or in writing--time provided for preparation of the statement.

3. Identifies Individual/Educational Philosophy

Given instruction in identifying and applying elements of philosophy, the student will express in writing a philosophy of education and will utilize his philosophical views in making decisions about teaching and learning that are consistent with his written philosophy.

i.e., If a statement of philosophy were "children are individuals who have rights and needs," you would not expect to see an entire instructional process that is lecture-oriented, and you would expect to see efforts in the area of individual learning. You would also expect to see a diagnostic prescriptive pattern of classroom instruction in which children were diagnosed as to level of academic operation and their intellectual peers would be placed together and chronological age would not be the sole criteria for grouping.

4. Teaching Strategies

A. Plans Instructional Objectives

The beginning professional is able to:

Identify, through diagnostic testing and other appropriate devices, pupils' knowledge and experiences that will facilitate instructional planning and presentation of objectives consistent with the child's role in the prescribed curriculum.

B. Assesses Student Progress.

The beginning professional is able to:

Identify each pupil's individual progress and is able to construct a learning prescription with the pupil to guide the learning to areas of most pressing need(s).

C. Develops

Deductive teaching methodology

Given a topic, classroom, and student, the beginning professional will prepare and teach a lesson that selects a general phenomenon and leads learners to a specified application of this phenomenon. The lesson:

- a) arouses interest among students
- b) is presented in logical, clearly-defined steps that lead to the satisfactory accomplishment of the performance objective for the lesson.

D. Develops

Inductive Teaching Methodology

Given a topic, classroom, and students, the beginning professional will prepare and teach a lesson that is progress from a specific phenonema, etc. to an appropriate generalization and will contain the following:

- a) a presentation, or observation of a presentation, which is specific in nature.
- b) a learning event that uses the specifics in the observations for presentation to build broader generalizations.

E. Classifies Questions posed by Students

Given a list of questions asked by his or her students during a learning involvement, the beginning professional will be able to identify each as to whether it is convergent, divergent, or evaluative in nature.

F. Adjust Tactics in Teaching

The beginning professional will be able to:

- a) demonstrate the use of role playing as a teaching technique
- b) identify the procedures used by a group leader that exhibits strong capabilities in leadership and will exhibit these characteristics as he or she teaches.
- c) use the physical self (eyes, gestures, hands, expression, voice) to communicate his purpose.
- d) provide a teaching/learning setting that allows "here and now" problem(s) to guide the process of learning (current events) as a tool in the total strategy.
- e) construct limitations which pupils in the classroom learns to expect and which the beginning professional applies in a consistent manner.

G. Uses Resources At Hand (Material & Human)

The beginning professional is able:

- a) to devise and use original (self-made or self-prepared) instructional materials
- b) to use, on three different occasions, student dictation and develop a reading-oriented lesson
- c) teach a lesson using real objects that guide the learner to abstract concepts (i.e., moon module mock-up to actual moon landing).
- d) to demonstrate a lesson that required the use of senses other than auditory and visual.
- e) to arrange and direct a field trip that is congruent and consistent with the in-classroom instruction in
 - 1) the beginning of a new unit of study
 - 2) a unit pertaining to cultural enrichment

5. Identifies the Instructional End Product

The beginning professional will, using the prescribed curriculum in a given setting, be able to construct performance objectives which include:

- a) a statement specifically describing the learner's terminal behavior
- b) a statement describing the conditions under which the learning will take place
- c) evaluation procedure and device
- d) a minimally acceptable performance level

6. Constructs Short And Long Term Instructional Objectives

The beginning professional will be able to construct a scope and sequence of learning in his/her major area of preparation.

7. Evaluates Teaching Process

The beginning professional, provided a video (process) tape of his presentation and a system of analysis (Whithall or other), will be able to analyze his teaching behavior based upon the self-analysis system employed and will be capable of projecting alternative types of behavior for those identified as least beneficial in the T/L process.

BUILDING A KNOWLEDGE BASE

about

TEACHING INDIANS

August Field Experience

OBJECTIVES

To identify the life style of the Indian in this area.

To identify one's personal life style pertaining to values, goals, and prejudices, and how these may influence teaching methodology and behavior when working with children and adult Indians.

METHODS AND PROCEDURES

AUDIENCE: Students from C.W.S.C. assigned to the Migrant and Indian Center at Toppenish who are preparing to teach in the rural area with children of Migrant workers and Indians.

CONCEPT: Knowledge of Indian student background provides more data for diagnosing and prescribing relevant instruction.

PURPOSE: To build a knowledge base pertaining to Indians on the Yakima Reservation.

ENTRY BEHAVIOR:

SPECIFIC OBJECTIVES: Given an opportunity to participate in experiences at:

Camp Chaparral

Toppenish Indian Community Center

Indian Summer School Program

and, having actual contact with Indians and other members of the local communities--the student will maintain a log of each of the selected locales. The log will consist of first hand observations of each of the following socio-economic phenomenon:

FAMILY RELATIONSHIPS

- father to mother
- child to mother/father
- children with peers
- religious patterns (church affiliations)
- eating patterns (time, amenities)
- sibling/school oriented activities as they presently appear (manipulative devices, etc.)

WORK HABITS

type of labor
hours involved
persons involved
social activities
colloquial-vernacular
housing (size, conjunction)
transportation to work area
income
values

VALUES

schools (graduation--college-aspirations)
competiveness
pride, self concept
toward family, law enforcement, government, bureaucracy

There are conceivably other areas which will evolve, so that there will be some deletions and additions to the above, synthesizing social and economic phenomenon common to:

1. The total group of Indians.
2. Local Indians.

SELECTED READINGS:

Hartman, Chester W. and Gregg Carr. Housing Authorities Reconsidered, AIP Journal, January 11, 1969.

Heatman, James E. Selected Bibliography on Rural Education and Small Schools. New Mexico State University, Las Cruces, New Mexico: October, 1968 ERIC/CRESS

LeCrone, Davidson, Relander, and Delaney. The Yakimas, Washington State Historical Society and Oregon State Historical Society, June 9, 1955

Heatman, James E. and Stanley R. Wurster. Selected Bibliography on Indian Education. New Mexico State University, Las Cruces, New Mexico: December, 1968.
ERIC/CRESS

James, Karen, Jean and Thomas Langdon, Kerry J. Pataki, Steven S. Webster, and Lynn D. Patterson. Yakima, Washington: The Endless Cycle--Migrant Life in the Yakima Valley. Yakima Valley Council for Community Action. Yakima, Washington. 1968.

