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ABSTRACT

The Elementary Education Program at Capitol Campus provides a 2-year upper division curriculum designed to prepare teachers for inner-city classrooms. Students in the program are expected to develop approaches to teaching which are flexible, individualized, reality-oriented, and child-centered. The major emphasis is on the junior-year block-sequence of courses entitled Basic Preparation for Teaching--a team-taught, individualized, interdisciplinary sequence which includes 45 half-days of field experience. Placements are made in three city schools at various grade levels, where the focus progresses from an initial emphasis upon a one-to-one tutoring role to a small-group teaching experience, to a field experience teaching the full classroom group. All the other required courses are focused upon the field experience and are scheduled in the junior year with the exception of the student-teaching course. During his senior year the student works on coursework in various disciplines, develops a specialization in one or more elementary school subject areas, and completes additional student-teaching work. Program development is a continuous process involving students and faculty. There are plans to improve the procedures for student selection, to improve the balance between on-campus and field functions, and to establish a senior year salaried internship. (Author/MBM)

Description of

THE ELEMENTARY EDUCATION UNDERGRADUATE PROGRAM AT CAPITOL CAMPUS, PENNSYLVANIA STATE UNIVERSITY

for Submission to the American Association of Colleges
for Teacher Education
for Entry in the 1971 Distinguished Achievement Awards Program

Prepared by the Faculty
November 22, 1970

BRIEF SUMMARY DESCRIPTION OF THE PROGRAM

The Elementary Education Program at Capitol Campus provides a two-year upper-division curriculum which is designed to prepare teachers for inner-city classrooms. Students in the Program are expected to develop approaches to teaching which are flexible, individualized, reality-oriented, and child-centered.

The major emphasis in the Program is upon a junior-year block-sequence of courses entitled Basic Preparation for Teaching--a team-taught, individualized, interdisciplinary sequence which includes forty-five half days of field experience. Placements are made in three different city schools at various grade levels. The focus, during the field experiences, progresses from an initial emphasis upon a one-to-one tutoring role, to a small-group teaching experience, to a final experience teaching the full classroom group.

All other required courses are focused upon the field experience, and all are scheduled into the junior year, except the senior-year Student-Teaching course. This leaves the student free, during his senior year (1) to broaden his education through coursework in various disciplines, (2) to develop a specialization in one or more elementary-school subject areas, and/or (3) to complete additional student-teaching work.

Program development is a continuous process involving students and faculty. Plans are underway currently (1) to improve the procedures for selection of students into the Program, (2) to improve the balance between on-campus functions and field functions of the Program, and (3) to establish a senior-year salaried internship.

COMPREHENSIVE DESCRIPTION OF THE PROGRAM

Introduction

The Elementary Education Program at Capitol Campus provides a two-year upper-division curriculum which is designed to prepare teachers for inner-city classrooms. As originally organized in 1967, the Program's outstanding characteristic was the provision for junior-year students to spend one day each week in Harrisburg elementary classrooms as participant-observers. In other respects, the Program was conventional, requiring coursework in methodology and content in the traditional elementary-school subject areas, a child development course, a course in the philosophy of education, one literature course, and several social science courses. Of the eighteen courses leading to the baccalaureate degree and certification, only one was an elective.

Plans for a major revision in the Program were initiated in January, 1970. From that time and throughout the following summer, the faculty worked to develop changes, based upon feedback from students and graduates and upon the overriding conviction that we must practice what we preach. If our students were to learn how to teach with a flexible, individualized, reality-oriented, child-centered approach, then our curriculum and our own teaching would have to reflect this approach.

In the revised Program, all courses required for certification, except Student Teaching, are scheduled into the junior year, which leaves the student free to take six electives in his senior year. He may use these electives (1) to broaden his education through coursework in various disciplines, (2) to develop a specialization in one or more elementary-school subject areas, and/or (3) to complete an additional student-teaching experience.

