1.0

45	**2.8**	**2.5**
50		
56	**3.2**	**2.2**
71	**36**	
	40	**2.0**

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ABSTRACT

The American Association of State Colleges and Universities in conjunction with the Sears Roebuck Foundation offered financial support to various state colleges and universities which were planning innovative programs for educating inner-city teachers. Twenty-two schools submitted proposals, and five were selected for funding after a stringent review process. The institutions awarded grants were California State University, Los Angeles; Chicago State University; Rhode Island College in Providence; The University of Toledo; and Weber State College in Ogden, Utah. (The programs are described in this document.) (JB)

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planned change

AN EXPERIMENT IN PLANNED CHANGE

April 1973

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AN EXPERIMENT IN PLANNED CHANGE.....

the story of five small grants
and how they were used to plan
new ways to educate teachers
for inner-city schools

Jane Otten, Editor

American Association of State Colleges and Universities
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Copies of this booklet may be

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PREFACE

In 1967, the American Association of State Colleges and Universities established a Committee on Urban Programs whose charge was to attempt to wed the expertise and capabilities of state colleges and universities to the educational and other problems of the cities in which they were located.

Since the Association's member institutions historically educate about half the country's teachers, it seemed natural that the Committee should explore the possibilities for improving the education of teachers for inner-city schools. This exploration began in 1968. With support from a grant provided by The Sears-Roebuck Foundation, the Committee sought to learn whether conducting teacher education programs in non-traditional settings--storefronts, community centers, local churches--would be feasible and productive. After visiting numerous institutions in urban areas, a team of teacher educators concluded that social geography was not a crucial determinant of the quality and effectiveness of urban teacher education.

What the team did recommend, however, was that the AASCU and The Sears-Roebuck Foundation pursue their interest in urban teacher education by offering financial support to state colleges and universities prepared to plan new and promising training programs that emphasized the development of professional competencies in school settings. "The great need," the team's report said, "is to put ideas together into operational programs that can alter traditional education."

The Foundation agreed to fund a program whose goal would be to plan innovative programs for educating inner-city teachers, and in May 1971 the Committee announced to member state colleges and universities that funds were available to support "promising proposals to design competency-based urban teacher education programs utilizing the coordinated resources of colleges, public schools and communities."

The guidelines stipulated that the Foundation would support up to eight planning grants of from

$5,000 to $10,000 each. "The central objective," the guidelines said, "is to encourage and acceler- ate the planning and development of urban teacher preparation programs that are funded internally, rather than those predicated on external grants, as necessary as such grants may be."

The deadline for receiving proposals was Aug- ust 15, 1971, with announcements of the grants sched- uled for October 1. The planning period was to begin on January 1, 1972, and to end on July 1. A program plan, due on August 1, 1972, was to be definitive enough to "bring the teacher education program into existence and carry it on for at least a two-year period during which the concepts, assumptions, struc- tures, operating mechanisms, content, techniques and other elements" could be fully tested.

Five teacher education experts formed a steer- ing committee governing the grant program. They were: Dr. Lawrence J. Barnett, professor of education at the University of Wisconsin-Milwaukee; Dr. Anthony LaDuca, at that time on the staff of the Center for Urban Education in New York City; Dr. Howard Coron, director of student teaching at New York University; Dr. Donald Orlosky, professor of education at the University of South Florida and associate director of the National Leadership Training Institute on Teacher Centers; and Dr. Richard Wisniewski, associate dean of the School of Education at the University of Wiscon- sin-Milwaukee.

Guidelines stated that "planning grants should offer institutions the opportunity to investigate new approaches in the preparation of pre-service teachers for urban school systems," and that the proposed pro- grams "should differ substantially from traditional experience." Proposals were to focus on preparing teachers for urban schools serving low-income popu- lations and were to specify approaches to the task of assessing teacher performance. "The urgency of the need for skilled urban teachers requires boldness in thought and systematic application of what is already known," the guidelines said.