Learning on the Move: A Guide for Migrant Education. Denver: Colorado State Department of Education, 1960.

ACTIVITIES: Actual experience in four different locations in the

Yakima Valley during the month of August, 1970:

working with supervisor directing activities
working with children in residence, i.e., child care,
field trips, directing play activities
accepting and registering children
tutoring children in pre-school activities

Seminar:

NTL Training at Leavenworth, Washington:

RESOURCE PEOPLE: Writing of a log regarding first-hand observations
Refer to list in section on Development of Individual-
Educational Philosophy. (Refer to page 8)

EVALUATION: The student will submit a paper in which he has
synthesized patterns of behavior he has identified
common to Indians (local permanent residents as well
as Migrant).

DOCUMENT RESUME

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TITLE Student Teaching and Related Experiences.
INSTITUTION Center for the Study of Migrant and Indian
Education, Toppenish, Wash.
SPONS AGENCY Bureau of Elementary and Secondary Education
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*Migrant Education, Negroes, Program Descriptions,
*Student Teaching, *Teacher Education

ABSTRACT

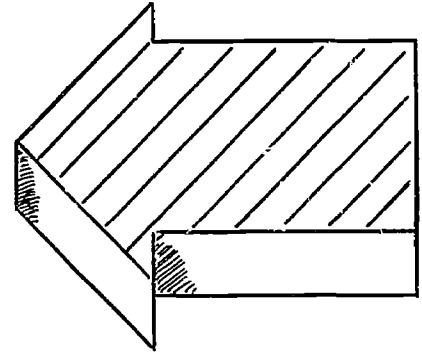
Central Washington State College has established a project concerned with the education of migrant and Indian children, with special emphasis on teacher education. The project Center is located on reservation land owned by the Yakima Indian Nation, and students participating in the program will live in the area for 32 weeks of course study and laboratory experience. The objectives of the program are 1) to identify teacher traits and methods of instruction to produce the most desirable learning environment; 2) to identify problems that impede learning; 3) to implement programs which will enable the student teacher to meet identified challenges; and 4) to prepare students for teaching assignments with migrant and Indian children. The document gives details of the course of study, with listings of selected readings, activities, and resource people. (MBM)

ED0 46889

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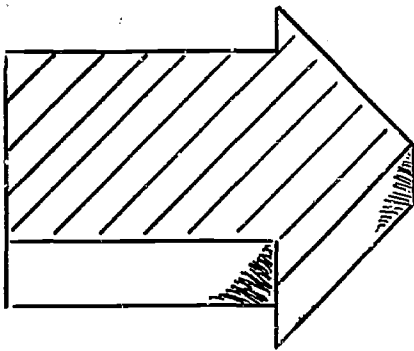
Title I

STUDENT TEACHING



AND

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RELATED EXPERIENCES



THE CENTER FOR THE
STUDY OF MIGRANT AND
INDIAN EDUCATION

a project of

CENTRAL WASHINGTON
STATE COLLEGE

prepared by

Gerald E. (Jerry) Hosman
Consultant: Teacher Education

Cover design
by
John Solis

1

June 1970

04636



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INTRODUCTION

Central Washington State College, Department of Education, has had funded a project that is directed to the education of Migrant and Indian children. The Center for the project is located at Toppenish, Washington. One of the major directions of the Center is in the area of teacher education. Historically, teacher education and pre-certification training has taken place in large urban centers or in areas of affluence that tend toward the ideal, rather than the real. The Center for the Study of Migrant and Indian Education is embarking on a teacher education program geared to preparing prospective teachers to receive practical experience which will lead to success in relating to and teaching children of Migrant workers and Indians.

The Center is located on reservation land owned by the Yakima Indian Nation, in the midst of the productive agricultural region of the state. This area is the location of many diverse cultural and ethnic groups, including a large transient population of agricultural workers who travel the route of the "migratory stream" throughout the western states. The instigation of the student teaching and related field experiences program in this socio-economic locale provides the prospective teacher with many resources and training experiences. Central Washington State College students will be selected to participate in the Migrant and Indian educational program for the coming academic year. Students will live in the Toppenish area for a period of thirty-two weeks where registration, courses of study, and laboratory experience will take place.

The following schedule includes proposed activities for August through June experiences taking place at the Center for the Study of Migrant and Indian Education, Toppenish, Washington.

THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION
STUDENT TEACHING AND RELATED FIELD EXPERIENCES

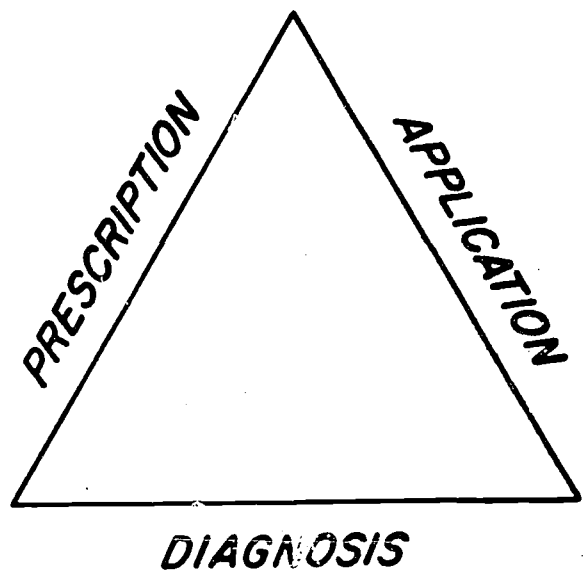
OBJECTIVES

- * IDENTIFICATION OF TEACHER TRAITS AND METHODS OF INSTRUCTION THAT EFFECTIVELY PRODUCE THE MOST DESIRABLE LEARNING ENVIRONMENT
- * IDENTIFICATION OF PROBLEMS THAT IMPEDE LEARNING
- * IMPLEMENTATION OF PROGRAMS WHICH WILL ENABLE THE STUDENT TEACHER TO MEET IDENTIFIED CHALLENGES
- * PREPARATION OF STUDENTS FOR TEACHING ASSIGNMENTS WITH MIGRANT AND INDIAN CHILDREN

A PRESCRIPTION

for

BUILDING A KNOWLEDGE BASE



COURSE OF STUDY

The course of study for the students selected to participate in the student teaching and related field experience program is outlined below:

I. August through June Experience:

The continuing development of an individual-educational philosophy.