The Basic Preparation Course Sequence

The major new component of the Program is a three-term sequence of courses entitled Basic Preparation for Teaching, which was approved officially in June, 1970, and became the central focus of the junior year for 1970-71.

This "Basic Prep" is a team-taught, individualized, interdisciplinary sequence, which includes forty-five half days of pre-student-teaching field experience in the Harrisburg elementary schools. Although each segment of the sequence is designated as the equivalent of a single course, it is scheduled as a half-day block, during which time a variety of student groupings and instructional patterns are utilized.

A primary objective of the Basic Prep sequence is the development of self-awareness and independence in students, which frees them from the typical overdependent relationship to their instructors. Students are expected (1) to examine their personal strengths, their own cultural deprivation, and their motives for entering the teaching profession, (2) to explore the general objectives provided by the instructional team (see attachments), and (3) to become actively involved in the establishment of their own specific educational goals and in the development of appropriate means to reach these goals.

Other objectives in the sequence are concerned with changes of students' orientation in teaching (1) from middle class to multiclass, (2) from the group to the individual, (3) from competition with others to competition with self, and (4) from dispenser of knowledge to facilitator for learning.

For most students, these objectives are in opposition to fourteen years of conditioning in school. An assumption we make is that, if significant changes are possible as late as the college junior year, the change agent must have a consistent and "total" impact. Toward this end our entire

faculty shares in our planning sessions; we discourage elective coursework in the junior year; and the Basic Prep time schedule is expanded to the half-day block.

One half of the 100 juniors who entered the Program in the fall of 1970 were assigned to meet with two Basic Prep instructors in the morning time-block, while the remaining half were assigned to another two instructors in the afternoon block. However, as needs arise, these four primary instructional team members move freely into any of the four sections of students at various times of the day, as time permits, in order both to utilize their own special areas of strength and to make themselves known and available, at a personal level, to all students. Discussion sessions are planned to include two or more instructors when possible so that alternative viewpoints can be examined.

Sessions arranged for particular purposes include the involvement of education specialists from classroom subject areas and of faculty from other disciplines, as well as visits by local public-school personnel. Also, during the Basic Prep time block, each student, at some time during the junior year, is scheduled for a three-week series of small-group sensitivity training sessions with a professional counsellor.

During most sessions with other faculty or resource persons, at least one of the regular Basic Prep instructors is present to ensure the expression of a variety of points of view and to help maintain the climate of independence and self-determination within the group by counteracting, if necessary, a domineering presentation by a guest expert.

The general organization of time is the same for each Basic Prep term:

Phase I: The first two-week period includes an orientation experience and specific preparation for the three-week field experience which is to follow. In the first term, students must become orientated

to the unstructured nature of the Program, to the emphasis upon the "black experience," and to the Harrisburg schools. The second-term orientation emphasizes the value systems of the inner-city culture, while the third term stresses community functions and resources.

Phase II: Each term includes a three-week segment of half-day field experiences in Harrisburg. Students are assigned during the junior year to three different grade levels in three different school buildings, and they are expected to explore the community surrounding each building. Their responsibilities during the first term include the preparation of a case study and cognitive and affective diagnosis and tutoring with an individual child. In the second term, the student works primarily with a small group of children, teaching them and analyzing their value systems. In the final term, he participates in the large-group classroom-teaching role with an emphasis upon classroom control techniques. During these "field" segments of the course, the students meet regularly in the Harrisburg schools with their Basic Prep instructors in order to share reactions and problems on the scene.

The goal of the field sequence is to condition the student to the classroom-teaching role prior to his student-teaching experience; then, during his student-teaching term, he will be in a position to develop competence in his own style of teaching--a development which normally is possible only after graduation, during the first year of teaching "on the job." A further consideration is the probability that, as the role of the teacher changes in the future, our graduates will be expected to adapt to individual, small-group, and large-group teaching situations; the Basic Prep field sequence provides experience at these three levels.