Twenty-two proposals were submitted to the steering committee for review and five were selected for funding after a stringent review process which tested each proposal systematically against the stip- ulations of the original guidelines. Each grant gave $10,000 to the recipient institution. Each member of the steering committee was appointed as a consultant to one of the five participating institutions, and

additional grant funds paid for each consultant to
make three two-day site visits to his institution
during the planning period.

The institutions selected were California State
University, Los Angeles, to which Dr. Barnett was as-
signed as consultant; Chicago State University, where
Dr. LaDuca was assigned; Rhode Island College in Prov-
idence, whose consultant was Dr. Orlosky; the Univer-
sity of Toledo, whose consultant was Dr. Coron; and
Weber State College in Ogden, Utah, to which Dr.
Wisniewski was assigned.

California State University proposed to estab-
lish for its prospective teachers an on-campus train-
ing facility which would include a simula⁺'on and
games laboratory, a complete self-instruc_ional pro-
grammed center, an inner-urban video-tape models bank,
and instructional and media materials produced by ur-
ban students and by student and graduate teachers.
Using this "multiplex-media approach," the University
hoped to develop urban teachers who would help chil-
dren of diverse cultural and economic backgrounds (53
per cent of the Los Angeles urban student population
comes from minority groups) to meet the same educa-
tional goals as the rest of the public school popula-
tion.

Chicago State University planned to prepare
personnel "effectively trained to teach reading and
communication skills," which the University regarded
as necessities for learning in other areas. The pro-
posal also emphasized the preparation of public school
teachers and administrators with a strong sense of
community mission. "If current trends in urban educa-
tion are to be reversed," the University said in its
proposal, "one of the first priorities must be for the
public schools to develop a sense of relevance among
their constituents."

The program at Rhode Island College planned to
use the coordinated efforts of two other local col-
leges and their teacher education programs, educa-
tional and community agencies in Providence, and the
State Department of Education. Trainees were to have
more self-direction than that given in traditional
programs, were to learn at their own rate, select the
units they would study, and be trained early in self-
evaluation. "A teacher education program must itself
be a model of creative teaching, continual critical
self-analysis, disciplined inquiry, and exploration
and adoption of a program to individualize differ-
ences--both social and economic," the College said.
"Students who learn this way will teach their own stu-
dents in the same manner.".

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The University of Toledo plan was for a united effort, utilizing the talents and resources of the University, the local school agency, and the Toledo urban community. "To train teachers of high quality, sensitive to the unique educational problems of children living in urban communities, requires not only communicating the most advanced educational techniques, but also understanding urban communities," the University declared. "These communities possess needs, values and problems different from those commonly encountered in the United States." To achieve this goal, the University planned to work with existing community representatives in the Toledo metropolitan area and to give its students a minimum amount of time on campus and a maximum amount in the target Toledo schools and communities.

Weber State College expected to build from the success of its award-winning WILKITS (Weber Individualized Learning Kits) and adapt these self-instructional materials pointedly to train teachers "for the culturally different and the poor." The College's Institute of Ethnic Studies and its School of Education planned to work together with local urban school districts and with the Intermountain Indian School to develop a core of self-instructional urban teaching materials. The planning program would plot a method of recruiting prospective urban teachers and of giving them positive attitudes and positive techniques for urban teaching, thus turning around an educational system which "has long been directed toward the education of the middle-class majority, and, in so doing, has all but ignored the unique needs of the urban, the semi-urban and the culturally different student."

Even at the outset, this appeared to be an unusual grant program. Each grant involved a modest amount of money, compared to the amounts that had for many years been funneled toward the problems of urban schools. Funds were purely for planning: not one cent for implementation. And finally there was another innovation--the free services of a consultant went along with each grant. These unusual elements contributed to some impressive results.

There was an orderly structure to the planning period and, from the beginning, a conscious effort to share information. Each consultant wrote a report of each site visit during the planning period and sent a copy to each other consultant, to the Foundation representative, and to the Committee on Urban Programs. Each series of reports has been distilled into a chapter in this booklet.

I

THE EFFICACY OF SMALL GRANTS

by

Richard Wisniewski

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Looking back on it, the hypothesis tested in this grant program is that small grants might just work--that they would provide enough seed money to initiate a viable planning process.