II. August Field Experience:

The purpose of this experience is to acquaint the students with sociological, psychological, and environmental conditions affecting the lives of school age children of Migrants and Indians. It lasts for four and one-half weeks (8 quarter hour credits).

III. September Classroom Experience:

Students are assigned to a classroom in a rural school to become acquainted with: (1) preparations necessary for beginning school in the fall of the year, (2) operation of the school, (3) instigation of classes in the fall of the year, and (4) classroom management responsibilities. The duration is the month of September (4 quarter hour credits).

IV. Fall Quarter Block Learning:

This is classroom work, with appropriate laboratory experience, related to studying growth and development of children, learning and evaluation, curriculum of schools, methods of teaching, materials needed in teaching, and the culture of the disadvantaged. It is a three month experience which takes place in the Toppenish area (16 quarter credits).

V. Winter-Spring Student Teaching Experience:

One-half of the group will be enrolled in student teaching during the winter quarter and one-half will be enrolled during the spring quarter. During each quarter the other one-half of the students will be on campus pursuing academic work (16 quarter credits).

CENTRAL WASHINGTON STATE COLLEGE
Special Program for Teacher Preparation

August field experience (8 credits, 4 1/2 weeks)

Education 440, Workshop	4 credits
Sociology 440, Workshop	4 credits
	<u>8</u>

September experience (4 credits)

Education 341, Classroom Management	4 credits
	<u>4</u>

Fall Quarter (15 credits)

Psychology 309, Human Growth & Development	4 credits
Psychology 310, Learning & Evaluation	4 credits
Education 314, Curriculum, Methods & Materials	4 credits
Sociology 498, Special Topics: Poverty and Educational Disadvantaged	3 credits
	<u>15</u>

Individual Study Available 1-3 hours

Winter or Spring Quarter (1/2 the students) - (16 credits)

Students may Student Teach Winter or Spring Quarter	
Education 442, Student Teaching	14 credits
Education 445, Seminar in Student Teaching	2 credits
	<u>16</u>

TOTAL CREDITS	43
---------------	----

AUGUST - JUNE EXPERIENCE
Development of
INDIVIDUAL - EDUCATION PHILOSOPHY

OJECTIVE

To identify the elements of a personal philosophy about
man's role in society.

To identify the elements of a professional philosophy of
education and its relationship to a personal philosophy.

ELEMENTS OF A PERSONAL PHILOSOPHY

AUDIENCE: Central Washington State College students assigned to the Migrant and Indian Center at Toppenish preparing to teach children of Migrants and Indians.

CONCEPT: The professional makes decisions based upon a systematic philosophy applied in a consistent manner.

PURPOSE: One cannot get lost until he knows where he is going. *

ENTRY BEHAVIOR:

SPECIFIC OBJECTIVE: Given instruction in identifying and applying elements of a personal philosophy, the student will express in writing a systematic philosophy of education and will utilize his philosophical views in making decisions about teaching and learning that are consistent with his written philosophy.

SELECTED READINGS:

Robert W. Burns and Charles J. Brauner, Philosophy of Education, Essays and Commentaries, New York: The Ronald Press Company, 1962.

Perry Miller, American Thought, Civil War to World War I, New York: Holt Rinehart and Winston, 1962.

Vernon Louis Parrington, Main Currents in American Thought, An interpretation of literature from the beginnings to 1920, New York: 1958.

Daniel Selakovich, The Schools and American Society, Waltham, Mass.: Blaisdell Publishing Company, 1967.

David B. Tyack, Turning Points in American Educational History, Waltham, Mass.: Blaisdell Publishing Company, 1967.

Association for Supervision and Curriculum Development
Humanizing Education: The Person in the Process, 1967
Individualizing Instruction, 1964
Perceiving, Behaving, Becoming, 1962
Role of Supervisor and Curriculum Director in a Climate of Change, 1965

ACTIVITIES:

Seminars: Each will be geared to a verbal search for the elements of "that" philosophy.

* Mager, Robert F.; Preparing Educational Objectives, Palo Alto: Fearon Publishers, 1962

RESOURCE POOL:

Human Resource Directory

Prepared by Fred Diaz. Contact him at the Center for the Study of Migrant and Indian Education, P.O. Box 329, Toppenish, WA 98948. Phone 865-3796.

EVALUATION:

Having written his personal philosophy, the student-teacher will be able to judge his behavior as he relates to the teaching/learning process on the basis of the consistency or lack of same between his written philosophy and his instructional behavior. (See attached pre and post test in Appendix)

AUGUST FIELD EXPERIENCE

OBJECTIVE

- To identify the life styles of the Migrant (Anglo, Mexican-American, Other) and the Indian in this area. Or, if from a migrant background, the individual will attack the task by applying the log observation to the segment of the population where the culture and income level is different than his/her background.
- To identify one's personal life style, values, goals, and prejudices, and how these may influence teaching methodology and behavior when working with children of Migrant workers and Indians.

METHODS AND PROCEDURES

AUDIENCE: Students from C.W.S.C. assigned to the Migrant and Indian Center at Toppenish who are preparing to teach in the rural area with children of Migrant workers and Indians.

CONCEPT: Knowledge of Migrant-Indian student background provides more data for diagnosing and prescribing relevant instruction.

PURPOSE: To build a knowledge base pertaining to Migrants and Indians and other local people of the rural area.

ENTRY BEHAVIOR:

SPECIFIC OBJECTIVES: Given the experience of working in each of the following, or choosing four of the following:

Wapato Community Center Crewport Parent-Child Center
Toppenish Day Care Center Grandview Parent-Child Center
Granger Day Care Center Others, options available

and, having actual contact with Migrants, Indians and other members of the local communities--the student will maintain a log of each of the four selected locales. The log will consist of first hand observations of each of the following socio-economic phenomenon:

FAMILY RELATIONSHIPS

father to mother
child to mother/father
children with peers
religious patterns (church affiliations)
eating patterns (time, amenities)
sibling/school oriented activities as they presently appear (manipulative devices, etc.)