Phase III: Another three-week segment of each Basic Prep term includes independent and small-group studies in chosen areas of need or interest, which are planned and scheduled largely by the students. Library research is required in current writings on education, urban problems, and the "Black Experience." These studies are accompanied by a sequence of teaching-simulation activities which require students to make decisions about appropriate teaching behaviors in reaction to given classroom situations. It is during this segment of each term that the instructors can become well-acquainted with their students and can help them to establish and to re-examine their educational and professional objectives.

Phase IV: During the final two weeks of each term, students are expected to make a synthesis of their practical and theoretical learnings with their new and revised personal objectives and to present themselves for evaluation, by self, peers, and instructors, in real or simulated teaching roles.

Throughout the Basic Prep sequence, the student's experiences are aimed toward the realization that who you are--the way you have organized your value system and the depth of your commitment to it--is of greater importance than what you know, as you prepare to meet the urgent demands of today's world. To the extent that we are successful in meeting our objectives with the students in our teacher-preparation program, we will expect them to strive toward similar objectives in the elementary-school classroom. Thus, the Basic Prep sequence is an experience in education methodology in the broadest sense.

It is more than an incidental desire among the elementary education group that faculty from other disciplines who get involved in the Basic Prep sequence will be so influenced by the self-determined motivation exhibited

by these students that such faculty will seek further insight into the values of this approach and will modify their teaching behaviors within their own disciplines. Thereby the educational needs of elementary-school children may be seen as common to students in higher education; and we may begin better to meet these needs at the college level as well as in the elementary school.

Content-Oriented Supporting Coursework

Six junior-year content-oriented courses are required as an accompaniment to the Basic Prep sequence. Each student schedules two of these courses during each ten-week term. They are (1) mathematics for teachers, (2) general science for teachers, (3) a social studies content/methodology course, (4) a music-education and art-education combination course, (5) a course in the teaching of physical education and recreation activities, which includes health, safety, and sex education content material, and (6) a course in the teaching of reading and other language skills, including children's literature.

In all six of these courses, during the corresponding three-week Basic Prep field experience in public school classrooms, the students are encouraged to practice the skills they are learning in the respective content-oriented course.

The success of these supporting courses, in terms of the overall growth of the students, depends upon the connections which can be made by the students, and which are seen by respective instructors, between the objectives of the Basic Prep sequence and those of the supporting courses. It seems reasonable to assume that, in time, all supporting content-oriented instruction can be changed from the present separate-course position and can be subsumed in an expanded-time Basic Prep experience, available as students' needs and interests dictate.

Current Developments

Two major problems have interfered with the effectiveness of teacher-preparation programs since their historical beginnings.

One of these problems is that of selecting appropriate admissions to the program. Some students prefer a highly structured program in which they are not asked to make decisions about their educational objectives. Some are unable or unwilling to assess themselves in depth; they see no reason to "get personal" as they prepare for the teaching profession. Some are not interested in the problems of minority groups and of inner-city schools, and some tend to behave "negatively" toward children's non-conforming behaviors. Such students are not likely to be successful in the Capitol Campus Program.

In order to give potential students a clear idea of the expectations of our Program, and to give our faculty some valid data for future admissions criteria, we have experimented with a "pilot" pre-admission package. (See attachments.) Our new students, during the summer before their arrival on campus, received (1) a questionnaire about their motivations toward inner-city teaching and about their insights concerning the problems of urban communities and schools, (2) a representative reading list, which indicated an emphasis upon the "black" issues, upon urban school problems, and upon educational reform, and (3) a request that the student visit the opening days of the school year in a city school near home to make specific observations. In addition, a classroom-situations test was administered during the students' orientation week on campus. This instrument requires the student to respond to descriptions of a number of typical classroom incidents, answering the question: "As teacher in this situation, what would you have said to the children?"

Information collected from the questionnaire and from the "situations" test will be compared with forthcoming indicators of success in teaching in

order to determine which items may be valid for faculty use as pre-admission selectors. Furthermore, if the objectives of the Program are clearly established, and if they are communicated properly to students before they commit themselves to admission in our Program, then students who would not "fit" here can be expected to seek admission to programs elsewhere which better serve their needs and interests.

