DOCUMENT RESUME

ED 073 106 SP 006 209

TITLE	Teaching-Learning-Clinic.
INSTITUTION	Wisconsin State Univ., Oshkosh.
PUB DATE	71
NOTE	109p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Clinical Experience; Educational Programs; *Field Experience Programs; *Preservice Education; Program Descriptions; *Student Teachers; *Student Teaching; Teaching Experience
IDENTIFIERS	*Distinguished Achievement Award Entry

ABSTRACT

The Teaching-Learning Clinic, developed at the University of Wisconsin-Oshkosh, provided on-campus clinical student teaching experience. The purposes of the clinic were to create a reliable system of describing cognitive change in student teachers so such data may assist in restructuring student teaching situations based on sound theoretical foundations and to provide student teachers with opportunities and a flexible structure in which to determine their own needs. The clinic staff is composed of one University supervisor and, 12 secondary English and social studies teachers, and 60 high school juniors and seniors. evaluation of data indicated eight possibilities which are listed. Appendixes of program description material are included. (MJM).

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

414/235-6220

WISCONSIN STATE UNIVERSITY, OSHKOSH, WISCONSIN 54901

November 24, 1971

Mr. Walter J. Mars
A. A. C. T. E.
One Dupont Circle
Washington, D.C. 20036

Dear Mr. Mars:

It is with great pleasure and pride that I provide this letter of transmittal for the School of Education entry in the 1972 Distinguished Achievement Award.

I think it particularly appropriate in this era of increased attention to accountability at all levels of education that the several years of emphasis on improving the efficiency of student teaching has resulted in what appears to be a prototype worth duplicating.

The present Teaching-Learning Clinic at the University of Wisconsin-Oshkosh is raising the quality of the student teaching experience while reducing those costs that represent waste and inefficiency. Hopefully our efforts may be helpful to other institutions preparing teachers.

The form for submitting the proposal was somewhat confusing to us. Let me, therefore, clarify those related directly to the project. James M. Watson is directing the Teaching-Learning Clinic and has been working with the directors of student teaching over the past several years. The directors of student teaching are, Dr. Norman Frenzel, Elementary Education, and Dr. E. J. Hutchinson, Secondary Education. This year the Teaching-Learning Clinic is operating at the secondary level in our research facilities. Therefore, Mr. Watson is working more directly with Dr. E. J. Hutchinson, the director of student teaching at the secondary level.

Thank you for your consideration of our Distinguished Achievement Award application.

Sincerely yours,

David L. Bowman
Dean, School of Education

Enc.

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WSU

WISCONSIN STATE UNIVERSITY, OSHKOSH, WISCONSIN 54901

TEACHING-LEARNING CLINIC

James M. Watson
Director

In a little over fifteen years the number of students enrolled at the University of Wisconsin--Oshkosh has risen from 840 to over 11,000. During this period the increase in the number of undergraduate students enrolled in educati n has risen from 530 to 3515.

In 1954 only one student was assigned to full time off campus student teaching. In 1971, due to mission changes in the laboratory school, approximately 485 student teachers are so assigned.

Accommodating the growing number of student teachers involved the review of several alternatives. Placing students in cities of greater distance from campus diminished the quality and efficiency of supervision while the cost in time and travel was increased. Requests for additional supervisors from the neighboring schools which were already quite saturated with student teachers provided supervisors who possessed minimum qualifications. Increasing the number of student teachers assigned to one supervisor, while acceptable to the university when strong individuals were involved, in many cases demanded patterns of operation which superintendents needed to review before acceptance.

With the growth of the program and the subsequent assignment of student teachers to cooperating schools has come a diffusion of the commonality of experience. Planned opportunity for student teachers to examine data from teaching-learning situations, restructure experiences in light of inquiry, and work together to develop wisdom in teaching is presently limited to a seminar called, Problems of Student Teaching. Since each student teacher is likely to be assigned to a different school, the level of specificity reached in examining problems of teaching remains highly abstract. These findings, subjective in nature, but of sufficient extensiveness among UW-O faculty members to suggest validity, have also been noted by others. David E. Purpel, Director, Programs in Teaching, Graduate School of Education, Harvard University has stated that:

"As the number of student teachers continue to rise, the small number of qualified supervisors is being spread thinner and thinner as various institutions vie for their talents. There can be no question that the number one problem facing student teaching today is the critical shortage of qualified supervisors. . ."

He goes on to say,

"If our standard is excellence in instruction, then it would appear that, generally speaking, the present provisions for student teaching amount to little less than a national scandal."

"The process of exposing students to schools and allowing them to teach, though valuable, does not in itself constitute instruction in teaching; description, analysis, and evaluation must be added if the student-teaching experience is to be called instruction."

Overriding all other concerns was the conviction that the largest cluster of education credits in the university was actually earned working with non-staff members whose primary obligation was not teacher preparation in a situation which was atypical.

In analyzing the concept of professional teacher three attributes seem missing in the off-campus student teaching situation. Teachers normally have control over the details of curricular implementation and frequently over its broad development as well. Teachers generally have control over the ongoing instructional process, classroom atmosphere, and use of instruction techniques. Teachers often are involved in the decisions that give direction to the total impact of the school regarding socialization processes. The off-campus student teaching situation may physically be in the real school; but the psychological involvement of the student teacher appears to be far removed from it. The solving of professional problems are too frequently centered around the perceived wishes of the cooperating school supervisor rather than around the good of the child and the purposes of education.

In an attempt to remedy this situation, in 1967, the first in a series of specific steps was taken to devise a clinical student teaching situation which would

serve as a model for possible restructuring of part of the student teaching experience. (See Appendix I). In November of 1967 the School of Education sponsored the participation of three faculty members in a micro-teaching clinic at Stanford University. Further examination of the concept of micro-teaching took place in our project--Limited Non-Isolated Segments (LINIS) during the summer session of 1968. The idea that limited segments of teaching might be used to engage student teachers in analyzing their teaching behavior was found to be useful and sound for our purposes. Several other aspects of micro teaching, however, were rejected. It was felt that students in an ongoing teaching-learning situation were needed if adequate examination of the developing events of teaching were to be analyzed. The hiring of part-time students in non-school settings such as is frequently done in micro-teaching was thought to be inconsistent with the ideas which we were beginning to develop to structure a clinical experience.

The 1968 summer session experience with LINIS helped clarify certain characteristics of a quality clinical situation (See Appendix II). It was found that a dozen student teachers were an adequate and reasonable load for a supervisor; that a teacher to student ratio of five to one in a two hour sequence was manageable; that small instructional groups of five to ten students as an ongoing pattern appeared to provide a student teacher with considerable and quality experience for useful analysis of his own teaching behavior to be made.

Further work was done in the summer of 1969 and 1970 to refine the structure of a clinical approach to student teaching. In the spring of 1970 an attempt was made to develop a clinical student teaching experience at a nearby cooperating school. Twelve student teachers in English and Social studies were placed with staff members of the cooperating school for the full eighteen week semester. Special arrangements were made to provide those courses that are normally telescoped during the professional semester. While it was found that a more valuable experience existed in this situation

then in the normal student teaching situation, it was also determined that there was a lack of sufficient opportunity to control many of the aspects of Curriculum and Instruction. The quality of attitude, a sense of motivation, to inquire into teaching did not appear to be greatly enhanced over the typical pattern.

To this point most of the evidence which has guided our structuring of a clinical student teaching situation has been collected on a clinical basis. Conclusions have been the result of trained staff members examining data, comparing notes, discussing problems, and drawing conclusions.

The newly-developed Teaching-Learning Clinic consists of a staff of one University supervisor and twelve secondary English and social studies student teachers; and sixty juniors and seniors from Lourdes High School in Oshkosh, Wisconsin. The students are transported daily to and from the Research Center in the School of Education where they spend approximately a half-day.

The purposes of the Teaching-Learning Clinic can be viewed from both the University Teacher Education component and the Student Teacher component. The purpose as it relates to the Teacher Education phase is that of developing a reliable system of describing cognitive change in student teachers so that such data may assist in restructuring student teaching situations based on sound and appropriate theoretical foundations. The purpose as it relates to the Student Teacher component is that of providing student teachers opportunities and a flexible structure in which to determine their own needs and develop their own teaching plans and styles, to analyze problems of teaching which confront them, to devise and carry out ways of solving these problems, and thus to develop knowledge about teaching. Broadly, the educational purpose of the Teaching-Learning Clinic is to foster a spirit of inquiry that provides a basis for continued growth.

The contribution of the Teaching-Learning Clinic to teacher education is still being assessed, though sufficient data is now available to suggest several possibilities:

1. Approximately twelve dollars per credit hour saving can be realized through the Teaching-Learning Clinic over that of the conventional off-campus program.
2. The cost of the regular student teaching program with regard to university faculty time is difficult to specify with precision, yet it may be found that upwards of one-third of a supervisor's time is spent unproductively in travelling from campus to student teaching stations off-campus. The problem of orientation and reorientation to different off-campus stations is an added factor of inefficient use of time.
3. Student teachers in the Teaching-Learning Clinic generally have reported better attitudes regarding their experiences than those in off-campus stations. Such attitude differences have been noted by analysis of student teaching journals, post-meeting reaction questionnaires, seminar sessions, and individual interviews. The number of persons volunteering for the program each semester has far exceeded the capacity of the clinic, this in spite of the fact that until recently the students taught a whole semester rather than thirteen weeks and were involved in many kinds of responsibilities that are not typical of student teaching stations.
4. Analysis of seminar papers written on the nature of instruction and the purposes of schooling, part of the instructional aims in university courses associated with student teaching, indicates that the level of sophistication as revealed by number of issues dealt with and cross-issue consistency is of a high level. While specific analysis using control group design has not yet been conducted (that is part of next semester's project), subjectively it is felt that there is higher quality in the Teaching-Learning Clinic.
5. Responses from graduates of the program who have taken teaching positions in Wisconsin schools indicate a high degree of concern for the broader problems of education as well as continued development of quality in classroom teaching. Each of the graduates from the first semester of the clinic's operation has written at length on his experiences. Analysis of those letters suggests a high degree of concern for issues far beyond personal survival, a problem that appears often in typical first year teacher concerns.
6. Interest among University Wisconsin-Oshkosh faculty and faculty from sister institutions indicates possibility in replication of the clinic idea. It has served as something of a "Think Tank" in faculty reeducation.
7. The Teaching-Learning Clinic has been used as a demonstration center in which teacher education students have observed new ideas in instructional techniques and interacted with student teachers in the Teaching-Learning Clinic.
8. High school students seem to find the Teaching-Learning Clinic a more wholesome situation. Ressentiment index scores (Freidenberg) indicate significantly lower perception of the institutional press than that found in the typical school.

APPENDIX I

Original LINIS Proposal
1967 - 68 School Year

Written by: E.J. Hutchinson
N.J. Frenzel
J.M. Watson

PROPOSAL

To identify, analyze, and experience the teaching act under controlled evaluated conditions, it is proposed that seniors in student teaching have a series of experiences in which feedback schemes using limited non-isolated segments (Linis) will assist the prospective teacher in the acquisition of teaching skills.

DESCRIPTION

To say that consensus exists on the attributes that go into the concept "professional educator", or to say that the best way of preparing teachers is commonly recognized would be inaccurate. Yet some common ideas seem to exist in most programs of teacher education. It is reasonable to hold that the professional educator is a decision maker; he makes decisions on method, technique, goals, objectives, materials, activities, and many other aspects of what is normally called curriculum. He investigates, learns about, and deals with learners in ways that aid in the development of rapport and in ways that provide feedback for future curricular decisions. He makes use of time and space plus equipment and resources. The influences upon this decision-making process may be a way of thinking, a set of values, or a perceived role. His education leading to his becoming a decision-making professional includes courses designed to give him information; understandings; and ideas on psychology of learning, educational history, philosophy of education, social foundations of education, and methods courses.

Another idea common in teacher education is one that some kind of laboratory experience, internship, or practice is a vital and most important part of the program. Contact with learners in situations which offer opportunity to teach, evaluate, and reteach under the guidance of those skilled in teacher education is considered crucial.

Bringing together the facets of knowledge where the student teacher is free to learn and discover meaning is central to the approach. In practice, student teaching can range from an experience in which the student teacher emulates certain school personnel to an experience in which he is guided through episodes that can be analyzed in a meaningful way. Whatever shape it takes, it is commonly hoped that the student teaching experience will be an experience in which the student identifies the various aspects of teaching and develops his talents at decision making.

With care in scheduling for their senior year students in teacher education at UW-O could free a block of time, be assigned to the Campus school for a portion of their student teaching experience, and given adequate credit for the experience.

The variety of organizational patterns that might be developed to utilize the Campus school facilities range from team teaching to independent study, from modular scheduling to block time schedules, as well as other patterns that have been more common to educational practice. Identification of useful teaching and learning structures along with planning for the best use of technology such as video tape should be a coordinated effort by the staff of the school of education. (Examples of some potential schemes can be shown to illustrate).

Close control of the environment in the Campus school on matters such as curriculum, student body, and the sequence of skills in teaching gives hope that analysis of these elements and their relation to one another can help assure an experience for student teachers which will be composed of something more than isolated segments. Specific teaching techniques, methods, roles, moves, and procedures will need to be identified for possible trial. By placing student teachers in a position where curricular decisions are made and then implemented, where methods are selected and then utilized in a day to day sequence, where skills and segments of the teaching act are identified and then experienced, it is felt that the decision making capability of teachers will be enhanced.

It would seem that one key to the useful preparation of teachers would be the implementation of an investigatory, analytical, research or problem solving based experience. It is suggested that the professional is one whose preparation has enabled him to identify, analyze, and experience teaching in a manner that provides him with the most useful tool of all, the capacity to deal with a multiplicity of situations as they arise in a manner that is analytical and reflective, rather than rote and reflexive. With professional staff asking useful questions as students plan and teach, an attitude of inquiry that will continue for his professional life might become part of the prospective teacher's value structure. With education, teaching, and learning being researched as it is today, placing student teachers in situations that are many-sided rather than singular may be the best that can be done for a person who will be teaching in the unpredictable, changing futures.

JUSTIFICATION

1. Increased enrollment from 515 student teachers in 1967-68 to the projected 930 to 1000 for 1970-71 will require new teaching situations.
2. Increased enrollment will require numbers of supervisors beyond the available supply presently offered by administrators in cooperating schools (see Dr. Bowman's questionnaire for C., etc.).
3. To go greater distances to provide supplementary student teaching stations will increase the problems of university supervision.
4. Efficient utilization of university supervisory time can be facilitated (instruction and direction could replace some travel).
5. Increased costs suggests increased production from the supervision dollar. (More can be expected from an expenditure to exceed $300,000 annually.)

6. Personnel trained for teacher preparation will be charged with greater responsibility to guide student teachers.
7. Students would be given additional assistance in relating theory and practice.
8. The university will gain increased responsibility for the preparation for which university credit is awarded.
9. Research opportunities will be increased.
10. In-service gains for university personnel are possible through interaction in team approach.
11. Laboratory sections could be increased and could be more readily structured.