WORK HABITS

type of labor
hours involved
persons involved
social activities
colloquial-vernacular
housing (size, conjunction)
transportation to work area
income
values

VALUES

schools (graduation--college--aspirations)
competitiveness
pride, self concept
toward family, law enforcement, government, bureaucracy

There are conceivably other areas which will evolve, so that
there will be some deletions and additions to the above.

SELECTED READINGS:

Printed Materials:

- Bauer, Evelyn. The Relationship of Cultural Conflict to the School Adjustment of the Mexican-American Child. 1967
- Hartman, Chester W. and Gregg Carr. Housing Authorities Reconsidered, AIP Journal, January 11, 1969.
- Heatman, James E. Selected Bibliography on Rural Education and Small Schools. New Mexico State University, Las Cruces, New Mexico: October, 1968 ERIC/CRESS

Héatman, James E. and Stanley R. Wurster. Selected Bibliography on Indian Education. New Mexico State University, Las Cruces, New Mexico: December, 1968
ERIC/CRESS

James, Karen, Jean and Thomas Langdon, Kerry J. Pataki, Steven S. Webster, and Lynn D. Patterson. Yakima, Washington: The Endless Cycle--Migrant Life in the Yakima Valley. Yakima Valley Council for Community Action. Yakima, Washington. 1968.

Learning on the Move: A Guide for Migrant Education. Denver: Colorado State Department of Education, 1960.

ACTIVITIES: Actual experience in selected locations in the Yakima Valley during the month of August, 1969:
Registering Migrants for day care centers and other community service centers. Inservice may include:
working with supervisor directing activities
working with children in residence, i.e., child care, field trips, directing play activities
accepting and registering children
tutoring children in pre-school activities

Seminar:

NEL Training at Leavenworth, Washington:

Writing of a log regarding first-hand observations

RESOURCE PEOPLE: Refer to list in section on Development of Individual-Educational Philosophy. (Refer to page 8)

EVALUATION: The student will submit a paper in which he has synthesized patterns of behavior he has identified common to:

1. Migrants
2. Anglo Migrants only
3. Indians (local permanent residents as well as Migrant)
4. Mexican-American Migrants only

(Refer to suggested "Check List" of Socialization Process in Appendix).

SEPTEMBER CLASSROOM EXPERIENCE

OBJECTIVE

To identify the classroom environment and its implications to the learner, the teacher (student teacher), the school system, the community, and society.

METHODS AND PROCEDURES

AUDIENCE: Students from C.W.S.C. assigned to the Migrant and Indian Center at Toppenish who are preparing to teach in the rural area with children of Migrant workers and Indians.

CONCEPT: The identification of factors which impede learning in the classroom may have their basis in the personal life styles of the child or children involved.

PURPOSE: That the student (student teacher) may come to a position accepting the situation--child and environment-- as it is, rather than judging the situation and its relative "goodness or badness" based upon what he knows as "good and bad."

ENTRY BEHAVIOR:

The student will have:

1. Identified his personal life style.
2. Identified his personal philosophy of man in society and his personal philosophy of education.
3. Identified the life style of Migrant and Indian and other local people.
4. Had training in communications (NTE).
5. Refer to entrance requirements under the C.W.S.C. catalog.

SPECIFIC

OBJECTIVES:

Given the experience of being assigned and placed in a specific classroom for a period of one month (September, 1969), the student will observe and log the following:

1. The number of children in the classroom and their evident ethnic backgrounds.
2. The number of children entered and withdrawn from that room during the month.
3. The number of children having a secondary language facility.
4. The attendance patterns of children enrolled.

5. Attitudes of:
 - (a) local children about incoming and outgoing Migrant and Indians.
 - (b) Migrant's attitudes about:

schools	other Migrants and Indians
teachers	permanent residents
self	
6. Evidences of differences in life styles which exist in the classroom, i.e., attire, cleanliness, personal hygiene, social amenities, parental involvement in school related activities, oral language including facility in English, occupation of parents and the involvement of children in this work.

The student teacher candidate is expected to be in attendance each school day during the entire September Classroom experience.

**SELECTED
READINGS:**

ACTIVITIES:

The student will observe the total school environment and interactions taking place in his assigned classroom. Observational techniques will include the formulation of a log denoting the above listed areas. In addition to these activities, the student may participate in the following activities as extracted from the Handbook for Student Teaching, Department of Student Teaching, Central Washington State College:

1. Opening Procedures

During "Pre-opening Activities," a Student Should

- (a) Report before school opens on the date and time announced by the Director of Student Teaching.
- (b) Through informal discussion, become acquainted with the classroom teacher's policies, standards, and general philosophy of teaching.

- (c) Help get the classroom ready, i.e., supplies, equipment, bulletin boards, etc.
 - (d) Become acquainted with teaching materials, i.e., texts, picture files, maps, library materials, general supplies.
 - (e) Become familiar with records, procedures and policies of the school system as well as those of the specific school to which he has been assigned.
 - (f) Become acquainted with the physical facilities of the building.
 - (g) Participate in planning for first day.
2. During "First-Day Activities," a Student Should:
- (a) Observe how pupils and parents are welcomed into the program.
 - (b) Assist in helping to make the child physically comfortable.
 - (c) Meet parents.
 - (d) Assist in helping the child to find his place in the group.
 - (e) Note effectiveness of plans for first day.
 - (f) Note plan for first lesson assignment.
3. During "Observation," a Student Should Become Acquainted With:
- (a) Setting up pupil recording system.
 - (b) Setting up daily lesson plan book.
 - (c) Organizing and grouping of pupils.
 - (d) Techniques used in discussing room policies and responsibilities with pupils.
 - (e) Ways of establishing rapport with pupils.
 - (f) Means of determining pupil abilities for purposes of instruction or grouping.

- (g) Mechanics of room operation--i.e., seating pupils, taking roll, handling money, dismissing pupils.
- (h) Special services and special personnel.
- (i) School policy on progress reports to parents.
- (j) School policy on pupil accounting and reporting.
- (k) School health and safety facilities.
- (l) School policy on promotion.
- (m) School library policies and facilities.
- (n) School professional journals and resource materials.
- (o) Other classroom teachers.