This hypothesis is based on at least two premises. The first is that most institutions have little money available for planning purposes. While a professor might be given some released time for planning, he usually does not have a budget that helps to provide him with any other resources. The second premise is that the guidelines for spending planning money should be kept relevantly open. The goal in this program was for each institution to spend its money in ways most appropriate at that institution.

The determination that the planning grants would amount to $10,000 each is explained by the simple acknowledgment of the limited funds available. There is no magic, hence, in a grant of ten thousand dollars, or eight or fifteen thousand dollars. At the same time, the experience of the consultants suggested that ten thousand dollars was just about the right amount for seed money, providing that the institutions receiving the grants would not charge large overhead fees.

Putting it another way, what can you do with ten thousand dollars? The five participating institutions developed a variety of answers. Almost all of them spent some of the money initiating conferences for members of the faculty, or, in some cases, for a major portion of the faculty. Some institutions held retreats where their faculties could spend a few days away from the campus to think through plans for an urban education program. Some of the money was uti-

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lized for travel purposes, giving faculty membr
portunities to visit other programs and exchan   :а .
The opportunity to travel was of particular impu__ance
at those institutions which felt that they were some-
what "off the beaten track." Some of the money was
used to purchase sample materials--films, books, simu-
lation materials, and games. Some of the money was
utilized to hire student assistance. Community repre-
sentatives were paid to attend planning meetings; other
consultants were brought to the campus; some of the
money went for secretarial help.

None of these is an unusual expenditure of funds.
On the contrary, they are very much what usually is
done with planning funds. And that is just the point.
The experience of the Foundation and the consultants
verified that all of these activities are appropriate,
but not all of them need to be utilized at any given
location or at a given time Most of the money could
have been utilized to provide released time for one or
two faculty members. If released time appeared to be
the most appropriate mechanism at a given institution,
the planning grant made that possible. If, on the other
hand, the money could better be used for bringing to-
gether consultants and faculty members in a variety of ·
planning sessions, that obviously was a better use of
the money.

The key point here is that the principal inves-
tigator at each location provided The Sears-Roebuck
Foundation with a general statement of how the money
would be used, and the Foundation (through its consult-
ants) permitted the institutions to vary their plans as
the year progressed. The budget was not a firm line-
item budget. Trust was placed in each director to uti-
lize the funds well and, in the best judgment of the
consultants, that is exactly what happened in each of
the five locations.

Most of the consultants agree that the planning
process was greatly enhanced by the involvement of a
number of key people, whether they were in the School
of Education, from a related unit of the university, or
from the community. The problem with spending a major
portion of the money on faculty released time is that
few resources will be available for other types of ac-
tivities. Hence, the consultants generally agree that
the guidelines for such grants should encourage the
view that only a small portion be utilized for released
time. It could be argued that the principal investiga-
tor is already engaged in the planning process by the
very fact that he submitted a proposal. If that person
is committed to reforming some aspect of the teacher

education program, he or she would probably be doing
things in that direction whether or not a grant was ob-
tained. Released time for that person, therefore, may
not really be necessary. What may be far more impor-
tant is that he have a budget available so that he can
involve other faculty members, pay for community con-
sultants, obtain needed materials, plan appropriate
conferences, travel, and so on.

The conclusion, therefore, is that the size of
the grant is not as important as the freedom given to
the principal investigator to utilize the monies in
ways that best fit the dynamics of a local situation.

Still another answer to the question "What can
you do with ten thousand dollars?" is that you can get
a plan. That is the result of the planning activi-
ties reported in this monograph. Each of the five in-
stitutions fulfilled the promises made in the original
proposal. Each initiated a variety of planning activi-
ties and, in each case, developed a plan for improving
the urban teacher education capabilities of its insti-
tution. Some of the institutions are in a better posi-
tion than others to implement their plans without out-
side funding. But, in all cases the grant of ten thou-
sand dollars resulted in a plan.