APPENDIX II

Report on 1968

Summer Session Project:

Linis

Submitted by:

Ken Morrison

Claude Thompson

James Watson

LINIS: A PROPOSAL FOR THE 1968 SUMMER SESSION - WSU-O

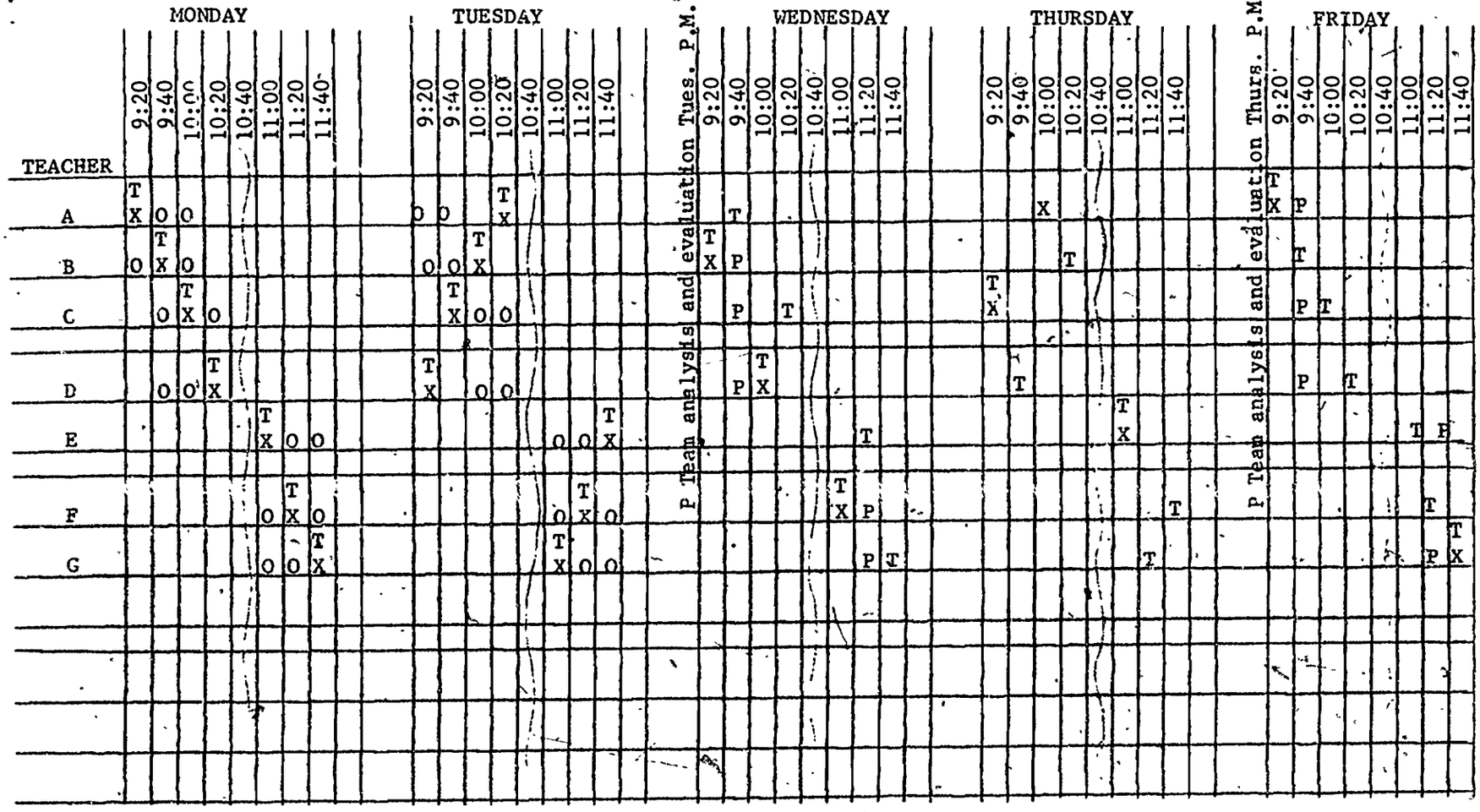
In order that useful proceedures be identified, optimum arrangements be sought after, and staff acquainted with the idea of "Linis" it is proposed that a pilot project be instituted using seventh and eighth grade students enrolled in the campus school summer session. The broad curricular area has been identified as "The Humanities: A Search for Meaning." Sixteen student teachers and a dozen or so interns will work with college supervisors in developing certain skills of teaching and curriculum planning.

"Schooling" teams will be formed which will consist of campus school students, a college supervisor, and three to four student teachers and/or interns. The college supervisor will work with two separate groups of student teachers/interns. Each group of student teachers/interns will be involved in direct contact with the campus school students for approximately four modules of twenty minutes each per day, depending upon the vagaries of scheduling which have yet to be determined.

Normally the teaching teams will be involved in direct teaching, observation, and planning activities which it is hoped can be structured in such a way as to promote skills of teaching and planning.

During the first week of the summer session conferences will be held in which the teaching teams can begin planning for the teaching. It is proposed that the teachers involved each plan two lesson modules (20 minutes in a module) which are designed to get at the skill of "Relating and Involving Students." A further objective of these first lesson modules is to gain perception of interest patterns and the individual backgrounds of the students. It is hoped that diagnostic tools can be found or developed which will enable the college supervisor to analyze and evaluate each teacher's performance. The remainder of the teaching time during the first week should be devoted to a short unit which might serve to produce "Set" for the summer's curricular goal.

The supervisor's schedule for the first week of campus school operation might look like:



X = Supervisor is observing specified student teacher
T = Specified student teacher is teaching
O = Specified student teacher is observing another student teacher teach
P = Supervising teacher is planning or conferring with specified student teacher

Conference times have been scheduled both during the morning and the afternoon to provide time for analysis and evaluation of the teaching as well planning of subsequent lessons. Much of the conference time during the first week will be spent in evaluating the skills of "Relating and Involving Students" and "Establishing Rapport and Atmosphere". Observations by the supervisor during the last three days of the first week are designed primarily to get at the latter skill while the first two days of observations in the first week will be primarily concerned with the former skill. Each skill will receive some attention regardless of which day is involved. In addition, it is hoped that evidence can be gathered which will offer opportunity to use the first few lessons taught by each teacher as a reference for a more objective final analysis of both the teacher and the project as a whole. Video and audio taping seem most useful in reaching this end.

It is proposed that the skills of teaching which receive attention be:

1. Relating and Involving
2. Establishing Rapport and Atmosphere
3. Feedback and Attending to Student Behavior
4. Verbal Interaction Patterns
5. Evaluation

Each skill will be analyzed, demonstrated, and evaluated. The number of times each skill is recycled will depend upon a number of factors such as efficient use of time and determination of optimum standards. It is hoped that means can be developed or found by which those factors might be evaluated.

Logs should be kept regarding the progress of the experience and evaluated in an ongoing process. Such logs should seek to record impressions which relate to the following:

1. What is an optimum number of campus school students for each "schooling" team?
2. What is an optimum time length for each instructional module?
3. What is an optimum number of student teachers for each "schooling" team?
4. What is the most useful arrangement of the college supervisor's time?
5. What skills of teaching can be effectively developed in "linis"?

6. How shall those skills of teaching be described so that common meanings can established for them?

7. What means of evaluating teacher performance of the various skills of teaching seem most useful?

8. What is a useful and optimum structure for the sequence of planning and teaching activities?

9. What effect does the experience seem to have upon teacher competency as compared to present pattern of teacher training?

10. Can predictions be made from the summer session project concerning number of student teachers that can be placed in the academic year in the campus school? What should be their credit load? How many supervisors will be needed? What should be their load? How would the cost compare with the present cost?

11. What strategies of supervision seem most effective?

12. How might the experience gained in the project be transmitted to others who might become involved in "linis" at some future time?

Definition of Terms:

Linis: an experience with a series of limited non-isolated segments in which feedback schemes are used to assist student teachers in the acquisition of teaching skills.

Schooling Team: An instructional unit consisting of pupils, student teachers, and a univeraity supervisor.

Modules: Instructional time units of equal length.

Pupil: A Campus School student.

Term: A period of weeks in which a particular group of student teachers is involved in a laboratory experience in the Campus School.

Description of Summer Pilot: Linis

A study of limited instructional non-isolated segments (Linis) was conducted during the summer of 1968 at WSU-O for the purpose of getting evidence which might help answer certain important questions relating to improving in the field experiences of student teachers. (see item #1 + 1A attached below) Staff consisted of Mr. Morrison and Mr. Thompson with Mr. Watson acting as a non-staff observer. The student body(pupils) consisted of twenty-four seventh and eighth graders who were admitted to the six week Campus School session according to normal procedures. Twelve student teachers and 16 interns were assigned to work with Mr. Morrison and Mr. Thompson. The student teachers were all upper elementary school teachers with teaching experience who were in the process of completing a four year bachelor of science degree. The interns were completing their final "ten hours" of classroom experience preparatory to teaching during the 1968-1969 school year in a cooperating school.

The physical facilities available consisted of room 313 in the Campus School which was used as office and conference space; and rooms 312 and 309 used as instructional centers for Mr. Thompson's and Mr. Morrison's student teacher schooling teams respectively; room 310 used as a work room, conference room, and at times as an instructional center for the intern schooling team. Also available was the following equipment: one typewriter, four audio-tape machines, one phonograph, one liquid duplicator, one filmstrip projector, one 16 mm sound film projector, and one overhead projector. Video-tape equipment was also available on a limited basis. For one week during the summer a work study person was available to transcribe taped episodes for the project.

The University operated an eight week summer session which began June 17 and ended August 9th. The Campus School operated a six week summer session which began one week after the University session began and ended one week before the University session ended. During the first and the last week of the University summer session two-a-day seminars of one hour's length each were held with

the student teachers. These seminars met twice a week during the second through seventh weeks and they were mainly concerned with an orientation to the summer project and the development of some competency in the use of certain instruments of analysis to be used in the project. In addition time was spent in curriculum and lesson planning. Instructional techniques and innovations were presented and discussed in the seminars, especially during the second half of the summer. Planning was also the subject of numerous conferences between the student teachers and the university supervisors throughout the summer session. (see item #2 for Logs 1-4 describing the seminars held in the first week. See also item #2A for content outline of remaining 7 weeks of seminars.)

The laboratory phase of student teaching began with the start of the Campus School summer session. Twenty-four Campus School pupils were divided into two groups of twelve each. Six student teachers were assigned to each group of pupils. During the first week of Campus School operation the schooling teams consisted of twelve pupils, six student teachers, and one university supervisor, either Mr. Morrison or Mr. Thompson. Schooling teams operated on modules of twenty minutes throughout the six week Campus School summer session. The Campus School operated from 9:20 - 12:10. Although there was flexibility in terms of the start or end points of each module, most modules ranged in time of actual instruction from fifteen to twenty-five minutes. (See item #11 for guide schedule of module times) The student teachers worked in schooling teams which divided the time into six twenty minute modules with frequent breaks between modules. Two hours of actual instructional time was intended with the rest of the time spaced between modules for rest periods for pupils and to allow for transition from one student teacher's lesson to another's. (See item #12 for actual schedule

During the second week of Campus school operation sixteen interns began their laboratory teaching experience. At this point a third schooling team was formed by taking eight pupils from the other two teams. For the rest of the summer

session the schooling teams had eight pupils each rather than twelve. The intern schooling team was set on a seven module schedule. (see item #13 for guide schedule) Interns in English were supervised by Mr. Morrison and taught the first three modules during the day. Interns in the social studies were supervised by Mr. Thompson and taught during the last three modules of time. In the fourth time module the pupils in the intern schooling team were split into two groups of four each. One group of pupils was taught by an intern supervised by Mr. Morrison and one group of pupils was taught by an intern supervised by Mr. Thompson. This was done to provide enough time so that all of the interns would have an equal opportunity to teach.

Six of Mr. Thompson's eight interns divided the last four weeks of the Campus School session into two-two week terms. Three completed their teaching in the first two week term and the other three began at that point and taught until the end of the Campus School summer session. The other two interns who worked with Mr. Thompson elected to teach during alternate weeks.

Mr. Morrison developed a teaching schedule that differed from Mr. Thompson's in that all of the interns were involved at various time throughout the last five weeks of the session. (See item #14 for actual intern teaching schedule)

During the first week the interns were involved in the laboratory experience at the Campus School (week number two of its summer session), the school was in session for only three days due to the Fourth of July vacation. During those three days all of the interns were involved in teaching and observing experiences.

In the proposal for a pilot trial of Linis (item #12) twelve questions were asked. Some of the questions we have been able to answer with confidence while others can only be commented upon. In some cases no more complete answer was provided by the experience of the summer session pilot project than was known prior to its inception. It is hoped that the following reply to the questions posed will at least suggest potential for further experience with Linis, if not

provide outright confidence in it as being the answer to WSU-O's concerns for improving upon the education of those enrolled as students in the school of education.

The evidence upon which the replys are based is mostly of a subjective nature. It was felt that the opinion of those involved this summer could serve a useful purpose until such time as it is possible and essential to collect hard data.

QUESTION #1: What is an optimum number of Campus School students for each schooling team?

REPLY: During the summer session schooling teams were organized that had four, eight, and twelve pupils in them. At no time during the week when there were twelve pupil teams did they have fewer than ten in attendance. The eight pupil teams had at least six pupils in attendance each day and the four pupil teams had at least three in attendance each day. The student teachers and interns were in general agreement that they could work effectively with schooling teams of these sizes. There was some opinion expressed in favor of the eight pupil size. For the most part student teachers and interns approved of the degree of rapport and interaction possible in schooling teams formed during the summer session. It was felt that the skills of teaching being developed could be effectively worked upon and that the cognitive objectives set by the student teachers and interns for the pupils could be accomplished in the schooling teams established. ~~(See item #16 for selected student teacher reactions.)~~

QUESTION #2: What is an optimum length of time for each instructional module?

REPLY: The university supervisors and the student teachers and interns agreed generally that twenty minutes of time per module constituted the best overall scheduling arrangement. Most teaching skills could be demonstrated and educational objectives reached in that period of time. In certain cases, e.g. where students were to induce generalizations or where certain methods of teaching

were being used, longer periods of time might have been useful. In other cases, particularly when specific teaching skills were involved, shorter modules may have been useful. In either of the above, multiples or factors of twenty minute periods were easily scheduled.

QUESTION #3: What is an optimum number of student teachers for each schooling team?

REPLY: It is suggested that the number of student teachers assigned to each schooling team coincide with the number of instructional modules to be scheduled for any particular team. For example team "A" during the summer session met for six modules per day. Thus six student teachers were assigned to it. The assumption is that while variations can be arranged it is best that time be available each day during a term for each student teacher to teach. Continuity alone would seem to suggest this.

QUESTION #4: What is the most useful arrangement of the college supervisor's time?

REPLY: About the best that can be done is to note how such time was arranged and used. (A SCHEDULE IS GIVEN BELOW. ~~Attention is directed to items #19 & 20.~~ Two comments seem most important at this point. Both Mr. Thompson and Mr. Morrison were of the opinion that there was at least a full load of work during the summer session and probably an overload. Secondly, there were severe disadvantages in having a schedule in which the student teachers and interns under their supervision did all of the teaching in the morning. Such concentration of teaching placed strains on the attempts to develop useful observation, conference, and re-observation cycles.

QUESTION #5: What skills of teaching can be effectively developed in "Linis"?

REPLY: The University supervisors strongly suggest that specifically stated skills of teaching can be effectively developed within the framework of "Linis" whereas nebulous clusters or categories of skills could be developed much less effectively. When attempts were made to work on five areas included on page two of ~~"Linis: A Proposal for the 1968 Summer Session"~~, student teachers and supervisors alike discovered that these five areas were too broad for effective

evaluation and critique sessions. Each embraced too many identifiable aspects or skills of teaching.