4. Participation in Non-Teaching Duties Should Include:

- (a) Working with pupils on playground and during work and study periods.
- (b) Preparing bulletin boards.
- (c) Correcting some papers to become better acquainted with evaluative procedures used by the teacher. (Not intended to have the student do the work of the teacher).
- (d) Reading to class and explaining assignments.
- (e) Assuming responsibility for part of the room mechanics, i.e., taking roll, distributing materials, etc.
- (f) Attending staff and professional meetings with teachers.
- (g) Working with teacher in developing learning activities.
- (h) Becoming acquainted with the teacher's methods of pupil evaluation.

- (i) Helping the teacher in finding and assembling instructional materials.
- (j) Developing a general outline for a specific unit or subject area.
- (k) Using duplication equipment.
- (l) Resource people: (Refer to page 8)

EVALUATION:

The student will be in attendance 100 per cent of the time for the entire September Experience program. Any deviation in attendance will be arranged in advance with the cooperating teacher and the college supervisor.

Student evaluation will be based on:

100 per cent attendance

A log (see definition) submitted to the supervisor upon the completion of the above experience.

A legible paper synthesizing the observed areas as the student perceives them.

FALL QUARTER BLOCK LEARNING

OBJECTIVE

Objectives of these courses will be commensurate with the overall objectives of the Student Teaching and Related Field Experience program for C.W.S.C. students working with children of Migrant workers and Indians.

To exhibit a command of pedagogy as indicated by:

the use of methodology consistent with one's educational, personal, philosophy.

the use of materials to complement one's teaching methods.

the identification of resources that have potential of growth, utility, and longevity to complement teaching methodology.

the identification of at least "four basic goals" of education that can be used as a foundation, a basic reference criterion for teaching.

a description of the "end product" that teaching efforts will produce.

METHODS AND PROCEDURES

AUDIENCE: Students from C.W.S.C. assigned to the Migrant and Indian Center at Toppenish who are preparing to teach in the rural area with children of Migrant workers and Indians.

ENTRY BEHAVIOR: The student will have:

1. Identified his personal life style.
2. Identified his personal philosophy of man in society and his personal philosophy of education.
3. Identified the life style of Migrant and Indian and other local people.
4. Observed opening school procedures (September).

SPECIFIC OBJECTIVES: Objectives for these courses will be commensurate with the overall objectives of the Student Teaching and Related Field Experience program for C.W.S.C. students working with children of Migrant workers and Indians.

ACTIVITIES: Activities of students to this component of the program will involve classroom work and appropriate laboratory experience related to studying the growth and development of children, learning and evaluation, curriculum of schools, methods of teaching and the culture of the disadvantaged. An outline of the coursework follows:

Psychology 309, Human Growth & Development

4 credits. Classroom and laboratory experience pertaining to a knowledge background of the physical, mental, emotional and social development of children and youth of Migrant workers and Indians.

Psychology 310, Learning & Evaluation

4 credits. Classroom and laboratory experience pertaining to a knowledge background of the theories and process of human learning, and measurement of behavior changes associated with learning taking place by Migrant and Indian children.

Education 314, Curriculum, Methods and Materials

4 credits. Classroom and laboratory experience regarding Migrant and Indian children as working with them pertains to the basic principles of curriculum and instruction, fundamental teaching procedures, orientation to curriculum content, classroom activities, and instructional materials typical of primary, intermediate, junior high, and senior high school levels. Laboratory experiences will be scheduled regularly.

Sociology 498, Poverty and Education of the Disadvantaged

RESOURCE PEOPLE: Refer to Page 8

EVALUATION:

STUDENT TEACHING EXPERIENCE

AUDIENCE: Students from C.W.S.C. assigned to the Migrant and Indian Center at Toppenish who are preparing to teach in the rural area with children of Migrant workers and Indians.

METHODS AND PROCEDURES

The following schedule outlining the activities of the student teaching program, was extracted from the "Handbook for Student Teaching," Department of Student Teaching, Central Washington State College

You are no doubt wondering, also, how you will be inducted into the program. How soon will you be teaching and how much? There are, of course, no exact answers to these questions. Much will depend on circumstances--factors within the classroom, plus the supervising teacher's estimate of your academic and psychological readiness. For these reasons the following proposed schedules of induction at elementary and secondary levels are not to be construed as arbitrary dictated times, but rather as guidelines.

Suggested Activities in Elementary Student Teaching

Note:

In order that some standard be established with reference to the actual amount of classroom teaching by the student teacher, the following minimum patterns are suggested.

WEEK

1. Observation, learning names, taking roll, reading to pupils, and assisting the room teacher with routine tasks.
2. Same as week #1 or go on to third week if the student teacher is ready.
3. Student teacher adds one subject daily for the week; i.e., Spelling daily.

4. Student teacher adds one subject to that taught the previous week; i.e., Spelling daily, Language daily. Some observation of teachers in building and some at a different level; i.e., Elementary to Junior High School.
5. Student teacher adds a third subject to those taught the previous week; i.e., Spelling, Language, and Reading with one group. If the student teacher is ready, it may be desirable for him to plan and teach a unit.
6. Student teacher drops the first subject taught and adds a different one. Arithmetic, Reading with two groups.
7. Student teacher drops the second subject and adds a different one; i.e., drop Language and add Science. In addition to this, the student teacher teaches one complete day during the week.
8. Same as the seventh week. Three subjects for four days and one day full time teaching.
9. Student teacher drops back to three subjects daily. This week should be used for planning the work of the tenth week.
10. Three subjects for two days, five full days of teaching.
11. Some teaching. On final day complete check-out procedures.

The teaching of full days during the seventh and eighth weeks poses a problem for both the student teacher and room teacher. Some supervising teachers feel the students are not quite ready for all phases of instruction (i.e., all reading groups) at this time. Hence, it is essential that the student teacher and the classroom teacher "Point" for these days. Detailed planning is essential if the student teacher is to do a good job of teaching.

Reading to the pupils, handling small remedial groups, etc., will not be considered a subject. These are extra experiences which the student teacher should undertake at the request of the teacher.