The other major problem in teacher-preparation programs concerns the student's motivation toward his college courses in Education. Graduate students, who have had classroom experience, tend to be more demanding than inexperienced undergraduates, because they know what problems must be solved, and they have questions to be answered. Clearly, the most meaningful undergraduate program must be the one in which the central focus is in the classrooms and in the communities where the real problems are--in which the campus functions of the program are viewed as facilitating to the field functions. In the Capitol Campus Program, field experiences accompany the on-campus coursework; yet the coursework precedes the more formal student-teaching experience. Plans are underway to expand the field-experience component of the junior year and to develop a full-time salaried internship in place of the student-teaching term for the senior year.

The revised Elementary Education Program at Capitol Campus has moved toward the solution of these problems. With continued efforts to evaluate the outcomes of the Program in terms of the performance of our graduates, we shall continue to revise our curriculum.

Faculty

The following personnel are primarily responsible for the Program development and operation. Underlining indicates their areas of contribution.

Donald K. Alexander, Ph.D., Indiana State University, 1967, Acting Program Head and Assistant Professor of Education. Basic Preparation for Teaching and Graduate Courses.

Roy W. Allison, D.Ed., Pennsylvania State University, 1966, Assistant Professor of Education. General Science for Teachers (on leave 1970-71).

Steven M. Barnes, Ph.D., Michigan State University, 1969, Assistant Professor of Education. General Science for Teachers and Graduate Courses.

Lois F. Dixon, M.Ed., Temple University, 1956, Instructor in Education. Basic Preparation for Teaching and Student Teaching Supervision.

Eleanor Ebersole, Ed.D., Columbia University, 1968, Assistant Professor of Education, Part Time. Art Education.

James D. Gray, Doctoral Candidate, Syracuse University, Instructor in Education. Social Science for Elementary Teachers.

Julilia Kinzer, M.S., Temple University, 1953, Instructor in Education. Music Education.

Robert J. Lesniak, Ph.D., Syracuse University, 1969, Assistant Professor of Education. Basic Preparation for Teaching and Graduate Courses.

Mary Louise Miller, M.Ed., Pennsylvania State University, 1970, Instructor in Education. Teaching of Reading and Language Skills and Student Teaching Supervision.

Iris J. Prager, M.A., University of Maryland, 1968, Instructor in Physical Education. Teaching of Physical Education and Recreation Activities.

Duane R. Smith, Ed.D., University of Pittsburgh, 1966, Assistant Professor of Education. Basic Preparation for Teaching and Acting Graduate Program Head.

Joanna T. Sullivan, Ed.D., Lehigh University, 1970, Assistant Professor of Education. Teaching of Reading and Language Skills and Graduate Courses.

Frank J. Swetz, Doctoral Candidate, Columbia University, Instructor in Mathematics and Education. Mathematics for Teachers.

Budget

No extraordinary funds have been allocated to this Program beyond the regular costs of faculty salaries and instructional materials, except for the minor expense of transportation for faculty to supervise students during the field-experience segments of their courses. Students provide their own transportation to their classroom placements.

We have begun to investigate the possibility of acquiring additional funding to provide trained personnel who could assist in a pre-admission screening process involving a criterion teaching task which applicants could be asked to perform. Also, we have requested the addition, for the next school year, of the equivalent of one and one-half faculty to the Basic Prep instructional team.