In point of fact, the consultants made clear to
each institution that neither the Foundation nor any
other source of funding was on the horizon to imple-
ment their plan. Rather, the institutions were encour-
aged to develop plans that would utilize existing re-
sources.

Several implications emerged from the experi-
ences of this grant program. The program demonstrated
that small grants can work and that they can help in-
stitutions to develop new directions in urban teacher
education. It also demonstrated what may be an appro-
priate role for private monies in public institutions.

There is little likelihood of private monies
being made available in the future to implement large-
scale programs of reform in teacher education. Those
days passed six or seven years ago when the Ford Foun-
dation, the Carnegie Foundation, and others reduced or
terminated their grants to teacher education. Public
institutions have budgets, inadequate as they may be,
for the implementation of basic programs. At the same
time, there is a vital need for planning monies that
can help redirect these basic programs; and it is in
this arena, perhaps, that the private sector can be
most useful.

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Private foundations may well have more impact on public institutions by providing relatively small planning grants than in any other way. Small grants in the hands of creative people can energize activities that are often a "luxury," given the limited nature of public monies at universities.

This latter conclusion will be tested in the next two years as each of the five institutions attempts to implement its plans.

II

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

by

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and

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University of Wisconsin-Milwaukee

The Setting

California State University, Los Angeles, is an
urban institution. Forty per cent of its 24,000 com-
muter students are non-white, drawn from a multi-
ethnic, multi-class city population. The University
operates on a year-round quarter system. The School
of Education faculty consists of 100 fulltime members
in six departments. The Department of Secondary Edu-
cation faculty numbers 25, and currently enrolls 450
students as credential candidates. The campus pre-
sents an array of learning services in the form of
computer and audiovisual centers, self-learning labor-
atories, and library facilities.

Various considerations moved the Department of
Secondary Education of the University to plan a new
approach to the training of teachers for urban schools.
Most notable were internal dissatisfaction with tradi-
tional methods and procedures employed and several
recent state legislative mandates which placed heavy
demands for changed practice on teacher preparation
institutions. Further, tight restrictions on Univer-
sity staffing due to limited budget allocations and
the present over-supply of secondary teachers stimu-
lated rethinking and planning new approaches to train-
ing.

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The Plan

The goals set for the planning effort were to:

1. design a teacher education pre-service program based upon observable and measurable teaching competences and performances;

2. insure that every prospective teacher completing the program would reach a prescribed minimum level of attainment of these competences and performances;

3. select and/or construct data-gathering instruments which yield objective evidence on the extent to which a trainee has or has not attained the desired competences and performances;

4. select and construct instructional materials which provide the trainee with an individualized program approach to attaining competence and performance levels;

5. effect change from the traditional to a competence-based, performance-based program in the mainstream of teacher education at the University;

6. include. as part of this change, demonstrated teaching competence and performance in diverse socioeconomic school settings;

7. establish an organizational and instructional self-renewal management system to insure trainees a relevant training program commensurate with the times and communities served;

8. disseminate to other teacher-training institutions information found useful to the University in establishing a training system.

The vehicle for achieving these stated goals was identified as a "Multiplex Training System." This system was to comprise a competence-based teacher education program, a Multiplex facility, and a "Resource Management System."

        The tasks associated with the development of a
competence-based teacher education program are numer-
ous, complex, and most demanding. Indeed, such a pro-
gram is considered to be a continuous process of change
and development at the University, and the designation
of a terminal point would be antithetical to the con-
cept. Thus, this aspect of the planning will not be
treated in this brief overview of the California State
plan. The Multiplex System, however, which is one of
the principal strategies for implementation of the
competence-based program, will be described here in
some detail.

        This system offers opportunities to teacher
trainees to utilize a number of resources which may
contribute to developing the teaching skills associated
with the learning needs of children from a cross-
section of the cultural backgrounds found in the urban
regions of the Southwest. The system will be housed in
a facility designed to accommodate the utilization re-
quirements of multi-media materials and will be avail-
able for use by students and in-service school personnel
for self-determined development, or as prescribed or
suggested by an instructor.