Student teachers were better able to concentrate and focus their attention upon specific teaching skills, e.g. "probing questions" or "silence and non-verbal cues." In these cases the supervisors were able to point to specific items from notes, memory, or recordings as examples, and to provide demonstrations or models in the critique sessions. The "clarifying response" as described by Raths and his associates, Sanders' higher-order questions, Amidon's verbal interaction categories, and technical skills of teaching as identified by Dwight Allen appeared to be most useful as foci for planning and criticizing the lessons. The supervisors felt that the usefulness of these instruments lies in their specificity. Present problems in describing "good teaching" make it difficult to be particularly precise on the skills of teaching.

QUESTION #6: How shall those skills of teaching be described so that common meanings can be established for them?

REPLY: In only a few cases are the terms described adequately to establish common meanings for them. In most situations it was necessary for the supervisors and student teachers to discuss them in seminars during the summer. Several articles concerning them had been duplicated and were distributed before their consideration in the seminars. Clarifying responses were developed by the supervisors, using Raths, Harmin, & Simon, Values in Teaching. One supervisor used Sanders, Classroom Questions: What Kinds? to describe higher-order questions. A reprinted article by Dwight Allen provided a list of technical skills, which were further described and discussed in the seminars. (See Items # 7 and 10)

The supervisors agree that some arrangement must be made, whereby the student teachers and their supervisors can meet regularly either during or immediately preceding the term of student teaching in the Campus School. These sessions would provide opportunities for reaching common meanings of terms, discussing and

demonstrating techniques and skills, and the setting of skill goals for themselves by the student teachers.

QUESTION #7: What means of evaluating teacher performance of the various skills of teaching seem most useful?

REPLY: Instruments were developed for evaluating performance of the five skill clusters described on page 2 of "Linis: A Proposal for the 1968 Summer Session". They were used by the supervisors during their observation and later in the critique sessions with the student teachers. Inadequacies of these instruments are attributable more to the nebulousness and overlapping of the skills than to the structure of the instruments themselves. The supervisors feel that similar instruments should be developed for each of the specific teaching skills or skill areas mentioned in this report.

The Verbal Interaction Categories System (VICS) as formulated by Amidon was used to great advantage by the student teachers in self-evaluation. Asked to make typescript of some of their lessons, they tended to view certain interaction patterns as desirable teacher-skills; and their subsequent analyses of the matrices were useful evaluation tools. Mr. Thompson's student teachers prepared "before-and-after" analyses, and reported this exercise as a highly illuminating evaluation of their work. One of the supervisors feels strongly that training each of the student teachers in VICS evaluation would provide a powerful tool for the student's continuous self-evaluation after he begins teaching on his own.

The Observable Categories of Student Involvement scale was used and rejected as worthless by all of the student teachers.

QUESTION #8: What is a useful and optimum structure for the sequence of planning and teaching activities?

REPLY: This area can be planned very flexibly. Its principal demand is for adequate time, preferably on a daily basis, for the supervisor and his student teachers to plan together, and additional time for the student teachers to com-

plete their planning on an individual basis. The experiences of the summer made it apparent that one supervisor should not be responsible for more than one schooling team operating concurrently.

It will also be necessary for space to be provided for student teachers to complete their planning, other than the classrooms themselves or the supervisor's offices. The need for privacy in the critique and planning sessions suggests that a conference room should be made available for this purpose.

QUESTION #9: What effect does the experience seem to have upon teacher competency as compared to the present pattern of teacher training?

REPLY: The supervisors noted marked changes in student teachers' behavior during the six weeks of the summer session. This fact becomes even more significant when it is remembered that the student teachers had all had some years of teaching before this summer's program. We can only hypothesize that it will be as effective with unexperienced student teachers, but the supervisors tend to believe that it will.

Generally the student teachers indicated in writing that they had improved their competency very much. This they attributed to the focus upon only one or two teaching skills during the teaching and critique sessions, rather than the broader supervision to which they were accustomed.

QUESTION #10: Can predictions be made from the summer session project concerning the number of student teachers that can be placed in the academic year in the Campus School? What should be their credit load? How many supervisors will be needed? What should be their load? How would the cost compare with the present cost?

REPLY: Undoubtedly the total number of student teachers to be scheduled in a semester may have to affect the structure of the experience. What follows is a suggested structure based on the best of our hunches. We have suggested that the number of student teachers in each schooling team coincide with the number of mod-

ules scheduled. (See the reply to question #3) We have also indicated that 7-9 pupils be placed in each schooling team. (See the reply to question #1) A module length of twenty minutes has been considered useful. (See reply to question #2) If the length of a term is set at twelve weeks and it is determined that a university supervisor work with twelve student teachers the following structure in social studies-language arts for grades seven though nine would allow a total number of 54 student teachers to be placed in a semester in the Campus School in that content area.

Schooling Team: - - - A	B	C	D	E	F	G	H	I
Module Number								
I. 1	7	13	19	25	31	37	43	49
II. 2	8	14	20	26	32	38	44	50
III. 3	9	15	21	27	33	39	45	51
IV. 4	10	16	22	28	34	40	46	52
V. 5	11	17	23	29	35	41	47	53
VI. 6	12	18	24	30	36	42	48	54

The student teachers are designated by arabic numerals. Schooling teams are identified by the capital letters in the column headings. Schooling teams "A", "C", "E", "G", and "I" might meet in the morning while the other schooling teams meet in the afternoon.

A university supervisor would supervise one team which met in the morning and one which met in the afternoon. There would be 4½ university supervisors needed based on the above schedule. Student teachers would be assigned to the Campus School for either a morning or an afternoon session. In addition to the normal laboratory experiences they would also meet three days a week in a methods course and one day a week in a seminar concerned with the problems of student teaching. The credit load for this phase would be 4 credits for student teaching in Linis, 2 credits for methods, and 2 credits for the problems seminar. The last six

weeks of the semester will be spent in an area cooperating school for 4 additional credits. The half day not spent in the Campus school during the first 12 weeks could be used to meet courses which are now telescoped in the five week session before student teaching begins (usually 4 credits). This would produce a semester load of 16 credit hours. A university supervisors load would be the supervision of 12 student teachers in Linis the first 12 weeks and at the cooperating schools the final six weeks, a methods class in which their student teachers were enrolled, and a problems seminar with those student teachers. Campus school students during the final six weeks of each semester would be taught by teaching assistants and be available for demonstration, observation, and experimentation or innovation functions.

The cost of any particular arrangment, cannot be determined with accuracy by the authors of this report. It is assumed that there would be no great increase.

QUESTION #11: What strategies of supervision seem most effective?

REPLY: The supervisors were handicapped by the fact that for half of the morning each was responsible for the teaching in two schooling teams. Thus no more than half of the lessons were observed by the supervisors. Virtually all student teachers commented that they wished that they had received more supervision.

One device which did work reasonably well was hit upon by the supervisors late in the summer session. The supervisor would observe the second half of each module, and spend the first half of the next module conferring with the student teacher. There were breaks in the routine for dealing with problems and planning with student teachers. The supervisors found the system quite taxing, but it was the most satisfactory arrangement discovered, given the structure of the summer schedule.

QUESTION #12: How might the experience gained in the project be transmitted to others who might become involved in "Linis" at some future time?

REPLY: The present document, as well as visits with the three persons involved

in its preparation would seem to provide the best avenue for dissemination of information concerning the summer's experience. The supervisors tend to believe that a pilot project during the school year might serve the useful function of informing others, as well as providing better answers to some of the questions which have arisen. It is emphasized that the success of "Linis" depends in large part upon its completely voluntary acceptance by the supervisors concerned.

In the space below please describe how the smaller than normal classes (8 - 12 students) and shorter than normal lessons (20 minutes) has influenced your planning and teaching so far this summer.

What advantages has it afforded; what problems has it posed?

STUDENT "A"

The opportunity to have 8 - 12 students is most rewarding after teaching classes of 30 - 36 in them. It really lends itself to being more aware of each student's expressions and feelings very rapidly through allowing a more informal relation with the students. All students more readily and actively participate in the class discussions.

I believe the biggest problem confronting me, time wise, is getting material convered or cutting the students' discussion to move toward the twenty minute time limit. Once a topic of interest is developed and the students begin to participate actively the planning becomes much easier; then the materials and topics can be covered in accordance to the interest level of the students.

I think this type of teaching and modular scheduling can only be successful when the team has sufficient time together for planning.

STUDENT "B"

The small class load has proven advantageous in that good rapport between teacher and pupil was reached earlier in the summer session. This close teacher to pupil feeling creates a better learning situation.

The shorter class period has one disadvantage. The continuity of thought is sometimes broken and it is harder to begin again the next day using the same theme. Good discussions that are begun one day and continued the next seem to fall short of the goal that was intended. There is an advantage in that the students do not seem to become bored and disinterested in that short of a time.

STUDENT "C"

I find that the smaller class seems to have many advantages. It first allows the teacher to work much more closely with each student.

This type of small class allows the student who would very rarely contribute in class a chance to talk. It gives a much more informal climate to the classroom I think because I feel that when students are not relaxed there is not going to be a great deal of learning taking place.

This type of class gives the teacher a much greater chance to experiment with new ideas.

This was, especially at first, a hard type of thing to plan for, probably because my normal teaching assignment, which is Math is planned in a much different manner.

I would like to have seen more goals as to what we were to achieve as far as subject matter is concerned. It seemed that everyone was groping for something to do, not knowing just where to start or with just what to start.

Schedule of Actual Teaching: Student Teachers

The following schedules indicate the flow of teaching as it actually occurred in the Campus School summer session. It shows the schedule for Campus School session weeks two through six for schooling teams "A" (Mr. Morrison's) and "B" (Mr. Thompson's). Each "X" indicates who was teaching a particular module on a particular day of the week indicated. The names of the student teachers have not been given, but each number in the left-hand margin of the schedule refers to a specific student teacher. The module numbers are placed in a row at the top of the schedule. While the timing probably varied from day to day, an approximate clock time for a module ~~can be determined by referring to #11~~. Can be seen below:

Insert "A"

"A"

Module Time: Guide Schedule for Intern Teachers Schooling Teams

Module Number	Clock Time
1.	9:25 - 9:45
2.	9:45 - 10:05
3.	10:05 - 10:25
4e.	10:40 - 11:00
4s.	10:40 - 11:00
5.	11:00 - 11:20
6.	11:25 - 11:45
7.	11:50 - 12:10

(Note: Module number four was one in which the pupils in schooling team "C" were split into two groups of four each. Module number "4e" was supervised by Mr. Morrison. Module number "4s" was supervised by Mr. Thompson. Both met at the same time of the day.)

DATE OF WEEK 6-29

TEAM A

student number	SATURDAY 1	2	3	4	5	6	MONDAY 1	2	3	4	5	6	TUESDAY 1	2	3	4	5	6	WEDNESDAY 1	2	3	4	5	6
1	X	X	X				X						X											
2																			X	X				
3				X						X						X								X
4					X							X					X						X	
5								X	X					X	X						X			
6						X					X							X				X		

X indicates modules taught by student teacher or intern

DATE OF WEEK 6-29

TEAM B
mod. no.

student number	SATURDAY 1	2	3	4	5	6	MONDAY 1	2	3	4	5	6	TUESDAY 1	2	3	4	5	6	WEDNESDAY 1	2	3	4	5	6
1	X								X						X					X				
2											X					X						X		
3				X	X	X					X													X
4		X						X						X							X			
5			X						X						X					X				
6											X						X	X					X	

X indicates modules taught by student teacher or intern

DATE OF WEEK 7 - 8

TEAM A

student number	MONDAY						TUESDAY						WEDNESDAY						THURSDAY						FRIDAY					
	mod. no. 1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	X						X							X	X						X									
2			X				X						X							X					X	X				
3					X						X						X						X							X
4						X						X					X						X						X	
5		X							X							X				X								X		
6				X						X								X				X							Y	

X indicates modules taught by student teacher or intern

DATE OF WEEK 7 - 8

TEAM B

student number	MONDAY 1	2	3	4	5	6	TUESDAY 1	2	3	4	5	6	WEDNESDAY 1	2	3	4	5	6	THURSDAY 1	2	3	4	5	6	FRIDAY 1	2	3	4	5	6
1			X				X						X								X									
2											X	X					X						X							
3				X												X								X						
4		X							X						X					X							X			
5	X							X						X							X							X		
6					X	X				X								X						X						

X indicates modules taught by student teacher or intern

DATE OF WEEK 7-15

TEAM A

student number	MONDAY 1	2	3	4	5	6	TUESDAY 1	2	3	4	5	6	WEDNESDAY 1	2	3	4	5	6	THURSDAY 1	2	3	4	5	6	FRIDAY 1	2	3	4	5	6
1		X					X	X					X						X	X					X					
2	X						X						X						X											
3				X							X					X							X						X	
4					X					X							X					X						X		
5			X												X											X	X			
6					X					X						X							X							X

X indicates modules taught by student teacher or intern

DATE OF WEEK 7 - 1[illegible]

TEAM B

mod. no.

student number	MONDAY 1	2	3	4	5	6	TUESDAY 1	2	3	4	5	6	WEDNESDAY 1	2	3	4	5	6	THURSDAY 1	2	3	4	5	6	FRIDAY 1	2	3	4	5	6
1			X						X												X						X			
2					X	X					X	X										X						X	X	X
3				X	X											X							X					X	X	X
4		X						X	X						X					X					X	X				
5	X													X	X				X											
6										X							X	X						X						

X indicates modules taught by student teacher or intern

DATE OF WEEK 7-22

TEAM A

student number	MONDAY 1	2	3	4	5	6	TUESDAY 1	2	3	4	5	6	WEDNESDAY 1	2	3	4	5	6	THURSDAY 1	2	3	4	5	6	FRIDAY 1	2	3	4	5	6
1							X							X	X						X									
2	X	X												X	X					X	X					X		X		
3				X								X					X					X								X
4						X					X							X						X					X	
5				X					X	X					X					X							X			
6					X							X					X							X					X	

X indicates modules taught by student teacher or intern

DATE OF WEEK 7 - 22

TEAM B

mod. nc.

student number	MONDAY 1	2	3	4	5	6	TUESDAY 1	2	3	4	5	6	WEDNESDAY 1	2	3	4	5	6	THURSDAY 1	2	3	4	5	6	FRIDAY 1	2	3	4	5	6
1			X				X							X	X						X				X					
2				X	X	X				X	X	X				X						X								
3				X	X	X				X	X	X																		
4								X	X										X	X						X				
5	X	X											X														X			
6				X	X	X				X	X	X					X	X						X	X				X	X	X

X indicates modules taught by student teacher or intern

DATE OF WEEK 7 - 29

TEAM A

mod. no.

student number	MONDAY 1	2	3	4	5	6	TUESDAY 1	2	3	4	5	6	WEDNESDAY 1	2	3	4	5	6	THURSDAY 1	2	3	4	5	6	FRIDAY 1	2	3	4	5	6
1			X						X										X						X					
2	X						X	X					X	X						X										
3						X					X	X						X				X							X	
4					X					X						X	X							X				X		
5		X							X						X							X				X	X			
6				X																			X						X	

X indicates modules taught by student teacher or intern

DATE OF WEEK 7 - 29

TEAM B

mod. no.

student number	MONDAY 1	2	3	4	5	6	TUESDAY 1	2	3	4	5	6	WEDNESDAY 1	2	3	4	5	6	THURSDAY 1	2	3	4	5	6	FRIDAY 1	2	3	4	5	6
1			X	X					X						X				X							X				
2										X	X	X					X					X								
3					X	X				X	X	X				X							X							
4	X	X												X							X				X					
5								X	X					X						X							X	X		
6										X	X	X						X						X					X	X

X indicates modules taught by student teacher or intern

COMPOSITE FOR SUMMER SESSION "A" & "B"

OBSERVATION:	67
EVALUATION:	79
CONFERENCE:	116
PLANNING:	191
TEACHING:	32
TOTAL	485

NOTE: NUMBER INDICATES AVERAGE PER DAY IN MINUTES

S A M P L E D A Y

SAMPLE DAY "A"

8:00 - 8:10
Arrived at C. L. S. Located projector for student teacher. Assembled materials for seminar. Spoke with Mr. Morrison re - schedule for v.t.r. Went to office to pick up video tapes.