Primary teachers may wish to count one reading group as a subject in the above minimum. This is perfectly all right--in fact, even desired.

Suggested Activities in Secondary Student Teaching

The following is suggested as a possible pattern. Each situation will differ from all others and will depend upon the situation in the classroom as well as upon the capabilities of the student teacher.

Weeks 1 and 2:

1. Student teacher takes notes while observing supervising teacher.
2. Student teacher becomes acquainted with school, school personnel, teaching materials, routine.
3. Student teacher does routine tasks such as take roll, correct tests, work with individual pupils, small groups, and committees.
4. Plan next two weeks' work.
5. Start planning unit the second week, gather materials order films, etc.
6. Become acquainted with permanent record system and special service areas such as counseling, library facilities, etc.
7. Have the experience of appearing before the class.

Weeks 3 and 4:

1. From suggestion #7 above, move into the situation of planning and teaching at least one lesson daily. This could be a continuation of lessons in one subject for both weeks 3 and 4, or it could be in one subject for week three and a different subject for week four.
2. Observe others teaching in the same field and/or different levels.

Weeks 5, 6, 7, and 8:

1. During these weeks, the student teacher should be given as much teaching experience as he can handle successfully. Teaching growth will be apparent only after actual practice.
2. By the end of the eighth week, he will probably have complete charge of one or more classes and may have completed the planning, teaching, and evaluation of a complete unit of work.
3. If the planning of the classroom teacher is of such long range character as to make the student teacher's unit inappropriate, many presentational or explanatory experiences might be made the responsibility of the student teacher.

Next to Last Week:

1. Continuation of weeks 7 and 8.
2. Student teacher teaches supervising teacher's entire day if possible for a full week.

Final Week:

1. Complete the classroom teaching and evaluatory tasks.
2. On final day complete check-out procedures.

Your professional/legal responsibilities and student involvement in Educational Associations will be covered during the initial seminar at the Center.

APPENDIX: (Contents)

**Checklist for consideration when compiling log, identification
of life styles**

Pre and Post Test Example

Performance required of a professional teacher

Building a knowledge base about teaching Indians

APPENDIX

SOME CONSIDERATIONS: A CHECKLIST FOR USE WITH LOG

Factors of identification: Migrant And Indians

Pride

Transient nature of family unit-patterns

Attitudes about:

self

school

peers (Migrant, Indian)

teachers by: Migrant and Indian, parents, other children

Migrants & Indians by: peers in school not Migrant, or Indian
teachers, schools

Nutrition

Social promotion

School readiness

Bilingualism

Working as opposed to school attendance

Marriage Practices

Lack of participation in school activities

School orientation

Discipline (home, school)

Lack of involvement in decision-making policies

Health services: school, seasonal migration period, personal

Seasonal influx

Dental care

Hygiene

Attendance drop-in, drop-out

Insufficient clothing

Inability to prescribe instruction due to transientness of family

Illness

Money for school necessities

Child's ability or inability to function in grade level placement

Family breakdown

Role of members of family, i.e., father's role, etc.

"THERE IS NOTHING MORE DESPERATE THAN A PERSON WHO
HAS NOT DECIDED WHAT IS TRULY IMPORTANT" *

Instruction can be prescriptive but first we must find out what kinds of basic knowledge the student brings to the learning situation which is being dealt with. This test is merely an informal diagnostic device and must not be considered the ultimate in testing--or, for that matter, the end of testing. (See pre-post test, Appendix)

Once baseline knowledge is identified, one can then plan a course of study that will be most appropriate for specific needs. Erich Fromm suggests that people need a point of a reference to which they may allude. The California Teacher's Association's study (IOTA) states the Professional ". . . . Acts on a systematic philosophy, critically adopted and consistently applied." Keeping these two authorities in mind, it would be most appropriate for the student to:

1. Identify the elements of his personal philosophy of life
2. Identify the elements of his personal philosophy of education

AN EXERCISE: Determine your personal philosophy of life and philosophy of education so that you will have a point of continuing reference.

* Combs, Arthur W., *Humanizing Education: The Person in the Process*
Wash. P.E.: Assoc. for Supervision & Curriculum
Development, 1967

NAME _____

PRE-POST KNOWLEDGE EVALUATION ABOUT PEOPLE
(Performance Test Not Completed At This Time)

1. The major reason for placing Indians on a reservation was (a) to break up the structure of the tribe so they would live like the whites. (b) to protect them from unfair treatment from local, county and state government. (c) to try and teach them farming so they could provide for themselves. (d) to work together for a better life and future.
2. How is reservation land used to earn revenue?
(a) (b) (c) (d)
3. What types of schools do Indian children attend?
(a) (b) (c)
4. The basic cause of poverty among the Indians are: (a) poor land, no industry, poor education and no training. (b) alcoholism, laziness, no ability for the job and don't like the jobs available. (c) too many children, don't like the white man's ways, and the automobile. (d) high taxes, low pay scale, poor housing, and lack of necessary equipment.
5. The reasons Indians are more susceptible to some diseases than non-Indians are (a) exposure to cold, improper clothing, and lack of fuel to keep warm. (b) no immunity to diseases, not enough doctors, and no money for drugs. (c) crowded housing, unsafe water, lack of nutritious foods, and adherence to practices hazardous to health.
6. (a) 10% (b) 30% (c) 50% (d) 70% of Indian students graduated from high schools in the Yakima Valley before 1966.
7. (a) 70% (b) 50% (c) 30% (d) 10% of Indian students graduated from high schools in the Yakima Valley after 1966.
8. (a) White Swan (b) Wapato (c) Toppenish (d) Granger High school has not recorded any Indian dropouts in the last three years.
9. Most Indian children appearing in Juvenile Court are charged or are associated with (a) alcoholism. (b) theft. (c) illegitimacy (d) drugs or glue sniffing.