BEHAVIORAL OBJECTIVES FOR ED 302, Basic Preparation for Teaching, Part I

Phase I: Child Development and Learning Theory; Preparation for Field Experiences

1. Be able to state 20 stereotypes which are commonly attributed to the inner-city child.
2. Be able to state five characterizations (generalizations) which describe accurately the inner-city child.
3. Be able to identify hereditary and environmental influences which appear to be related to various characteristics of the inner-city child.
4. Be able to prepare an individual case study.
5. Be able to describe the Harrisburg School District reorganization and to identify major problems and issues connected with the change.
6. Be able to describe appropriate techniques and instruments for diagnosing children's needs, with respect to skills, abilities, and feelings.
7. Be able to administer a diagnostic instrument and to interpret the results.
8. Be able to prepare an approach (plan) for tutoring an individual child, based upon needs the tutorer has diagnosed.
9. Identify at least five important personal concessions which you may have to make in order to survive in a metropolitan school system.

Phase II: Field Experiences

1. Make observations in the classroom to which you are assigned, according to the sheet entitled "Approaches to Classroom Observation."
2. Survey the neighborhood surrounding one Harrisburg elementary school and record your observations.
3. Establish a one-to-one relationship with a child in the classroom to which you are assigned and do the following:
    a. Prepare an individual case study of this child.
    b. Diagnose his needs, with respect to skills, abilities, and feelings.
    c. Follow up your diagnosis with a tutoring sequence.
    d. Make a parent contact; visit your new friend's home and neighborhood with him.
    e. Undertake a non-school "fun" activity with your new friend, outside school hours.
4. Maintain a journal describing your field experiences and your feelings about these experiences.

Phase III: On-Campus Individual and Group Experiences

1. Read and be able to describe at least three important books and at least ten periodical articles which bear upon current educational issues; be able to discuss the implications of these works for city schools.
2. Prepare an annotated bibliography of these readings.
3. Be able to describe and to demonstrate practical applications of prior learnings through discussions and simulation activities.
4. Be able to set up and to operate the following: film projector, filmstrip projector, overhead projector, screen, T.V. and audio tape recorders, and record player.

Phase IV: Evaluative Activities

1. Given a specific topic or skill to be taught, prepare approaches (plans) for tutoring children of four different levels of conceptual development (as described by the David E. Hunt paper).
2. Prepare and present to peers an individual five-minute T.V. or audio tape which represents a tutoring lesson for an inner-city child.
3. Participate in the evaluation of peers' tutoring lessons as presented via tape.
4. Prepare in writing a set of objectives which describe your needs as a person and which can be used to guide your future learning activities.

BEHAVIORAL OBJECTIVES FOR ED 303, Basic Preparation for Teaching, Part II

Phase I: Value Systems; Interaction Analysis; Preparation for Field Experiences

1. Be able to describe your own value system and to identify past experiences upon which it has been built.
2. Be able to describe values which are expected to inhere in the inner-city child and to identify environmental influences which may have contributed to these values.
3. Be able to describe the values within at least two other cultural groups.
4. Be able to identify comparisons and contrasts among the various value systems analyzed.
5. Be able to name, to describe, and to utilize the 13 categories of the modified Flanders classroom interaction analysis system.
6. Prepare a list of at least 20 questions which are designed to "bring out" the values, with their environmental bases, held within a small group of children; be able to organize plans for an affective teaching unit.
7. Be able to prepare a small-group case study.

Phase II: Field Experiences

1. Use the modified Flanders system to analyze the interaction in at least two regular classrooms.
2. Observe the children in the classroom to which you are assigned and note the following:
    a. Extreme behaviors (both ends of the continuum) with respect to various criteria, such as aggressiveness, perseverance, conformity, physical and mental activity, adaptability, etc.
    b. Specific physical reactions of children to various classroom stimuli; and/or specific causes of various observed behaviors, such as aggressive behaviors.
3. Organize a group of 6 to 10 children who can meet with you regularly and do the following:
    a. Prepare a small-group case study of this group.
    b. Investigate their value systems by questioning them and listening to their discussions.
    c. Plan and execute an affective teaching unit with this group.
    d. Question these children specifically about their out-of-school organized group activities and attend at least one such activity with a child (or with a group) at his invitation.
4. Maintain a journal describing your field experiences and your feelings about these experiences.