8:10 - 9:10
Conducted seminar. During seminar we finished comments for student report forms. Also discussed Sanders' Taxonomy of Questions. (interrupted once for phone call, once for keys to another room, and once by student teacher looking for materials)

9:10 - 9:25
Received instruction in cleaning and use of v.t.r. Reviewed lesson plans of student teachers for teaching skill being worked on. Signed schedule to reserve v.t.r. for Wed. and Thurs. p.m.

9:25 - 10:30
Operated v.t.r. and camera to record three student teachers. During latter half of each module sneaked into office to briefly consult with Mr. Morrison, place a personal phone call, and to take care of matters on desk.

10:30 - 10:50
Rewound video tape, and showed recordings to Campus School summer students to make them more comfortable with video tape. Also helped an intern obtain thermofax ditto masters, and helped her to straighten out ditto machine when she got goofed up.

10:50 - 12:10
Operated camera and v.t.r. to record all three modules. During latter half of each module, sneaked out to visit interns and try to make appointment with them to view their recordings and discuss them. In one case, actually saw 5 minutes of Miss Bartosic teaching. Also had a phone call, informing me of schedule change (I had to cancel conferences and reschedule them). I also sneaked into the teachers room and stole a cookie.

12:10
Returned to classroom, spoke with three student teachers about their problems, etc.

12:20 - 1:00
Went to teacher lounge and had lunch.

1:00 - 4:00
Typed student report sheets
Typed 2½ student teacher evaluations
Cleaned off desk top

cont.

11:30 p.m. - 12:15 a.m.
read lesson plans for the next day

C. Thompson

SAMPLE DAY "B"

7:50 - 8:10
arranged materials for seminar

8:10 - 9:10
seminar

9:10 - 9:30
set up chairs in art room and helped with video-tape equipment

9:30 - 10:00
planned with Mr. Thompson

10:00 - 10:25
observed intern

10:25 - 10:40
picked up mail and check and talked with Roger

10:40 - 11:00
played the "Cities Game"

11:00 - 12:15
worked on student teacher reports and observed

12:15 - 1:15
lunch - about 30 minutes

1:15 - 2:15 planning with Mr. Thompson
3:15

Eve. 1½ - 2½ hours - Reading lesson plans and planning seminars.

K. Morrison

"B" & "A" UNIVERSITY SUPERVISOR'S DAY (in minutes)

DATS OF WEEK: 6-24

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	B	A	B	A	B	A	3	A	B	A
OBSERVATION	60	60	80	60	60	40	40	60	60	40
EVALUATION	100	80	40	20	20	40		40	60	40
CONFERENCE	80	100	200	100	180	100	140	100	120	120
PLANNING	200	200	180	160	100	160	200	200	200	160
TEACHING			60	60	60	60	60	60		

"B" & "A" UNIVERSITY SUPERVISOR'S DAY (in minutes)

DATE OF WEEK: 7-1

	MONDAY		TUESDAY		WEDNESDAY	
	B	A	B	A	B	A
OBSERVATION	20	60	60	40	60	60
EVALUATION	40	40	40		40	40
CONFERENCE	60	60	60	60	60	80
PLANNING	360	280	300	240	120	140
TEACHING			40	40	40	40

"B" & "A" UNIVERSITY SUPERVISOR'S DAY (in minutes)

DATE OF WEEK: 7-8

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	B	A	B	A	B	A	B	A	B	A
OBSERVATION	40	60	80	80	60	120	60	100	40	40
EVALUATION	100	100	60	120	80	60	100	80	80	80
CONFERENCE	80	60	160	100	80	100	80	100	120	120
PLANNING	340	340	120	160	140	140	160	220	100	140
TEACHING			60	60	60	60	60	60		

"B" & "A" UNIVERSITY SUPERVISOR'S DAY (in minutes)

DATE OF WEEK: 7-15 4

	MONDAY A	TUESDAY A	WEDNESDAY A	THURSDAY A	FRIDAY A
OBSERVATION	100	80	40	60	100
EVALUATION	60	120	40	60	100
CONFERENCE	180	180	280	280	80
PLANNING	260	180	260	260	280
TEACHING		60	60	60	

"B" & "A" UNIVERSITY SUPERVISOR'S DAY (in minutes)

DATE OF WEEK: 7-22

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	B	A	B	A	B	A	B	A	B	A
OBSERVATION	40	120	100	120	120		120		60	
EVALUATION	160	120	160	120	140		140		40	
CONFERENCE	60	80	100	140	120	320	120		120	
PLANNING	200	320	260	260	140	320	180		120	
TEACHING	60		60	60	60	60	60	60		

"B" & "A" UNIVERSITY SUPERVISOR'S DAY (in minutes)

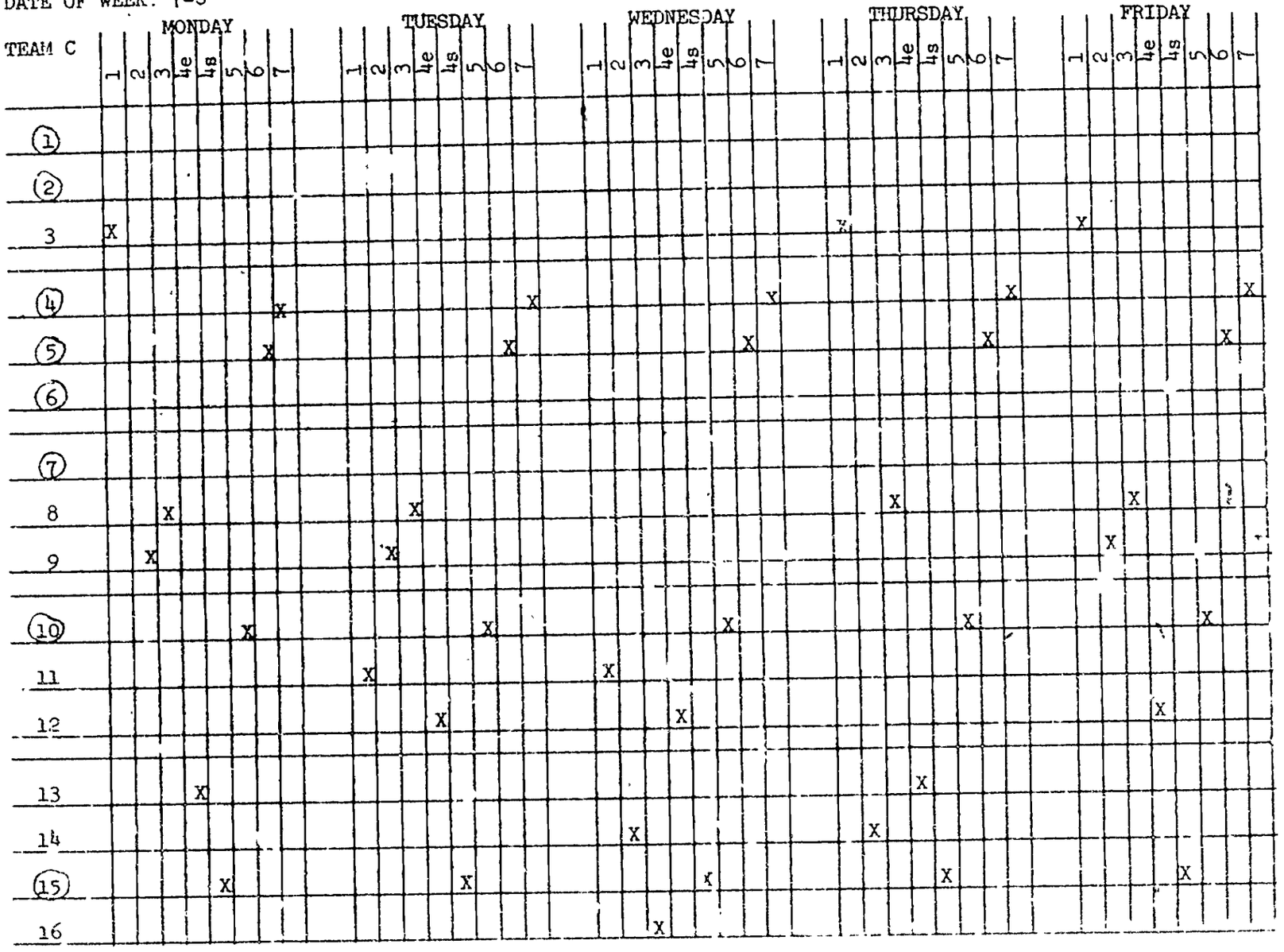
DATE OF WEEK: 7-29

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	B	A	B	A	B	A	B	A	B	A
OBSERVATION	80	100	60	120	120	100	40	100	40	80
EVALUATION	100	100	60	120	40	140	120	280	120	200
CONFERENCE	100	200	40	180	100	240	80	200	60	80
PLANNING	160	260	20	220	180	180	240	240	140	
TEACHING			60	60	60	60	60	60		

Schedule of Actual Teaching: Intern Teachers

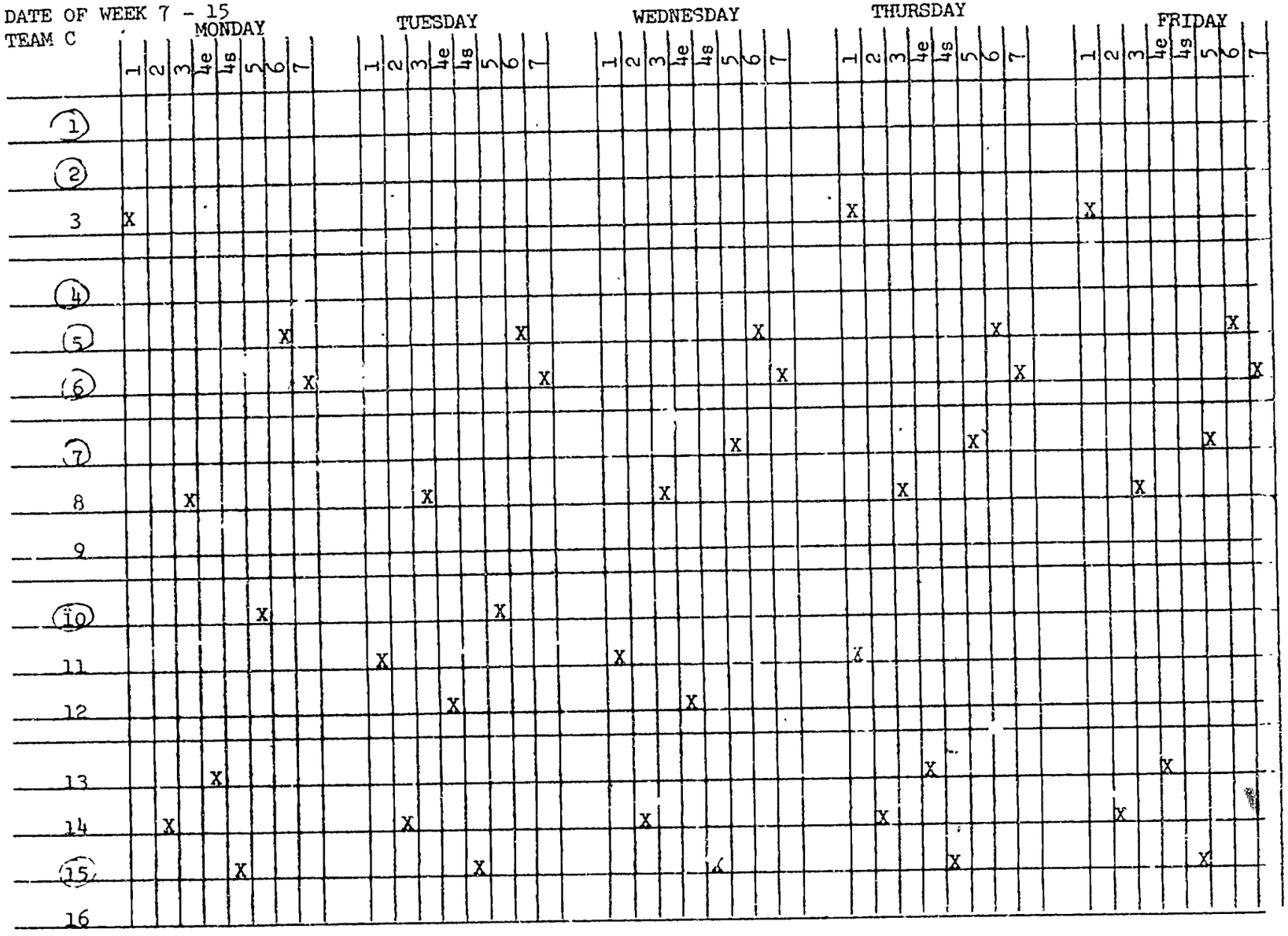
The following schedules may be interpreted in the same manner as those found in item #12. The intern schooling team was labelled "Team C" and was supervised by both Mr. Thompson and Mr. Morrison. Those interns who were supervised by Mr. Thompson have circles drawn around their designating numbers on the schedule. Schedules for Campus School session weeks three through six are included.