- ___ 10. Indian parents are usually afraid of the teacher's visit because:
(a) the house is not clean. (b) they've had too much trouble with the local authorities. (c) the teachers have a negative attitude toward their child. (d) the teachers are trying to show their superiority.
- ___ 11. What laws apply on an Indian Reservation?
(a) only county laws apply to Indians on the reservation.
(b) State and county laws apply to Indians on the reservation.
(c) Federal and Tribal laws apply to Indians on the reservation.
(d) State and Federal laws apply to Indians on the reservation.
- ___ 12. The Negro Migrant works (a) only where he can drive equipment.
(b) only at stoop labor. (c) either at stoop labor or fruit picking. (d) only at fruit picking.
- ___ 13. The American-Mexican parent never worries about old age because:
(a) they will be retired when 65 years old. (b) the oldest son at home will support them. (c) all the children contribute to their support. (d) they will live with one of the married children.
- ___ 14. The biggest reason why children of Mexican descent won't go to school regularly is: (a) they travel too much. (b) they know and speak little English. (c) they don't have school clothes. (d) school doesn't have anything they want or need.
- ___ 15. Most Migrants don't buy fresh vegetables or meat because (a) there are not refrigerators to keep it. (b) they get it for little or no cost where they work. (c) they eat all they want while working. (d) it costs too much at the supermarkets.
- ___ 16. Which one is not an Indian fallacy?
(a) the Indians get paid each month the U.S. Government.
(b) The Indians get a per capita check from the Agency.
(c) The Public Welfare takes care of the Indians.
(d) The Indians get paid according to the percentage of Yakima blood.
- ___ 17. Which statement is not true about the Negro or his family life,
(a) the Negro usually has a good sense of rhythm. (b) the family is matriarchially controlled. (c) males don't realize what father's role is. (d) the Negro has a comical character because of dialect. (e) the father is the head of the family. (f) the articulate males are emerging as a Black Power problem.

- ___ 18. One of the following is not a characteristic of a migrant labor market (a) few legal requirements. (b) workers are not covered by unemployment compensation. (c) little skill or knowledge required. (d) only those sixteen or older can work. (e) paid on a piece-work basis. (f) all ages allowed to do piece-work.
- ___ 19. A migrant's low income is not affected by (a) unpredictable weather condition. (b) crop failure. (c) a short working season. (d) too much time spent traveling. (e) the large size of the family.
- ___ 20. The American-Mexican crew leader usually does not (a) exploit his fellow workers. (b) accepts kickbacks from wages of his crew. (c) provide transportation to jobs for his crew. (d) provide adequate housing for his crew.
- ___ 21. One statement is not true about the Day Care Center (a) About one-fifth of the migrant children attend. (b) Utilization of center depends on the location. (c) Provides a place for the children to stay while the parents work. (d) Fills the educational needs of the children. (e) The center can be used only by those that pay an admittance fee.
- ___ 22. Automobiles are owned by: (a) 20% (b) 30% (c) 45% (d) 60% of the migrants.
- ___ 23. The average multi person family size for the migrant is (a) 2.1 (b) 4.3 (c) 6.7 (d) 7.3
- ___ 24. The Morrill Act was important to education because: (a) it provided funds for the G.I. Bill. (b) it provides funds for unforeseen increases in enrollment. (c) it provides funds for teachers returning to improve their education. (d) it provides funds for schools on a continuing basis.
- ___ 25. The steps in a teaching sequence are (a) pre-test, teach, test, and objectives. (b) objectives, evaluate, select activities, and pre-assess. (c) goals, pre-test, select learning activities, and test. (d) objectives, goals, pre-assess and evaluate. (e) none of these.

___ 26. The Anglo-Migrant fruit worker is divided into three classes.

I. Fruit Picker

___ ___ ___
___ ___ ___

- a. Lives in labor camp
- b. Has pride in his work
- c. Prunes in off-season
- d. Works enough to get by
- e. Probably has police record
- f. God fearing and solid
- g. Educated

II. Fruit Tramp

___ ___ ___
___ ___ ___

- h. Usually alone
- i. No means of transportation
- j. Wino alcoholic
- k. No pride in work
- l. Not dependable
- m. Usually an Okie or Arkie
- n. Known as "Vanishing American"
- o. Established
- p. Likes to drink

III. Fruit Bum

___ ___ ___
___ ___ ___

___ 27. Evaluation is a method of checking to see if the teacher has achieved the _____ of the lesson plan. (a) skills (b) goals (c) critique (d) integration

___ 28. Discipline refers to (a) Total relationship with students. (b) Methods of controlling student behavior. (c) Having a tough principal. (d) Certain standards of behavior for students.

___ 29. One of the first things a supervising teacher should do with a teacher intern in the classroom is (a) Give him your paper work. (b) To decorate the bulletin board. (c) To give him the subject you don't like. (d) Immediate involvement in learning names of students.

___ 30. A teacher-intern prepares a lesson plan (a) To understand the value of organization and planning. (b) To direct the lesson toward the objectives. (c) So he will know how it is done. (d) So the supervising teacher will know what is being taught.

DIRECTION: PERFORMANCE REQUIRED TO BE A PROFESSIONAL TEACHER

1. Describes Environment

The beginning professional will, after the August Field Experience, September Experience, and Student Teaching, be able to: identify and supply information about each of his students pertaining to:

- a) where the child lives
- b) who in the family is working
- c) is the family at or below the poverty level
- d) family size
- e) father's occupation if employed
- f) if relatives reside in the home
- g) physical conditions of the home
- h) parental aspirations for child

2. Identifies Values of People

The beginning professional will be able to identify the value migrants and/or Indians place on schools (graduation, college degrees, general educational operations), competitiveness, self, family, law enforcement agency(ies), government, and will demonstrate that knowledge either orally or in writing--time provided for preparation of the statement.

3. Identifies Individual/Educational Philosophy

Given instruction in identifying and applying elements of philosophy, the student will express in writing a philosophy of education and will utilize his philosophical views in making decisions about teaching and learning that are consistent with his written philosophy.

i.e., If a statement of philosophy were "children are individuals who have rights and needs," you would not expect to see an entire instructional process that is lecture-oriented, and you would expect to see efforts in the area of individual learning. You would also expect to see a diagnostic prescriptive pattern of classroom instruction in which children were diagnosed as to level of academic operation and their intellectual peers would be placed together and chronological age would not be the sole criteria for grouping.

4. Teaching Strategies

A. Plans Instructional Objectives

The beginning professional is able to:

Identify, through diagnostic testing and other appropriate devices, pupils' knowledge and experiences that will facilitate instructional planning and presentation of objectives consistent with the child's role in the prescribed curriculum.