Phase III: On-Campus Individual and Group Experiences

1. Read and be able to describe at least six books and at least ten periodical articles (in addition to previous readings) which bear upon the "Black Experience" in America; be able to discuss the implications of these works for city schools.

2. Prepare an annotated bibliography of these readings.
3. Be able to describe and to demonstrate practical applications of prior learnings through discussions and simulation activities.
4. Prepare restatements of points of view expressed by black resource persons who represent extreme value systems such as those which may influence inner-city children's behaviors and feelings; formulate personal reactions to such expressions.

Phase IV: Evaluative Activities

1. Prepare and present to peers an individual ten-minute T.V. or audio tape which represents a teaching-learning experience for a small group of children.
2. Participate in the evaluation of peers' taped small-group teaching presentations.
3. Prepare in writing a statement (a) which describes your own values and prejudices and the background from which these have arisen, and (b) which compares and contrasts your values and prejudices against those which you have seen indicated in inner-city children and adults.

BEHAVIORAL OBJECTIVES FOR ED 304, Basic Preparation for Teaching, Part III

Phase I: Behavioral Objectives, Lesson Plans, Unit Plans; Preparation for Field Experiences

1. Be able to state, in behavioral terms, educational objectives appropriate for the elementary-school curriculum in affective, cognitive, and motor domains.
2. Prepare lesson plans, detailed enough for another person to follow, for one elementary-school lesson in each of at least three different subject areas.
3. Prepare a unit plan, appropriate for a two-week time period, which integrates objectives normally associated with at least three different traditional elementary-school subject areas.
4. Be able to describe at least ten specific classroom control techniques which are likely to be useful and effective in an inner-city elementary-school classroom.

Phase II: Field Experiences

1. Teach a two-week unit with an entire inner-city classroom group.
2. Participate in the preparation of a descriptive list of community resources and of formal and informal institutions which have a relationship to an inner-city neighborhood and/or community.
3. Maintain a journal describing your field experiences and your feelings about these experiences.

Phase III: Individual and Group Experiences, On-Campus and Field

1. Read and be able to describe at least six books and at least fifteen periodical articles which bear upon the role of the elementary classroom teacher in the urban setting.
2. Prepare an annotated bibliography of these readings.
3. Be able to describe and to demonstrate practical applications of prior learnings through discussions and simulation activities.
4. Prepare restatements of points of view of representatives of formal and informal inner-city institutions, including parents, teachers, and social workers.
5. Visit at least two such inner-city institutions and assess their roles and influences with respect to their neighborhoods and community; record your observations and your reactions.
6. Participate in simulation games involving problems similar to those connected with such institutions.

Phase IV: Evaluative Activities

1. Prepare and present for evaluation an individual ten-minute teaching-learning segment, either live or on T.V. tape, with a total classroom group, either in a real classroom or with a peer group using role players; demonstrate classroom control techniques.
2. Participate in the evaluation of peers' total-group teaching presentations.
3. Prepare a written proposal for the involvement of at least one Harrisburg community resource in the education of inner-city children; include strategies for change.
4. Prepare in writing a self-evaluative statement describing your own strengths and weaknesses and your own professional and educational goals as you see them at this point in time.

THE PENNSYLVANIA STATE UNIVERSITY
THE CAPITOL CAMPUS
MIDDLETOWN, PENNSYLVANIA 17057

July 30, 1970

LETTER TO THE JUNIOR CLASS IN ELEMENTARY EDUCATION, FALL 1970:

Welcome to the Elementary Education Program. You are soon to begin what we hope will be a full and challenging experience. We can assure you that you will have the opportunity to test, early in your junior year, whether or not you have the interest and the aptitude for urban teaching.

A teacher-preparation program must provide a variety of experiences for different individuals. Our program looks the same, on paper, for everybody. It will be up to you to express your individual needs and often to take the initiative in independent study or in field experiences peculiar to your needs.