DATE OF WEEK: 7-8



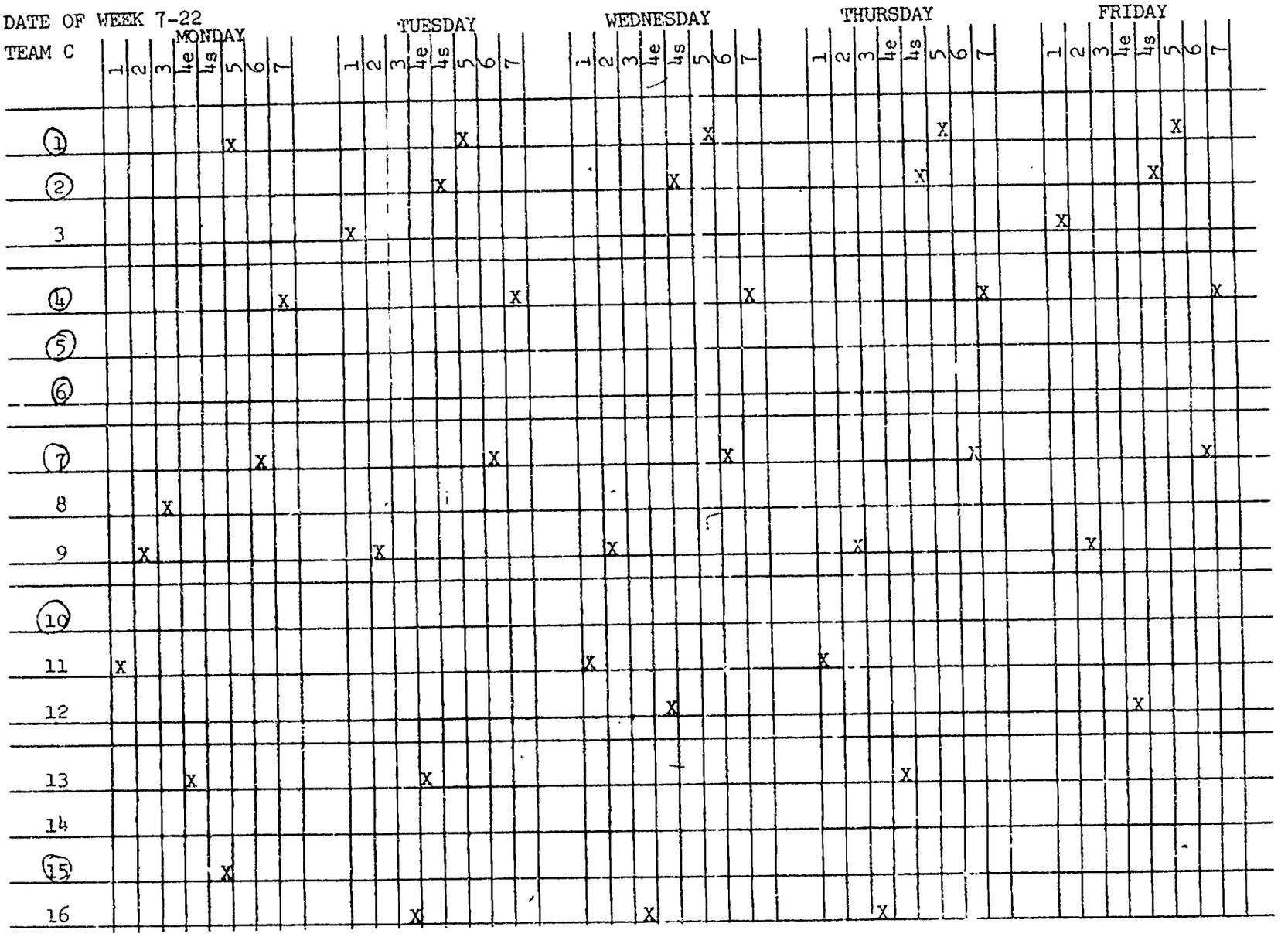
DATE OF WEEK 7 - 15

TEAM C



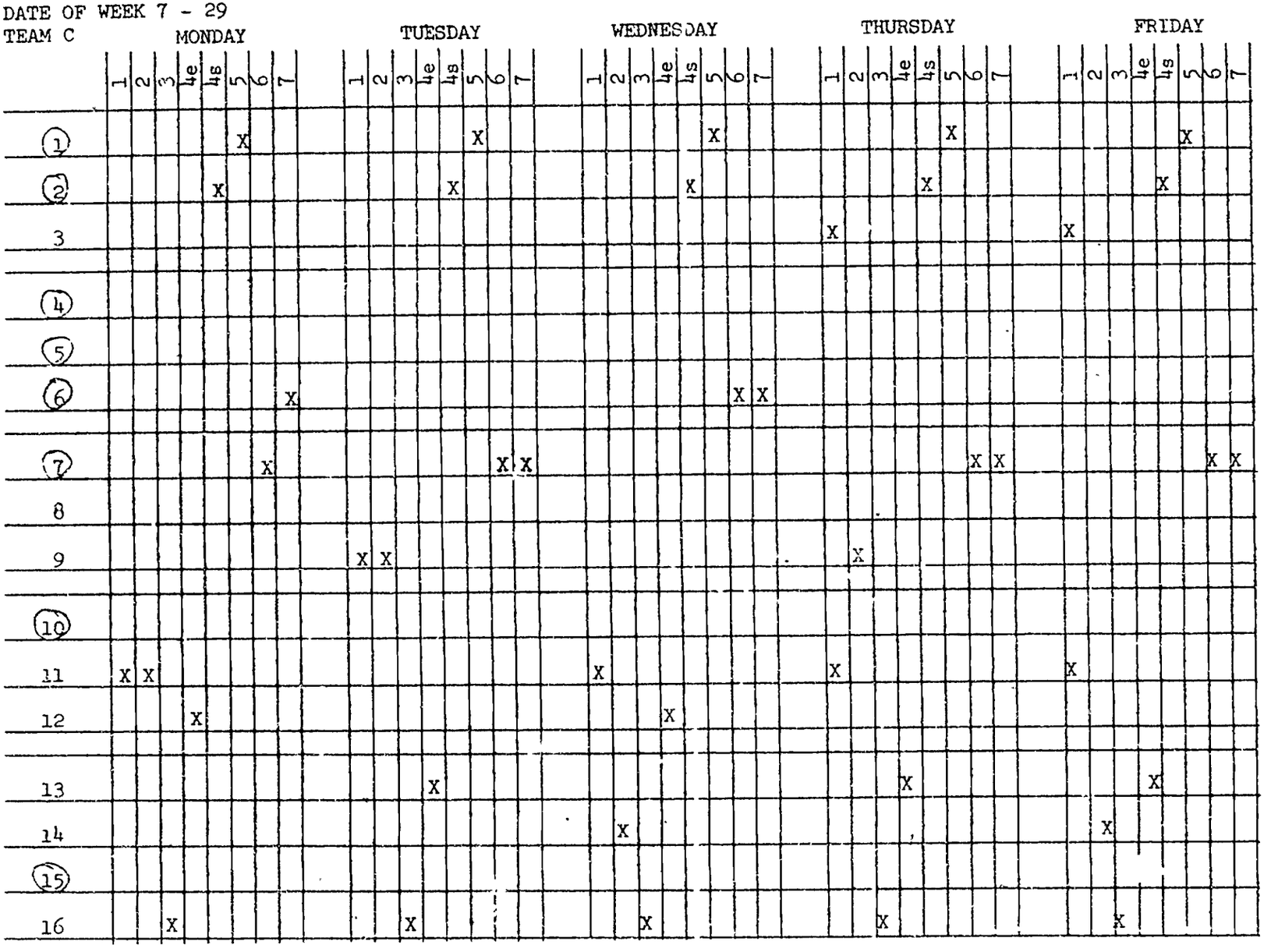
DATE OF WEEK 7-22

TEAM C



DATE OF WEEK 7 - 29

TEAM C



APPENDIX III

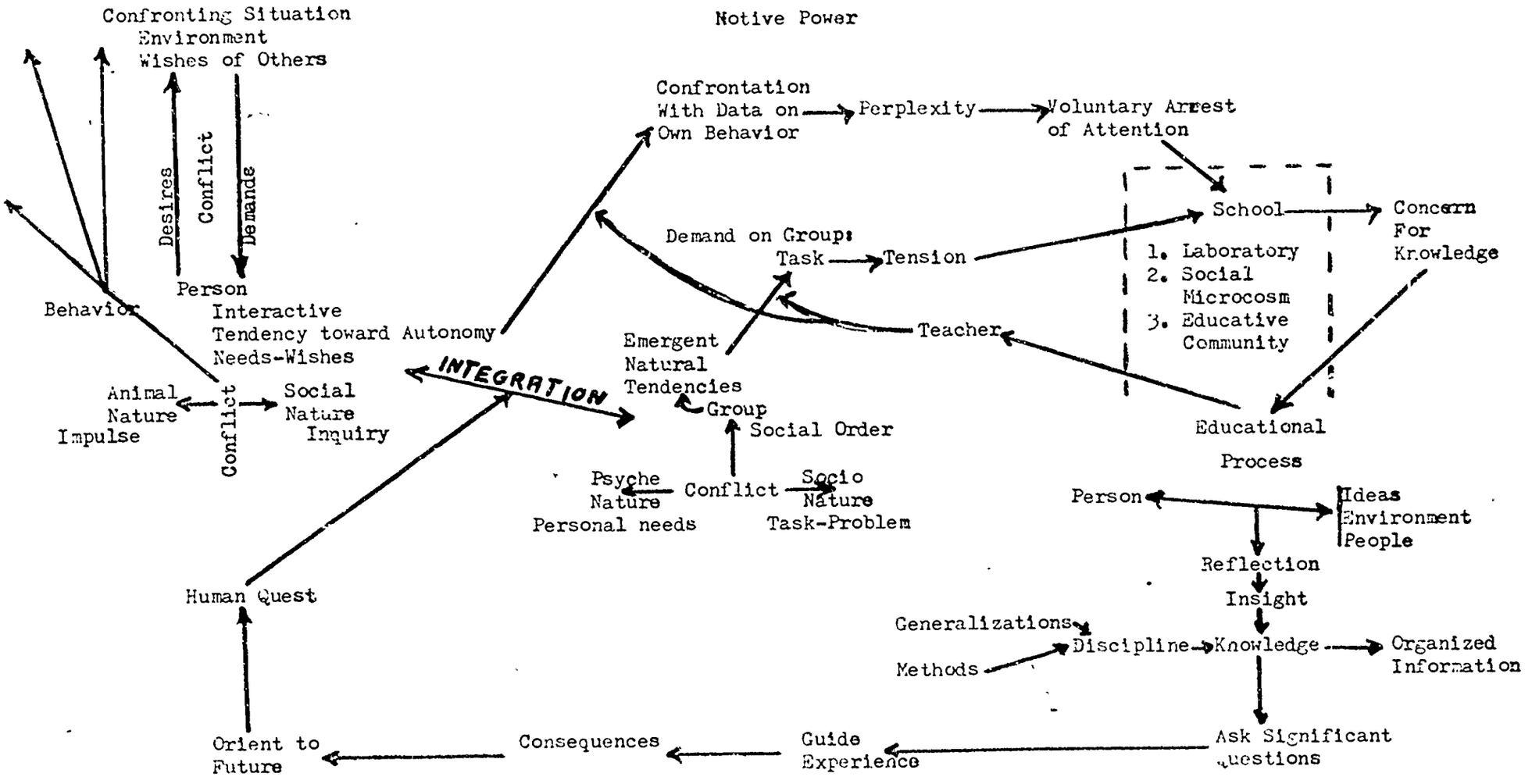
Summer Session Proposal
1969

by

James M. Watson

H. A. Thelen: Model of Person

Model of Education



MODEL: 1969 SUMMER SESSION PRE-SERVICE PROJECT--WSU-O

HYPOTHESIS: The interns will show greater facility for basing teaching upon inquiry at the end of the 1969 summer session.

Dependent Variables:

1. Greater sensitivity to the variables in the teaching-learning situation will develop as indicated by content analysis of transcripts.
2. More decisions will be based on inquiry than on impulse as analyzed by [Would Newmann-Oliver dialog analysis reveal inquiry?]
3. Analysis of classroom teaching segments (video-taped) by judging plans against actions-behavior.

Data

1. Transcripts of group sessions.
2. Transcripts of personal conferences.
3. Classroom teaching segments.

Independent Variable

INQUIRY SITUATION:
Characteristics

A teaching - learning situation in which about a dozen interns, twenty to twenty-five seventh and eighth grade students, and one or two supervisors will be brought together. The interns will have the opportunity to plan and teach in the Campus School, inquire about that planning and teaching as a common experience with the other interns and the supervisors, and make subsequent decisions and do subsequent teaching. Personal inquiry will also take place.

THEORETICAL BASIS H.A. Thelen - modified

1. "At root, human experience is dramatic. The basic themes are themes of conflict--conflict between our wishes and the wishes of others . . ." p. 22

2. "None of these impulses is bad unless it is simply acted out without any understanding of what one is doing." "Educated inquiry is a social development stimulated by the interaction of man with man. It is the central capability of man as a member of society." p. 23

3. "The unique function of group investigation is to stimulate new needs for education." p. 146
"The heart of the method of group investigation is to arrange things in such a way that the students have the experience of creating a group dedicated to the furtherance of inquiry . . ." p. 147

4. "The difference between an educated man and an uneducated man is the ability to ask fruitful questions." "The 'instinct for the jugular,' . . . is developed through reflection on experiences in situations that have importance for the student." p. 35

(all quotes taken from EDUCATION AND THE HUMAN QUEST, Thelen)

I. Parameters of the situation

A. Number of interns

B. Number of Campus School students

C. Rooms, space, and equipment

D. Summer session schedules of the interns

E. Grading and evaluation policy in trial situation

F. Other

II. Calendar of events

1st week: On the first day meet with the interns to get their summer session schedule and arrange for personal conferences, group sessions, pre-testing, and teaching time. During the first group session discuss the parameters of the situation and confront the group with the specific task to be dealt with. Meet each intern during the first week for a personal conference.

2nd week: Meet each group of interns for two group sessions. The second week of the university summer session is the first week of the six week campus school session. During this week the campus school students will play the simulation-game NAPOLI and the gaming sessions will be video-taped.

3rd week: The intern groups will meet for two group sessions. This will be the first week in which the interns begin teaching in the campus school.

4th week thru 7th: Teaching in the campus school will continue as will the two per week group sessions. Campus school six week session ends.

8th week: No teaching will take place in the campus school. There will be one final group session and a personal conference with each intern.

III. Procedure: The specific pattern of needs, desires, wants; the character of the interns in the summer session cannot be arranged or determined prior to the session. The assignment is made by the university. It is assumed that each comes to the summer session experience with a propensity to teach and to have a feeling of doing well at that teaching. It is also assumed that the interns are all at a stage of development that can be labelled young adult. Their relationship with adolescents in a teaching-learning situation is a feature of that stage. There may also be a search for the nature of the role, though this in an elementary way is already perceived. There are a number of possible approaches to identification of the intern attitudes, their relationship to adolescents, and their ego stage. The Minnesota Teacher Attitude Inventory has come under some criticism, but if given at the beginning of the session without instruction except to complete it for confidential research use only, it may yield a set of initial attitudes that can be used as base line data. Relationships to individuals can be examined periodically in a personal conference situation between the intern and a campus school student in which the task is set as a learning task. These conferences can be taped for later analysis. Ego stage development can be examined in dialogue in personal conferences and group sessions using an interaction model developed by R.D. Boyd. The purpose is to be sensitive to the conflict resolution in each intern as it affects the task of the group. The group functions, in part, to provide a means of learning for the individual as well as providing the format for a problem-solving task in which the group comes to work on a significant and real problem in a real situation that confronts it.

The intern group (or groups) will range in size from six to twelve with a limit of fifteen set as a maximum. It is hoped to limit the size to about six. The structure of the group is something that cannot be specifically pre-determined, but some latitude exists if it is possible to form more than one intern group. Most important is that there be the potential for clash among the members of the group. Experience would suggest that there probably will be sufficient clash within the

group without having to pre-plan membership composition. The formulation of the intern group can begin its development toward inherent natural tendencies; that is during the first meeting in which procedural matters are taken care of, various pre-tests given, and questions about the summer session are raised and dealt with. To an extent a task or a problem has already been placed before the interns as they know that some kind of teaching experience will take place. But that expetency is an individual one; the group has not yet formed and it has not yet been confronted with a specific demand.

While the giving of information and the control of attitudes may be a legitimate function of the teacher in a school setting, the role of information giver and attitude dispenser is one which is too easily acted out without much requirement for analysis, reflection, and diagnosis of the teaching-learning situation. "Teachers tend to teach as they have been taught" is a reasonably accurate statement. It is this acted-out role expectation that will be interferred with; the confronting situation-problem will be such as to make necessary halt in attention and a re-direction to the task of developing in the group an approach to the problem. It will first be explained to the interns that the campus school students have attended the summer session with the understanding that they will be able to develop group projects of interest to them during the major part of the session and that there will be sufficient teachers to aid and assist them in their projects. School during the summer will be concerned with the knowledge that can be developed from the experiences of the students that presumably have meaning due to less limiting choice boundaries. The video-tapes made in the first week of the campus school session will serve to provide data on the behavior of a teacher in the role of an umpire and an observer as well as the behavior of the students. It is assumed that the intern group will feel a need to work out a plan which can be tried in the campus school situation, a means of how to evaluate those plans and a working group process. The plans that are developed will be used as data to evaluate the summer project along with tapes

of the group sessions. The teaching trials of the plans will be video-taped as a means of reality checking the perceptions of the interns and as data to be used in the project evaluation.