                    Needs and Objectives

        The plan required seven clear needs and objec-
tives.

        1.   Simulation-Games Laboratory

              The Need

                    A facility and program to assist urban
                    teacher trainees to generate more ef-
                    fectively a closer relationship be-
                    tween the theoretical and practical
                    elements in urban education prepara-
                    tion.

              The Objective

                    To enable urban pre-service and grad-
                    uate teachers to learn through simu-
                    lated situations that occur in plan-
                    ning school programs and in working
                    with peers, students, parents, and
                    community members within the urban
                    environment.

2. A Complete Self-Instructional Programmed
    Center

The Need

> A facility to free college instructors
> from routine instructional chores, giv-
> ing them more opportunity to concen-
> trate on prescriptive assistance for
> trainees.
>
> A system to reduce duplication of fac-
> ulty efforts in developing and in-
> structing students in concepts basic
> to teaching in the urban schools.
>
> A facility and system for helping over-
> come the "knowledge explosion" by pro-
> gramming essential conceptual skills
> which can be learned best on an indi-
> vidualized prescriptive basis.

The Objective

> To unite relevant objectives appropri-
> ate to diverse urban student needs,
> abilities, and interests; provide an
> overview of skill sequence to be
> learned; provide self-instructional
> multi-track programs to accommodate
> prescriptive learning needs.

3. Video-Tape Self-Evaluation Laboratory

The Need

> A facility permitting trainees the op-
> portunity to test out alternative ways
> of teaching students of varying back-
> grounds and interests.
>
> A facility and system for providing
> trainees and graduate teachers an op-
> portunity to "try out" and evaluate
> new strategies adopted.

The Objective

> To provide a walk-in center for prac-
> tice and refinement of teaching skills;
> to evaluate systematically, through a
> continuous feedback system, pre-service
> teachers' progress and potential.

4. Inter-Urban Models Video-Tape Bank

The Need

A facility and system to provide for
continuous updating of models, films,
and other resources at a minimal cost.

The Objective

To expose trainees to diverse urban
educational settings which will pro-
vide a better overview of the profes-
sional service areas; develop an in-
tercommunications system between the
training institution and training
schools; provide exemplars in various
disciplines of teaching practices.

5. Urban Intercultural Resource Collection

The Need

A facility to expand urban student
ethnic representation as input into
the urban teacher-training program.

A system to minimize the cost of ex-
panding resources, thus giving the
capacity to operate a complete man-
power Multiplex system using all
available resources.

A facility operating within a favor-
able cost-efficiency ratio.

The Objective

To house urban student productions
which portray how students see them-
selves, their world, and their school.

To establish a facility to house and
disseminate urban student-produced ma-
terials for use by trainees, graduate
and urban teachers, business and in-
dustry involved in youth development
programs.

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6. Do-It-Yourself Laboratory

    The Need

>   A facility for a complete media labor ·
        atory, not previously possible, for
        continuous "hands-on" experience.

        A facility for central housing and
        collection of the newest in technology
        and the means for integrating it into
        a competence-based program.

    The Objective

        To provide a walk-in facility equipped
        with basic media and personnel with
        expertise in assisting trainees and
        faculty to produce instructional re-
        sources.

7. Clinical Consultants and Specialists Lab-
    oratory

    The Need

        A facility for uniting efforts and tal-
        ents in the training program.

    The Objective

        To provide a supportive staff of spe-
        cialists; encourage resource contribu-
        tions to the facility.

                    Tactics and Strategies

        Charrettes were very helpful during the planning
phase. Through them, community support and commitment
to participate in the Multiplex development effort came
together. Participants provided some sense of the or-
ganization and direction that should be followed. Ques-
tionnaires and individual conferences gave specific in-
formation which, along with the charrettes, led to
forming a task force and allocating areas of activity.
Initial data forms designed to maintain systematic in-
formation about the charrettes and their efforts gave
information which established user identifiers for the
resource management file.

        Moving on to the development and organization
of the Multiplex facility, a block of classrooms was

acquired. Minimal structural alterations accommo-
dated the facility's concept and an organizational
plan for its logistics began to take shape.