B. Assesses Student Progress.

The beginning professional is able to:

Identify each pupil's individual progress and is able to construct a learning prescription with the pupil to guide the learning to areas of most pressing need(s).

C. Develops

Deductive teaching methodology

Given a topic, classroom, and student, the beginning professional will prepare and teach a lesson that selects a general phenomenon and leads learners to a specified application of this phenomenon. The lesson:

- a) arouses interest among students
- b) is presented in logical, clearly-defined steps that lead to the satisfactory accomplishment of the performance objective for the lesson.

D. Develops

Inductive Teaching Methodology

Given a topic, classroom, and students, the beginning professional will prepare and teach a lesson that is progress from a specific phenonema, etc. to an appropriate generalization and will contain the following:

- a) a presentation, or observation of a presentation, which is specific in nature.
- b) a learning event that uses the specifics in the observations for presentation to build broader generalizations.

E. Classifies Questions posed by Students

Given a list of questions asked by his or her students during a learning involvement, the beginning professional will be able to identify each as to whether it is convergent, divergent, or evaluative in nature.

F. Adjust Tactics in Teaching

The beginning professional will be able to:

- a) demonstrate the use of role playing as a teaching technique
- b) identify the procedures used by a group leader that exhibits strong capabilities in leadership and will exhibit these characteristics as he or she teaches.
- c) use the physical self (eyes, gestures, hands, expression, voice) to communicate his purpose.
- d) provide a teaching/learning setting that allows "here and now" problem(s) to guide the process of learning (current events) as a tool in the total strategy.
- e) construct limitations which pupils in the classroom learns to expect and which the beginning professional applies in a consistent manner.

G. Uses Resources At Hand (Material & Human)

The beginning professional is able:

- a) to devise and use original (self-made or self-prepared) instructional materials
- b) to use, on three different occasions, student dictation and develop a reading-oriented lesson
- c) teach a lesson using real objects that guide the learner to abstract concepts (i.e., moon module mock-up to actual moon landing).
- d) to demonstrate a lesson that required the use of senses other than auditory and visual.
- e) to arrange and direct a field trip that is congruent and consistent with the in-classroom instruction in
 - 1) the beginning of a new unit of study
 - 2) a unit pertaining to cultural enrichment

5. Identifies the Instructional End Product

The beginning professional will, using the prescribed curriculum in a given setting, be able to construct performance objectives which include:

- a) a statement specifically describing the learner's terminal behavior
- b) a statement describing the conditions under which the learning will take place
- c) evaluation procedure and device
- d) a minimally acceptable performance level

6. Constructs Short And Long Term Instructional Objectives

The beginning professional will be able to construct a scope and sequence of learning in his/her major area of preparation.

7. Evaluates Teaching Process

The beginning professional, provided a video (process) tape of his presentation and a system of analysis (Whithall or other), will be able to analyze his teaching behavior based upon the self-analysis system employed and will be capable of projecting alternative types of behavior for those identified as least beneficial in the T/L process.

BUILDING A KNOWLEDGE BASE

about

TEACHING INDIANS

August Field Experience

OBJECTIVES

To identify the life style of the Indian in this area.

To identify one's personal life style pertaining to values, goals, and prejudices, and how these may influence teaching methodology and behavior when working with children and adult Indians.

METHODS AND PROCEDURES

AUDIENCE: Students from C.W.S.C. assigned to the Migrant and Indian Center at Toppenish who are preparing to teach in the rural area with children of Migrant workers and Indians.

CONCEPT: Knowledge of Indian student background provides more data for diagnosing and prescribing relevant instruction.

PURPOSE: To build a knowledge base pertaining to Indians on the Yakima Reservation.

ENTRY BEHAVIOR:

SPECIFIC OBJECTIVES:

Given an opportunity to participate in experiences at:

Camp Chaparral

Toppenish Indian Community Center

Indian Summer School Program

and, having actual contact with Indians and other members of the local communities--the student will maintain a log of each of the selected locales. The log will consist of first hand observations of each of the following socio-economic phenomenon:

FAMILY RELATIONSHIPS

father to mother
child to mother/father
children with peers
religious patterns (church affiliations)
eating patterns (time, amenities)
sibling/school oriented activities as they presently appear
(manipulative devices, etc.)

WORK HABITS

type of labor
hours involved
persons involved
social activities
colloquial-vernacular
housing (size, conjunction)
transportation to work area
income
values

VALUES

schools (graduation--college-aspirations)
competiveness
pride, self concept
toward family, law enforcement, government, bureaucracy

There are conceivably other areas which will evolve, so that there will be some deletions and additions to the above, synthesizing social and economic phenomenon common to:

1. The total group of Indians.
2. Local Indians.

SELECTED READINGS:

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Heatman, James E. Selected Bibliography on Rural Education and Small Schools. New Mexico State University, Las Cruces, New Mexico: October, 1968 ERIC/CRESS

LeCrone, Davidson, Relander, and Delaney. The Yakimas, Washington State Historical Society and Oregon State Historical Society, June 9, 1955

Heatman, James E. and Stanley R. Wurster. Selected Bibliography on Indian Education. New Mexico State University, Las Cruces, New Mexico: December, 1968
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James, Karen, Jean and Thomas Langdon, Kerry J. Pataki, Steven S. Webster, and Lynn D. Patterson. Yakima, Washington: The Endless Cycle--Migrant Life in the Yakima Valley. Yakima Valley Council for Community Action. Yakima, Washington. 1968.

Learning on the Move: A Guide for Migrant Education. Denver: Colorado State Department of Education, 1960.

ACTIVITIES: Actual experience in four different locations in the Yakima Valley during the month of August, 1970:

working with supervisor directing activities
working with children in residence, i.e., child care,
field trips, directing play activities
accepting and registering children
tutoring children in pre-school activities

Seminar:

NTL Training at Leavenworth, Washington:

RESOURCE PEOPLE: Writing of a log regarding first-hand observations
Refer to list in section on Development of Individual-Educational Philosophy. (Refer to page 8)

EVALUATION: The student will submit a paper in which he has synthesized patterns of behavior he has identified common to Indians (local permanent residents as well as Migrant).