Two specific kinds of knowledge must be dealt with; first, group processes and, second, sensitivity to persons in group processes. The kind of data collected and compared to ideas developed by scholars will influence the development of knowledge. The discipline will come from the social domain of knowledge and will focus on the specifics of sociology and psychology. The concepts and methods will of necessity start at the point where the ordinary mortal functions; his use of the discipline-his process of organization-will be a common one. One test of the group's value will be to examine the group session tapes to note any increase in conceptual and methodological facility. The extent to which the group comes to examine its own process in light of those concepts and methods may also be a useful tool of evaluation. The ability to ask significant questions as an outcome of knowledge will be monitored on the tapes.

Thelen states that "teaching is judicious intervention in a complex social system." (a.) The teacher processes classroom behavior, monitors it and reacts to it, in a continual process of control. This control is meant as help in making more direct group inquiry. It is the product of a fine balance between a need to find meaning in experience and a result of immobilization from failure. Control is exercised "through continuous definition of purposes and expectations rather than through threat of punishment." (b.) This is an exercise in diagnosing situations and shifting to the appropriate role that will in turn prompt the class to shift its roles and meet its needs. "In actual practice, the teacher tests whether to shift his role by tentative probing, by beginning to act in the new role and

(a.) "The Evaluation of Group Instruction", H.A. Thelen, NSSE 68th Yrk, II, p. 159

(b.) DYNAMICS OF GROUPS AT WORK, H.A. Thelen, 1954, Univ. of Chicago, p. 46.

assessing the class's reaction." (c.) The only direct control over behavior the teacher has is that of his own. Teacher behavior can be conceptualized by noting that it deals centrally with inquiry, that it has control over the situation, that control is exercised through varied roles, that group process is central to inquiry, that experience becomes educative as it has meaning, that knowledge offers a shortcut to necessary learnings only as it evolves out of an interaction between ideas and experience-need complexes, and that classrooms develop or have the potential to develop into a microcosm of society.

(c.) Dynamics, Thelen, p. 61.

APPENDIX V

A STUDY OF SELECTED ASPECTS OF LEARNING BY STUDENT TEACHERS ON THE STAFF OF THE TEACHING-LEARNING CLINIC AT UW-O

Submitted by: E.J. Hutchinson
Virginia Monroe
James M. Watson

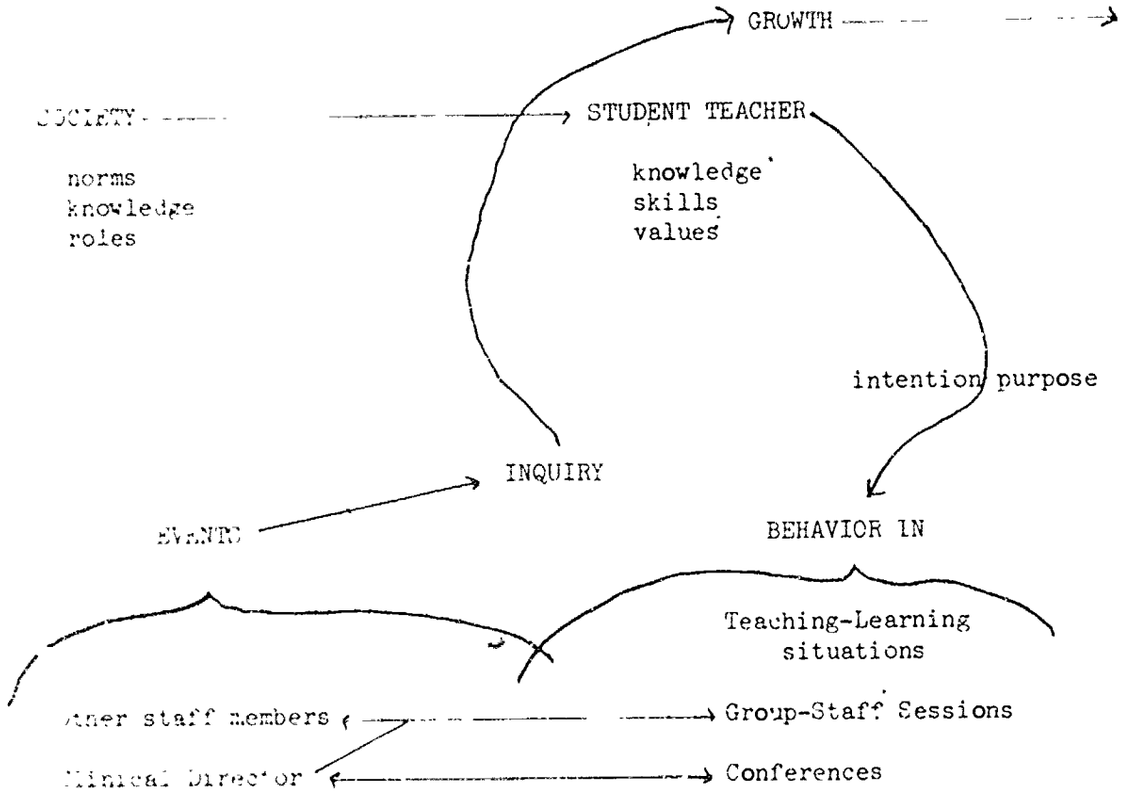
Abstract

a) Objectives: The purpose of this study is to develop a reliable system for categorizing problems perceived by student teachers and to describe selected cognitive changes that take place in student teachers who are on the staff of the Teaching-Learning Clinic at University of Wisconsin--Oshkosh.

b) Contribution to Education: At present the student teaching phase of teacher education provides inadequate opportunity for student teachers to analyze problems of teaching which confront them, devise and carry out ways of solving those problems, and develop knowledge about teaching. If a reliable system of describing cognitive change in student teachers can be developed and applied to data arising out of a clinical situation that has been structured to enhance inquiry into the problems of teaching, then restructuring of student teaching situations can be based on evidence that is relevant to a sound and appropriate theoretical foundation. The feasibility of the Teaching-Learning Clinic at University of Wisconsin--Oshkosh needs to be demonstrated relative to the learning that takes place.

c) Procedures: Each student teacher in the Clinic will be required to keep a weekly log outlining problems with which he has been concerned during that week. Each problem statement will then be classified by three independent judges into one of nine categories. To determine the inter-judge reliability of the Categories of Perceived Problems, percent of agreement will be calculated. Two statistical procedures will be used to assess whether there is a change in the number or type of perceived problems. Frequency distributions for each of the nine categories contained in the CCP and for the total number of problems contained in each weekly log will be derived. Analysis of variance procedures will be used to determine the relationship between length of the student teaching experience and the types of problems perceived.

At the present time the Clinic's structure can be modeled as:



The broad educational purpose of the Clinic is to involve student teachers in an on-going situation which promotes inquiry into the events of that situation. Since it is society that sponsors education, the expectations, values, and knowledge relevant to teaching must be taken into account. The student teacher comes to the Clinic with tendencies to behave, with a personality. Experiences in the Clinic are planned to make him more conscious of himself as an actor who is a teacher, promote development of harmony of outlook and practice, and foster a spirit of inquiry that provides a basis for continued growth. Dewey, speaking of the relationship between experience and educational intentions has stated that,

"As an ideal the active process of organizing facts and ideas is an ever-present educational process. No experience is educative that does not tend both to knowledge of more facts and entertaining of more ideas and to a better, a more orderly, arrangement of them."[1]

A means of development involves a group of student teachers working in a situation, dealing with problems and issues as they arise in staff sessions, and analyzing teaching as it is found in the Clinical teaching-learning situation both in group sessions and in conferences with the Clinical director. Dewey states that,

". . . growth depends upon the presence of difficulty to be overcome by the exercise of intelligence."[2]

that,

". . . the formation of purposes and the organization of means to execute them are the work of intelligence."[3]

And that in order to become progressively more deliberate and purposeful it is necessary to go through complex intellectual operation which include,

"(1) Observation of surrounding conditions; (2) Knowledge of what has happened in similar situations in the past, a knowledge obtained partly by recollection and partly from the information, advice, and warning of those who have had a wider experience; and (3) Judgement which puts together what is observed and what is recalled to see what they signify."[4]

The main source of experience, and of desire to work out the meaning of experience, is found in the degree of responsibility given to the staff for the development of curriculum and the direction of instruction of the Lourdes students.

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[1]Dewey, John, Experiences in Education, p. 82.

[2]Ibid., P. 79.

[3]Ibid., p. 67.

[4]Ibid., p. 69.

When student teaching was normally completed at the University's Campus School there was extensive and continuing opportunity for professional teacher education personnel to facilitate growth of professional skill in the student teachers. A common pattern was the assignment of several student teachers to a single class. Interaction, group inquiry, and planning were traits of such a program. There were common teaching problems to be discussed in an atmosphere specifically designed for reflection on the problems of teacher under professional direction of a teacher educator. Herbert A. Thelen describes a situation at the University of Chicago which bears considerable resemblance to the qualities often found in a campus student teaching program. There, professional staff in teacher education, the facilities of the University of Chicago, and eleven prospective teachers were brought together to inquire into teaching, have opportunity to examine problems together, and develop knowledge seen as necessary for professional educators.[5] In discussing the need for inquiry into common problems Thelen states that, "Group investigation, as a second self-consistent educational method, is also concerned with getting the student to have planned experiences, reflect on them, and extend their meaning and usefulness through knowledge obtained from the experiences of other people."[6] Consistent with group investigation, where the purpose is to transact "business with the environment primarily as a way of finding out how the environment will respond"[7], is Thelen's model of reflective action which "visualizes the group transacting business with the environment both in order to change the environment and in order to learn the skills and insights necessary for changing the environment."[8]

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[5] Thelen, Herbert, Education and the Human Quest, pp. 147-157.

[6] Ibid., p. 146.

[7] Ibid., p. 32.

[8] Ibid.

In the Teaching-Learning Clinic group inquiry and planning for reflective action is facilitated by the concurrent inclusion of four credits of college work. In addition to frequently held planning sessions and conferences outside of the time assigned to the clinic, the whole staff meets one hour each day to discuss problems, make decisions, and examine issues relevant to the Clinic and education.

Objectives

The first objective of this study is to develop a reliable system for categorizing written descriptions of problems perceived by student teachers.

The second objective of this study is to use the category system to examine and describe selected aspects of the Teaching-Learning Clinic related to cognitive changes in the student teachers on the staff of the Teaching-Learning Clinic. Specifically, data collected on a weekly basis will be examined and problems described will be categorized. Records of problem categories will be made for each student teacher.

Cognitive change will be seen when the weekly records indicate that different categories of problems are perceived and when the confronting field is seen more complexly; when there is a greater frequency of different problem categories reported by the student teacher.

Differentiation of a field, in this case the situations that student teachers in the Clinic are confronted with, occurs as more facets of the field are recognized. Robert D. Boyd, in an unpublished manuscript, has defined the cognitive process of differentiation as ". . . the mental process by which a transactional field changes progressively from relative homogeneity to relative heterogeneity so that its various components are more readily distinguished."[9]

It is assumed that cognitive change as revealed in the differentiation of a field and as determined by the process of records examination will indicate that which is commonly referred to as learning.

The concept of learning as a change in knowledge or cognitive structure by definition involves as a primary stage the differentiation of a previously unstructured area.[10]

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[9]Robert D. Boyd, "The Molecular Model," p. 5.

[10]Kurt Lewin, Field Theory in Social Science, pp. 69-70.

Procedures

For purposes of assessing the changes that occur in expressed teacher concerns or perceived problems, each student teacher participating in the Clinic will be required to keep a weekly log outlining problems with which he has been concerned during that week. Each problem statement will then be classified by three independent judges into one of the following nine categories:

1) Goals
2) External and physical reality structure
3) Group (student) culture
4) Content-material
5) Teacher personality
6) Atmosphere in the teaching-learning situation
7) Appraisal of students
8) Strategy-techniques
9) Non-instructional role factors

To determine the inter-judge reliability of the Categories of Perceived Problems (CPP), percent of agreement will be calculated. This method of estimating the reliability of categorization must be used, as the categories are unordered or do not lie on a continuum. If the data are amenable, that is, if there are sufficient numbers of problem statements from the students, a Contigency Coefficient will be used.[11]

Two statistical procedures will be used to assess whether there is a change in the number or type of perceived problems associated with the duration of the student teaching experience.

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[11] Siegel, Sidney, Nonparametric Statistics for the Behavioral Sciences, McGraw-Hill Book Co., Inc., New York, 1956, p. 196.

The first procedure will be to derive frequency distributions for each of the nine categories contained in the CPP and for the total number of problems contained in each weekly log. These distributions will graphically display any changes in the number or type of expressed student teacher concerns.

The relati ship between the length of the student teaching experience and the types of problems perceived in the teaching-learning situation will be further analyzed through the use of analysis of variance procedures in which the main independent variables will be Categories of responses and time of data collection. The dependent variable will be number of responses fitting each category at each time. The Category X time interaction is the effect with which this study will be most concerned because it will show changes in the student's perceived problems over time.[12]

[12] Ibid., p. 109.

APPENDIX IV

Rationale and Proposal

1970-71 Teaching-Learning Clinic

Submitted to the Clinic Steering Committee

by

James M. Watson

I. Overview

We believe that the Teaching-Learning Clinic can provide data and ideas which may facilitate faculty inquiry into teacher education at WSU-O. At the same time it may serve as a feasibility study for student teaching cost estimates and research for the improvement of teacher education.

The ideas that have culminated in the Teaching-Learning Clinic have been developing over a period of years at WSU-O. During the fall of 1967 the school of education sponsored the attendance of three faculty members at a micro-teaching clinic held at Stanford University under the direction of Dwight Allen. Out of that experience arose a rather extensive faculty inquiry into how teacher education at WSU-O might be improved. At about that time the School of Education received its first video equipment and, using examples developed as a result of the Stanford experience, a demonstration of how the teaching act might be more adequately analyzed was given to interested members of the faculty.

Certain members of the faculty with a specific concern for improving the student teaching phase of teacher education began to examine how analysis of their teaching acts by student teachers might be facilitated. Out of numerous conversations was developed the concept of LINIS (Limited, Non-Isolated Segments). LINIS started with the idea that teaching might be broken down into intervals which could then be analyzed by a student teacher according to his intentions. LINIS added the provision that for realistic analysis and eventual evaluation of teaching to be made it would be necessary to have curriculum continuity. Planning by student teachers needed to include "real" learnings for "real" students in an ongoing teaching-learning situation. Analysis of the teaching-learning situation was to be made by

selecting specific segments of the ongoing situation and limiting the analysis of those segments to certain aspects of the teaching act. (For further details see LINIS report Item #1 Supplement)

During the 1967-68 school year members of the faculty began to structure a teaching-learning situation which could enable an investigation to be made of the problems that might arise with LINIS. Three members of the faculty conducted a pilot of LINIS during the summer session of 1968 in the Campus School Junior High. Out of that experience came certain ideas regarding the frequency of analytical segments, the process by which analysis might be conducted, and the limits of load that a clinical supervisor might be expected to carry. A report of the project was submitted to the faculty at the end of the summer session. (See Supplement #2)

During the 1968-69 school year LINIS was given additional testing in the elementary grades. (For example see Limited, Non-Isolated Segments: LINIS In Grade Three Project in Student Teaching, Supplement #3). During the summer session of 1969 another trial of LINIS was conducted and a report submitted to the Dean of the School of Education (Supplement #4). In that trial the idea of group inquiry as an essential part of teacher education was introduced and the use of group discussion as data was investigated as a more rigorous means of analyzing the results of a clinic. During the first semester of the 1969-70 school year another pilot project, this time based in one of the public schools, was devised for the second semester. Neenah High School agreed to take eleven student teachers for the full day, full semester in English and Social Studies. This experience demonstrated the value of having student teachers working in groups where the focus of discussion could be a group situation common with members of the group. Concurrent with these reported efforts, numerous trials of LINIS have been made

by Department of Elementary Education staff. At the present time work has progressed to the point where a committee, chaired by Professor Norman J. Frenzel, is in the stage of completing a revision of the skills to be analyzed and the tools of analysis to be used. (Outline of Exp. Appendix #5)

The history of reexamination of student teaching at WSU-O has lead to certain notions of how subsequent pilot experiences should be structured and what needs to be done in terms of more sharply analyzing those experiences. It has also led to ideas on how data and conclusions from a pilot project might be communicated to the faculty and implemented in the existing student teaching program. For example during the 1970-71 school year a number of university supervisors in secondary education have agreed to examine student teaching on a case study basis using common instruments for the analysis of a student teachers progress.