Our program has undergone some revision since the catalog was printed. In essence, the changes provide (1) for the completion, on a tight schedule, of all required coursework during the junior year, except for the senior student-teaching term; (2) for 15 consecutive half-days of field experience during each term of the junior year; and (3) for six elective courses during the senior year, some of which can involve additional field experience--possibly a second student-teaching experience.

Following is a typical schedule for the junior year in Elementary Education. The order in which these courses are scheduled will vary among students, but we expect all juniors to complete the courses listed.

Fall term:

ED 302	Basic Preparation for Teaching I (a.m.) (includes three-week field experience)
SCI 310	General Science for Teachers (p.m.)
HPE 306	Physical Education, Health, and Safety in Elementary Schools (p.m.)

Winter term:

ED 303	Basic Preparation for Teaching II (p.m.) (includes three-week field experience)
MATH 302	Mathematics for Teachers (a.m.)
ED 340	Teaching Reading and Other Communicative Skills (a.m.)

Spring term:

ED 304	Basic Preparation for Teaching III (a.m.) (includes three-week field experience)
ED 405	Elementary Curriculum and Social Studies (p.m.)
ED 305	Fine Arts: Methods and Materials (p.m.)

Because of the emphasis upon classroom field experience in our program, we recommend that you try to visit at least one elementary classroom, perhaps near your home, during the opening days of the coming school year. It will be most appropriate if such visitation can be in a city school. School principals usually will grant their permission, and this experience can give you a good head start. The first sheet attached to this letter suggests some approaches to classroom observations.

If you have time, read several of the items from the attached reading list before school starts. Most of them should be readily available in paperback.

Now, so we can get a head start in knowing you, please complete the third attachment to this letter and mail it back to us directly. The questions we are asking may serve to give you some hints about what we judge to be important issues; but the primary purpose of this questionnaire is to help us plan more appropriately for your needs.

If we can help you in any way before the fall term starts, do let us know. Come in to visit us during the earlier part of September if you have an opportunity. A phone call would assure you that someone would be available to meet you (717-787-7984).

Sincerely,

Donald K. Alexander

Donald K. Alexander
Acting Program Head
Elementary Education

DKA:db

Attachments:
Approaches to Classroom Observations
Reading List for Elementary Education
Questionnaire for New Students in Elementary Education

APPROACHES TO CLASSROOM OBSERVATION

I. Some observations you might make:

How much of the teacher's time was devoted to giving of information (facts, concepts, etc.)?
How much time was devoted to direction-giving (e.g., Take out paper, Close books, Quiet down)?
How much time was devoted to supporting the pupil (e.g., That's a good answer, Johnny)?
What different kinds of activities were used during the lesson (e.g., teacher talk, child talk, reading, writing, drawing, constructing, dramatics, physical movements)?
What proportions of the "talk" are teacher-to-child, child-to-teacher, and child-to-child?
What techniques does the teacher use other than verbal behavior to accomplish his objectives (e.g., moving about the room, looking, pointing)?
How are the supplies, equipment, furniture, and other learning materials arranged in the classroom?

II. Some questions you might ask the teacher:

To what extent does he work from written lesson plans?
Is it often necessary for him to change his lesson plan after he begins teaching?
How does he know whether or not he accomplishes the objectives of a particular lesson?

III. Some notes you might make for future reference:

List a few of the different kinds of questions you hear the teacher ask.
List some questions you hear the children ask the teacher and questions you hear children ask each other.

IV. Some things you might think about and do:

How are these children's learning experiences similar to and/or different from what you experienced when you were in the same grade?
What have you observed here which you would change if you were the teacher, and what would you keep the same?