II. Frame of Reference

While teaching does not necessarily imply that learning has taken place, one index of proficiency at teaching is seen in the success a teacher has in reaching the goals he has set. Teaching is seen as a practical art that takes into consideration principles revealed by educational research and applied to specific, real situations. Teaching is an activity that is goal directed, involves trying, and takes place over time.

Since teaching is a goal directed activity, it is expected that the education of teachers would also be goal directed. The selection of goals inescapably involves choices which must rest ultimately on one's values, beliefs, and point of view. Education, in this sense, is a moral activity. The basis of education can be analyzed, described, and defended. It cannot be proven. Research into LINIS must be descriptive and analytical first. Control of condition which may lead to experimental research must be based on such analysis. It is thus not contemplated in this proposal

to design research with LINIS that involves control group design except as that might be found in some kind of raw population comparison. In the development of a specific program of teacher education, it is, as in all educational planning, necessary to determine those conditions which exist in reality and which must be taken into account as given. What the student in teacher education brings to student teaching is one such reality condition.

Since a student's formal experiences at this university are structured according to courses that have catalog descriptions it is convenient and realistic to classify planned professional experiences according to the nature normally ascribed to groups of courses. At WSU-O there appear to be four fairly distinct groupings of courses. One such group is general education. Such courses are for the most part typically liberal arts in nature and probably have as their purpose the broad education of persons recently graduated from high school. In a real sense they are a continuation of the secondary phase of education as that is seen in the senior high school. A second distinct grouping of courses is the major-minor sequence. The function of such courses is to promote concentrated study of a particular discipline. Assumed importance for such concentration has in the past, and probably is still so considered, been aimed at the typical secondary school which is organized according to collections of subject matter content. A third grouping of courses are those courses which deal directly with professional questions or content areas and might properly be called the pre-professional phase of teacher education. The fourth collection of courses is the clinical experience which includes both student teaching and the problems of student teaching seminar. It is the function of this part of teacher education to provide a situation where the student teacher can bring to bear his knowledge and his ability to use knowledge to reach certain goals of the teaching profession. It is this last phase of professional education

which is the main focus of the Teaching-Learning Clinic.

When a student in secondary education comes to student teaching he has already developed a frame of reference of some kind toward the world and toward teaching. The blend of his knowledge, his values, and his personality has resulted in an outlook that differs from others, though such outlooks may be conceptualized in a rough sort of way. The person who comes to student teaching, is accepted as he is and it is the proper function of the clinical phase of student teaching to provide him with a reality situation where he can plan, take action, diagnose results, and revise his plans, actions, and frame of reference.

The Teaching-Learning Clinic is to be structured to take what results in the interaction of a person and his experience in the first three phases of teacher education as a reality and then work with student teachers on an ahistorical, idiosyncratic basis. The internal goal of the Clinic is to promote inquiry on the part of the student teachers into the teaching-learning situation using appropriate tools of analysis. Emphasis will be placed on growth as that term is characterized by increased perception of aspects of the teaching-learning situation and increased sophistication of inquiry that leads to greater consistency of goals and actions. Sophistication may be defined as increasing differentiation of elements in the teaching-learning situation and subsequent integration of those elements into wholes that are more useful and powerful in the aiding of planning.

III Assumptions

A. It is assumed that at this time the non-professional education courses are not open to revision.

B. It is assumed that teacher education courses provide certain cognitive and value examination experiences that are required of prospective

teachers. Such experiences can be analyzed and may need to be at some point in the near future, but is not the specific function of this effort to make that analysis. While randomness will not be introduced as a means of correcting for variety of background experiences it will be assumed that those who may wish to more sharply compare the experiences in the clinic with non-clinical experiences will be able to correlate data through statistical proceedures now available.

C. It is assumed that the School of Education must take those accepted into student teaching and work with them as they are when they enter the program. There are certain goals to be reached by any prospective teacher in terms of his practice and these will be used to determine who shall be certified. It is also assumed that each person brings certain propensities and capabilities which can be enhanced and to a large extent it is this relative growth that is the subject of the clinical phase of teacher education.

D. It is assumed that the frame of reference a person holds and the complex networks of interaction a person has in a specific situation will provide the forces that result in behavior. It is assumed that behavior is determined. Behavior can be understood in terms of the forces that emerge into specific situations. The individual is a goal seeking person.

E. It is assumed that teaching is goal directed behavior that is essentially a moral enterprise. In our society there are certain givens in the education of its young. Paramount among those givens is the requirement that persons be able to solve problems in specific situations in a manner consistent with a point of view, a philosophy of life, which has been developed as a result of the interaction of the person in prior situations with problems and through the interaction, vicariously,

into the teaching-learning situation. There should be analysis of an individual's growth of skill at inquiring about teaching.

This inquiry is characterized by individual, unique, persons involved in a series of situations which take into account the attempt to perceive the reality of those situations more clearly and determine actions appropriate to the best analysis of how to work on problems. Inquiry is a continuous analysis of results and review of future plans and intentions.

t. A member of the university staff will be given the role of clinical supervisor.

7. Twelve students in teacher education will be asked to volunteer for the clinical situation. There will be six social studies majors and six English majors.

. Each student teacher will spend the morning in the clinical situation for the full semester. The high school students will be present from September , to January , the first five weeks of the semester the student teachers will spend attending their regular [illegible] classes on the [illegible] at the university. During the afternoon [illegible] the second five weeks the student teachers will be given [illegible] spend [illegible] time [illegible]

and write a paper describing their 'theory of instruction' using evidence collected in the instructional simulation and the writing seminar.

Ancillary data to be collected:

. Tape recordings of observations of taught by the student teachers.

. Reference Completion Protocols.

. Self-Perception Inventory.

. University records on each student teacher.

. Test instruments utilized in the [illegible] course.

. Ratings of the discussions in the [illegible] and [illegible] by Their Peers-Personality Raters.

[illegible]

May 15, 1970

Father DuWayne
Lourdes High School
Oshkosh, Wisconsin

Dear Father DuWayne:

Consistent with our conversation of May 8 relative to cooperative concerns of Lourdes and WSU-O a copy of a proposal is being forwarded for your consideration. It is our understanding that no committment has been made; that the suggestions are tentative. The attached working copy has been prepared for your council and our administration as delineations of ideas we discussed previously.

We believe we are offing Lourdes several dimensions which could prove positive for their students and faculty. In turn we hope to be able to establish cost ratios for student teaching when conducted by our own faculty and to examine a specific method of developing teaching competency in our teacher education program

Very truly yours

James Weiser

JW:jm

CHARACTERISTICS OF PROPOSED TEACHING-LEARNING CLINIC

1. The clinic will be characterized by its concern for examination of the teaching-learning situation. The function of the clinic is to improve the quality of instruction and learning that takes place.

2. The physical setting of the clinic has been specifically designed to facilitate a variety of teaching-learning situations such as classroom teaching, large group instruction, and individualized learning. Observation facilities, in addition to physically joining the class, are enhanced by one-way glass, available video and audio capabilities, and video and audio tapes which can be stored for later examination.

3. The University faculty directly involved in the clinic has had extensive secondary school teaching experience in the relevant curricular fields. The student teachers will be volunteers with appropriate majors as well. Past experience has indicated volunteers for such projects are generally more capable and concerned. The student-teacher ratio will be approximately five to one.

4. The University staff directly connected with the clinic will discuss and work with Lourdes staff on matters relative to curriculum and instruction on an in-service basis.

5. The University will provide instructional materials, instructional staff, classroom space, and University library facilities.

6. The curriculum, as it is developed in the clinic, will be made available to the Lourdes staff for examination. There will also be periodic reviews of the operation of the clinic by the WSU-O and Lourdes staff. (Schedule may be suggested in advance by Lourdes)

7. Guidelines developed by Lourdes consistent with their concern for matters related to Board regulation and interest will be made part of the clinic's structure. Technical matters such as grading etc. will be included consistent with Lourdes policies

SCHOOL OF EDUCATION
STUDENT TEACHING OFFICE

414/235-6220

WISCONSIN STATE UNIVERSITY, OSHKOSH, WISCONSIN 54901

APPENDIX VI

Study of Teaching-Learning Clinic

Spring, 1971

I. Introduction

This is a report on selected aspects of the Teaching-Learning Clinic's operation for the first semester of the 1970-71 school year. It was written by the Clinic director, James M. Watson, and two of the Clinic's staff members, David Arnold and Randall Day. The instruments used, the data collected, and the relationships examined reflect certain notions about teaching and learning and how those notions might be analyzed, examined, and evaluated. The beginnings of analysis have been reported previously. The relationship of events in the teaching-learning situation is highly complex, therefore the scientific investigation of teaching is complex and susceptible only to laws of probability in reporting since it deals with humans rather than more controllable physical entities. Moreover, the evaluation of teaching is complicated by the belief that teaching inescapably involves values and choices which must be taken into account. Each person is unique. Patterns of development may be found, but in the education of teachers the uniqueness in the blending of personality and role requires an analysis that recognizes that uniqueness. To specify in advance for all who would teach what is the appropriate blend of behavior would be to contradict what may be the most important value of all. While theoretical ideas have helped structure the Teaching-Learning Clinic, to this point no specific theory of teaching has been developed. Therefore, the main tone of this report is descriptive. To an extent it is the by-product of a thrust to find appropriate analytical tools through which theory may be developed.

II. Teachability and the analysis of student teacher cognition - the concept of concurrence

A major assumption behind the structure of the Teaching-Learning Clinic is that, within broad cultural and theoretical limits, each teachers' classroom behavior is a function of his personality. The teacher may come to see that he has a role to play in the classroom, yet the orchestration of that role into emergent behavior is an act of artistry that arises from a personality base. To facilitate learning about teaching, then, it is necessary to create a situation where teachers can and will ask of themselves, "how do I teach?" rather than a situation in which they depend upon being told, "this is the right way to teach." Teachers must be able to look at themselves, their behavior in the classroom, and determine how they must change to become more consistent with their "ideals." The direction intended in facilitating change is toward a more consistent practice of ideals and a more conscious blend of personality and perceived role.

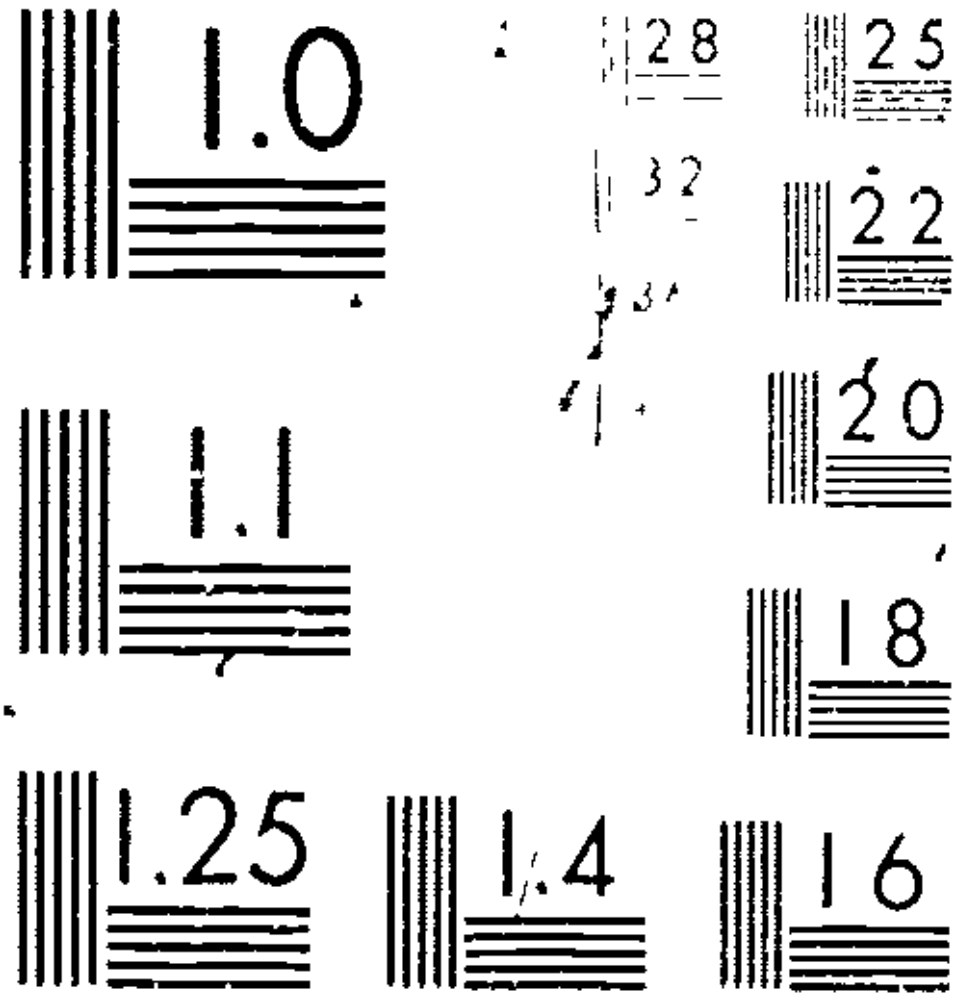
One obstacle to this conception of teachers and teaching is the notion that all teachers can and should be able to teach all students. As an ideal a case may be made for such a "should" notion. Reality indicates that the probability of it is slight. The prime fact of classroom life that is based on inquiry is that the interpersonal dynamics of that situation are most influential upon the participants. Herbert A. Thelen has stated that,

> "The interpersonal relationship between teacher and student has a good deal to do with the child's 'openness' to ideas, his acceptance of suggestions, his perseverance, his motivation to learn,"

> "The nature of this experience is strongly colored and, for most students, largely determined by their reactions to the attitudes, enthusiasms, aversions, interests, public goals, and private purposes of the teacher. Since no two students are identical, their reactions and, therefore, their experiences are not identical. The same student will have different experiences under different teachers, who in turn will affect students with varying degrees of impact."[1]

Assumptions such as these stated briefly, and I fear inadequately, have led to a desire to examine certain aspects of the Teaching-Learning Clinic related to the concept of "teachability." While specific focus may be upon data found in the Clinic, it is assumed that the techniques used and the knowledge gained can be of use to classroom teachers in other situations.

The general hypothesis is that a person learning about teaching will show a pattern of concurrence between the traits of his ideal student and the traits discovered in the students he actually selected for his class. In order to investigate this general hypothesis, Thelen's Modified Assessment Battery was administered to each student in the Teaching-Learning Clinic. Each member of the Teaching-Learning Clinic was asked to select five students in the clinic with whom they would most like to work. In addition the staff was asked to respond to the Modified Assessment Battery as he thought his ideal, teachable student would respond. Since the staff member had considerable contact with each of the students in the clinic it was assumed that he should know the students well enough to respond appropriately. It was also assumed that the teacher in the clinic would select students who perceived the most conditions of teaching-learning situations that most closely corresponded to his own perception of quality classroom events and to his



A "teachable" student was defined by Thelen as the student who, in the teacher's opinion, had been most successful with him in the past. To assess the aspects of the student's personality that made him "teachable" for particular teachers a series of questions was devised which were intended to get at a student's attitude toward various events and conditions commonly found in classrooms. From data received using the instrument Thelen found 66 items which seemed to have sufficient generality to reveal teachability. Those items plus several others made up the questionnaire administered in this study. [Item #1 in appendix.]

Each teacher and each student in the clinic was assigned a number. [Master list is in confidential file.] Concurrence of teacher and student responses on each category of the test was stipulated. Where students were asked to respond positive, negative, or neutral it was determined that the probability of three out of five student's responses being in agreement with the teacher's response was at least one in twenty-seven. Categories one, two, five, and eight were reducible to three response items and are reported in this paper. Category four, consisting of two choice items, is also included. The probability of four out of five students respondfng to any question the way a teacher did is one in sixteen and that was the level chosen to represent concurrence for the purpose of this study. Also included is category three, consisting of five choice items. The probability of three out of five students responding to any question in that category the way the teacher did is one in 125 and that was the level chosen to represent concurrence.

Thus, the concept concurrence involves a hypothesized meeting of minds in which the teacher has come to see what kind of student he works

best with. It is suggested that growth of insight into this aspect of teaching can be seen by comparing the teacher's responses to the Assessment Battery with the responses of those students selected by the teacher. It is hypothesized that increase in concurrent items would reveal growth.

III. Ressentiment Index - the examination of the effects of staff freedom on student perception of educational structure

A major function of education is the development of the person. While the development of knowledge arising out of what is called subject matter is most commonly found in curricular guides or statements of objectives, it is becoming increasingly apparent that the search for identity has become a major part of growing up and that search has probably replaced the quest for survival as the task of most persons in our society. The crisis of identity is intensified by a society that has not as yet restructured its educational institutions in order to facilitate searching for identity by society's adolescents. There will be conflict between the person and the social structure; one aspect of becoming a person as that might be defined in any society is the clash of the immature with the social barriers or limits placed on individual behavior by a society. Where a fundamental change in a social conception of person and person-society relationship is taking place, and where that shift is more clearly seen, consciously or unconsciously, by the young than by those who have control over the social institutions, there will be an intensification of clash found, particularly in the main institution that brings together the differing viewpoints; the school. Identity of person and structure of society are not seen here as being mutually exclusive. In fact it is the blending of person and society that is the task of the school that seeks to facilitate the development of personal identity. In human affairs the person, as an idiosyncratic blend of traits, must find how he can see the reality of social structure, and determine what his role can and will be given that reality. Role and personality interact. If society and its

institutions are rigid, roles are emphasized over personality. If social structure is close to non-existent or is rapidly changing and/or oscillating, then personality may be enhanced. In the total context neither anarchy nor totalitarianism in structure appears to provide a useful situation for the individual to develop identity, know freedom, and find task.

The question arises, what is the nature of the Clinic regarding the blend of structure and freedom? In a study by Friedenberg, Nordstrom and Gold an index was devised which could describe the blend of freedom and structure using the concept of Ressentiment as the key to analysis. According to them Ressentiment

> "is a kind of free-floating ill temper. Scheler characterizes ressentiment as a lasting mental attitude, caused by the systematic repression of certain emotions and affects which, as such, are normal components of human nature. Their repression leads to the constant tendency to indulge in certain kinds of value delusions and corresponding value judgements; the emotions and affects primarily concerned are revenge, hatred, malice, envy, the impulse to detract, and spite."[2]

They suggest that the mere existence of a social system implies an institutional press. This press is composed of that set of written and unwritten rules and set of modes the institution uses to bend individuals within the system to its demands. Thus, the press defines the system's claim to authority over the individual. What is important is the individual's perception of this press. Does the individual see the institutional press as an instrument to supress his individuality and transform him into a "conventional"? Does he feel that his individual concern for understanding of self is being transformed so that he becomes a person who is a role-player and an inauthentic person?

Ressentiment serves to devitalize youth and in this respect runs contrary to what schools ought to develop. A useful tool to become aware of

the students' perception of the press and the extent to which ressentiment governs his behavior is the Ressentiment Index. [See item #2 in appendix.]

In the study done by Friedenberg it was determined that in the schools they examined, schools which they felt represented a reasonable cross-section of the "typical" schools in our society, there was a significantly high index of ressentiment among the population; that the schools tended to suppress individuality and search for identity in favor of producing conventionals who accepted much of the traditional set of rules and values. Thus, the study examines not only the concept of ressentiment, and describes the degree to which that is found, but it also enables one, given the assumptions of the study, to suggest that there is in fact a clash of perceptions between those who are in the school as persons searching for identity and those who are in the school as professionals stamping in old ways. That is, not only can the study affirm ressentiment, it illustrates our contention that clash between youth and adult is partly a product of a change in our social norms which are "seen" more clearly by the young than by the adults in charge of the schools; that in fact that clash is over what the task of the adolescent in our society ought to be.

It was hypothesized that in the Teaching-Learning Clinic, due to the nature of its structure, that there would be significantly less ressentiment as measured by the R index than would be found by chance or when compared to the schools in the Friedenberg study. To determine this the questionnaire was administered to [fifty-two of the fifty-nine] students in the Clinic. The students were asked to respond only in terms of how they saw the Clinic, rather than how they saw their home school or a combination of the Clinic and the home school. It was assumed that such a mind set was possible.

The simple hypothesis involved in the use of the R index is that when student teachers are given opportunity to develop curriculum and instruction, when they can work closely with small groups of students, and where emphasis is placed on analysis of effect of behavior rather than on do's and don'ts; that in fact where a non-threatening atmosphere exists for the staff then they will create a situation that is seen by students as one in which personality development is emphasized over role development.

IV. Sociometry - further analysis of clinic atmosphere

A current fact of education is that much of its formal intent takes place in classrooms. Regardless of the reason or the cause of this educational reality it is an example of a fact that has much merit. If our present state of educational technology would allow complete "individualization" of instruction, and such a specter looms larger, education ought still--perhaps more deliberately--provide for social interaction as a vehicle for learning. The idea of a classroom as a setting for social interaction is one which both compels theorizing about its nature and examination of the events that occur within it. Classrooms as present reality force our attention if only because thirty people crammed into a small space will interact, form networks, and affect events in that time-space environment. One such event that is desired is learning. Teachers need to have information that is useful in helping create situations more conducive to learning.

It is also suggested, in addition to classrooms as a reality of education that merit study, that they are "oughts" of education that provide some useful content. In the social studies-humanities curricular area a laboratory of social interaction can be particularly useful as content for the development of important social skills, attitudes, and knowledge.

According to H. H. Jennings "the student's first responsibility is to himself". The student needs to know that his concerns, largely social concerns or "fundamental needs", have been willingly dealt with by the teacher. Jennings believes that the school should be aware of and use this need to facilitate learning situations. Pupil interaction creates

and maintains the classroom's social atmosphere, which in turn affects the success the teacher may have. If teachers have data concerning the social atmosphere in classes that atmosphere may be positively influenced for a more worthwhile experience for students. One means of obtaining data that can be used by teachers in classroom situations is sociometry. A sociometric test is intended to get students responding to it to disclose their feelings about others in the class in respect to membership in the classroom group. The evidence is that a student's intrapersonal responsibility is complemented by his choices concerning social relationships. The student seeks a relationship that in some way serves what he believes to be a weakness in his character.

It is hypothesized that where students are free to develop personality and, where work is related to group developed goals there may be some distinction between psyche and work choices, but little interest will be shown in external reward systems. That is, grade attainment will be of minor concern to students when selections are made. In order to analyze this a series of questions was administered to the students in the clinic. [See item #3 in the appendix.] The questions were devised to reveal the incidence of differential between choices made for "social" reasons and choices made for grade attainment reasons.

V. Findings and Conclusions

A. Teachability: Each section of the teachability test was analyzed for items of concurrence and a frequency count for each teacher per section was obtained. Total items of concurrence for each teacher was obtained. A ratio for each section was determined by dividing the total items in concurrence by the total items in the section. A perfect ratio would be 1.0 where all items were in concurrence. The total of all items in concurrence was divided by the total items on the test and a concurrence ratio of .522 was obtained for the staff. [A summary of the data is found in the appendix, item #4.]

Each teacher on the staff was ranked according to the total number of items in concurrence on the test. Total items in concurrence for each staff member on each section was also used to rank the staff. Internal consistency was examined in the test by comparing the rank order based on total items in concurrence with the rank order for each section of the test. Questions 40-61 were omitted from the final tabulations. Correlations for each of the other six sections of the test are:

Items	Correlation
1-6	.80
7-10	.16
11-16	.02
17-20	.35
21-39	.83
62-79	.80

The second phase of testing which was to have determined growth of perception of students through analysis of increase in items in concurrence did not take place. This was due to a lack of an available computer program which could factor out the inter-relationships between the data.

It was possible to relate the composite data gained from the single administration of the teachability test and several other indicators. Two staff sociograms were given in which the staff selected fellow staff members on the basis of selected qualities of teaching and professional activities. The correlations between the rank order on the teachability test and the rank order of staff perceptions was .36. At the same time that the teachability test was administered each student was asked to select three staff members who they would most like to have as teachers. The correlation between teachability rank order and the rank order of student selections was .44. While neither of these correlations are significant at the .05 level, they were sufficiently high to suggest that revised instruments may increase the likelihood of significance. Obviously with an N of only 12, very tight design is required if significance at the .05 level is desired. The present study being a feasibility study is intended to give direction rather than prove relationships. During the second semester correlations between the revised teachability test and several other instruments will be made. It is expected that revision of the teachability test, plus addition of other data for comparison, and possible changes in statistical procedure may produce statistically significant results. The prime purpose of the development of a consistent teachability test, however, is to determine growth of perception and this must be done on a before and after design possibly using control groups that are matched to the small N's in the clinic. If the revised teachability test demonstrates statistically significant results confidence will be increased that it can reveal what is considered most important; student teacher growth of perception regarding students that they teach.

B. Ressentiment Index: The total ressentiment index for the Clinic was 39.0. This differs from a chance index of 50.0, but the difference is not significant at the .05 level. The data reported in the Friedenberg study shows a range of R index of 56.2 to 69.6. The median index was 63.0. The comparison of the Clinic index to the median index and to the lowest index reported in the Friedenberg study shows a difference that is significant at the .05 level.

Of the fifty-two students responding to the instrument in the Clinic forty-seven had an R index that was significantly lower than the median R index reported in the Friedenberg study. [Some liberty was taken with the data reported by Friedenberg on this point. It was assumed that the median point for all students in the study would closely approximate the median index reported for the schools in the study.] Thirty-five of the students in the Clinic had an R index that was significantly lower than the index reported for the school in the Friedenberg study with the lowest R index.

Total Clinic response to fifty-two of the seventy-five items on the questionnaire differed significantly from a chance index of 50.0. Of the fifty-two, thirty-nine revealed a lower R index and thirteen a higher R index. For the most part those questions that produced a higher R index did not bear a topical relationship to the Clinic. Since the Clinic was primarily "subject" centered, some items regarding extra-curricular activities probably did not produce the "mind set" asked of the students when the instrument was administered. It might be noted that if those items were eliminated from the analysis of the data even greater differences might have been noted between the Clinic index and that reported in the Friedenberg study. Other items that revealed a high index dealt with

teaching practices such as true-false tests which were noteworthy by their absence in the Clinic. Items that produced a significantly lower R index for the most part dealt with teacher-pupil relationships. Those items upon analysis appeared to be most important in revealing the nature of student perceived institutional press in the Clinic.

When the total response in the Clinic to individual items on the instrument was compared to the data reported by Friedenberg thirty-seven items differed significantly. Twenty-eight revealed a lower R index and nine revealed a higher index. As with the items that differed significantly (.05 level) from a chance index of 50.0 it was found that those items that were most relevant to the Clinic situation showed a lower R index and those that did not appear to apply to the Clinic situation had a higher index.

The concept of ressentiment is related to the institutional press. This press, which appears to exist in all schools, is directly related to the net student perception of numerous events and situations that go into making up the whole that is school. The index of ressentiment is in fact a composite of student feelings regarding the rationality of the school. In responding to the specific instances of a school's operation individual students are revealing their acceptance of the legitimacy of operation in those instances. It is suggested that legitimacy is eventually established with students through rational dialog which admits of the probability of changes being made where legitimacy cannot be so established.

The Clinic was operated in a manner which placed in the hands of the staff responsibility for curriculum and instruction. Thus, in the Clinic the teachers became the main source of institutional press. The purpose behind the administration of the Friedenberg instrument was not only to

reveal the extent of ressentiment, but to find support for the hypothesis that the structure of the Teaching-Learning Clinic was conducive to developing more rational interpersonal relationships between the staff as agents of the institution and the students in that institution.

Given the results it would appear that the hypothesis cannot be rejected. Additional evidence would appear to support the hypothesis. At the time the students were asked to respond to the questionnaire they were also asked to select three fellow students with whom they would like to be placed in instructional groups. Also, the staff was asked to select five students they would like to have in their instructional groups. A comparison was made between frequency of choice and R index. It was found that there was a correlation of .66 between frequency of teacher choice and R index, but only a .16 correlation between frequency of student choice and R index. This would appear to support the idea that in the Clinic the R index was related to the attitude and behavior of the staff. While other possibilities cannot be ruled out, it was felt that the most likely variable other than press which might account for an R index would be a student's feeling of "worth" and that this would be related in some way to acceptance by his peers. Obviously this is a rather long chain of reasoning and more data would need to be gathered before high confidence could be placed in the tentative conclusions drawn. Since the staff had been structuring and restructuring groups using sociometric data for most of the semester and, given the favorably nature of the R index for the Clinic, it does seem reasonable to suggest that staff freedom to determine the nature and organization of instructional groups contributed to the student perception of legitimacy of Clinic operation.

C. Sociometric Findings and Conclusions: Fifty-five percent of the students responding to the sociometric questions indicated that they would

select the same three persons to work on a project that was to be graded as they wanted to be in their continuing small group. Twenty-seven percent indicated that they would change only one person in the project group. Eighteen percent would have changed two or all three of the project group members.

From the data it would appear that grades were of very little concern to the majority of the students in the Clinic. Some support for the hypothesis that opportunity to develop group task goals that complimented individual psyche needs is evidenced by the twenty-seven percent who made e shift in their selection, but who retained a majority of their original choices. No shift would have been made if only psyche needs were involved or if there was "perfect" integration of psyche needs and group developed tasks. The very small number who greatly distinguished between psyche group and project group would appear to indicate that few students in the Clinic were actually willing or able to greatly differentiate between the operation and goals of the small groups and the "social" purposes of education in the Clinic.

In comparing the various patterns of student responses on the sociometric instrument to select patterns of student responses to the teachability and ressentiment instruments several correlations were obtained which would appear to account for part of the data. Yet no findings of importance were made which would shed light on the "in-depth" reasons for the sociometric patterns.

It is possible to suggest that the fifty-five percent who did not shift their selections were persons who were able to integrate both psyche and work needs; who were autonomous persons or had well integrated personalities. In future studies it would appear that some kind of data that

would reveal student tendencies to "work" and "emotionality" might be useful. It seems obvious now that much of what was hypothesized about the Clinic's effects relative to integration of work and psyche needs must remain to be "proven".