A READING LIST

Claude Brown, Man Child in the Promised Land

John Holt, How Children Fail

A. S. Neill, Summerhill

Jonathan Kozol, Death at an Early Age

Sylvia Ashton-Warner, Teacher

James Herndon, The Way It 'Spoze to Be

Sunny Decker, An Empty Spoon

Joseph Heller, Catch 22

Albert Cullum, Push Back the Desks

Neil Postman and Charles Weingartner, Teaching as a Subversive Activity

Ken Kesey, One Flew Over the Cuckoo's Nest

Edgar Friedenberg, Coming of Age in America

Paul Goodman, Growing Up Absurd

Charles Silberman, Crisis in Black and White

William Grier and Price Cobbs, Black Rage

Herbert Kohl, 36 Children

William Glasser, Schools Without Failure

Ronald and Beatrice Gross, eds., Radical School Reform

PERSONAL DATA SHEET

Please complete all items. If the answer is "none," so state.

Name_____ Sex_____ Date_____

Permanent address_____ Phone_____

Date of birth_____ Place of birth_____

Sibling position (eldest, 2nd, etc.)_____ Of how many_____

Father's name_____ Occupation_____

Husband's/wife's name_____ Occupation_____

Marital status_____ Number of children_____

Education: List all schools attended:

Elementary_____

_____

High school_____

_____

College_____

_____

Academic/non-academic honors, special activities, interests, talents:

_____

_____

_____

List previous employments and length of time in each.

_____

_____

_____

Write a brief autobiographical statement, responding to the questions: (1) Who are you? (2) What are you like? and (3) Where are you going?

3.

Describe any experience which you have had working with children such as playground supervisor, camp counselor, scout leader, etc., and state what your duties were.

We are interested in knowing something about your feelings with regard to this program and the teaching of children in large cities as a career for yourself. In the space provided below, please state your opinions and answers to the following questions. Feel free to attach extra sheets if more space is necessary.

What problems do you think confront the teacher in urban schools? In light of such problems, why would you want to teach in this kind of system?

CLASSROOM SITUATIONS TEST

Respond to the situation on each page as if you were a teacher speaking to your students.

1. On the first day of the school year, just before the children in your fourth-grade class are due to arrive, the principal asks that you come to the office for a conference; he sends an aide to greet your class and to get them seated.

When you return to your classroom, you note that the children are seated in straight rows with all of the white children on one side of the room and all of the black children on the other side.

Write the greeting you give your class, as if they were sitting in front of you right now. (3 mins.)

2. Immediately after your greeting, a boy (George) in the last row asks, "Hey, Teach, are you married?" Write your response to him. (1 min.)

3. A girl (Lou) is chewing gum loudly and filing her nails. What response do you make to this? (1 min.)

4. In the third row, second seat back, you notice a boy (Richard) slouched over with his head on his desk. What response do you make to this situation? (1 min.)

5. One of the girls (Betty) asks what we are going to learn this year. What is your response to her question? (2 mins.)

6. A boy (Charles) asks, "Can we study about Vietnam and the Peace Marchers?" What response do you make? (1 min.)

7. A girl (Jenny) says, "My brother's in Vietnam. You know, he gets shot at over there?" Your response? (1 min.)

8. A boy (Fred) stands up and starts out the door. Your response? (1 min.)

9. A girl (Ellen) raises her hand and asks, "May I get a drink?" What response? (1 min.)

10. A boy on one side of the room (John) suddenly stands and shouts at a boy (Fred) on the other side of the room, "What did you call me, mother fucker? I'll get you after school for that!" Your response? (2 mins.)

11. The boy at whom John directed his remarks (Fred) says, "I didn't call him any names. He's crazy!" Your response? (2 mins.)

From the incidents just described, check the appropriate column below to indicate which of the children, in your judgment, are black and which are white.

Student	black	white
George (hey, Teach, are you married?)	_____	_____
Lou (chewing gum and filing nails)	_____	_____
Richard (head on desk)	_____	_____
Betty (what are we going to learn?)	_____	_____
Charles (can we study Vietnam?)	_____	_____
Jenny (my brother's in Vietnam)	_____	_____
Fred (stands up and starts out)	_____	_____
Ellen (may I get a drink?)	_____	_____
John (what did you call me?)	_____	_____
Fred (I didn't call him any names)	_____	_____