Based on information obtained from the char-
rettes and from initially designed, mutually devel-
oped teacher-training objectives, representative
materials commensurate with a competence-based pro-
gram for each of the seven Multiplex components were
purchased. Next came an inventory and cataloguing
system, from data forms developed for these purposes.

A very important tactic was to visit other in-
stitutions with related programs. Another was to
establish resource contacts through conferences with
educational, business, and industrial training cen-
ters. These sources helped in establishing a data
collection system for continuous input of the inform-
ative data required to provide constant organization-
al self-renewal and updating of the Multiplex system
and facilities.

Selecting initial categories for data input
into an evaluative system led to data interpretation
that will assist in better management of the total
facility and system. A computer-based and manual
systems-analysis-based management evaluation program
was designed to give systematic cross-evaluation and
interpretation of collected data.

Faculty support and efforts were solicited
through a questionnaire designed to determine the
interests of faculty members and the areas in which
they desire to participate in formulating "new" ap-
proaches to Multiplex curriculum design.

An initial analysis, identification, and
classification of job responsibilities for the over-
all operation of the Multiplex system and facility
produced a design of an operational system of job
responsibilities. This design, however, will be sub-
ject to change during the course of the operation.

There are other components in the course of
action. These include:

   : designating faculty for released time to com-
      plete the essential tasks for building a pro-
      gram;

   : choosing an urban public school to serve as
      the "on-site" center for the program, and

appointing a sub-charrette group directly asso-
ciated with this training center;

: selecting cooperating teachers from the center
for training in the competences required for the
team approach to the competence-based program;

: recruiting a specified number of trainees to
serve as a pilot group. This step comes rela-
tively late in the program, however, after com-
pleting the fundamentals of a competence-based
system, assembling a cadre of staff, and accumu-
lating the supportive resources of the Multiplex
facility.

Certain essential planning tactics emerged dur-
ing the course of the planning program.

Released time must be provided for at least two
or three fulltime faculty members to coordinate all as-
pects of the planning. They must work with the commun-
ity, organize other faculty members to de-emphasize
possessiveness and revise a complete curriculum to tie
in with the Multiplex system, and purchase new types of
media. It is also important to organize a renewal pro-
gram for faculty members to keep in step with the pro-
gram as it develops. There must, in addition, be pro-
vision to send faculty members to conferences, so that
the institution develops areas of expertise and consult-
ancy among its own faculty.

Task forces were a key element. There should be
task force commitment to each area of Multiplex develop-
ment and task force teams should be responsible for in-
vestigating equipment.

Actually, investigating and evaluating software
and hardware takes a great deal of time--six to eight
months. Investigators can observe products in opera-
tion at other institutions, and must be sure of the re-
liability of a product before purchasing it. They must
also determine the merits of employing in-house rather
than commercial products.

Successful integration and effective operation
of the resources available in the Multiplex will be
possible if a Resource Management System is developed
and implemented. Some of the key objectives of this
system are to:

: define procedures and data which will provide
evaluative information on the efficiency and
effectiveness of the Multiplex system;

: develop accountability criteria for operators
and users of the system;

: coordinate the selection and operation of com-
ponents of the system with the competence-based
teacher education program;

: develop and maintain an evaluation system which
will continuously provide data on the effective-
ness of components of the system in respect to
their contributions to the development of teach-
ing skills and the acquisition of associated con-
cepts and knowledge.

III

CHICAGO STATE UNIVERSITY

by

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and Field Experiences
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and

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Assistant Professor of Curriculum and Instruction
Chicago State University

Institutional Background

Chicago State University, during its 103-year
history, has evolved from a city normal school, to a
teachers college, to a state college, and finally to a
multi-purpose university. The present uniqueness of
Chicago State University is best understood in terms
of the social, economic, and physical milieu in which
it exists.

Enrolling a student body that is one-half black
and one-half white, the University campus was located
until November 1972 in a black community called Engle-
wood--a community with the second highest crime rate in
the city of Chicago and the sixth highest in the United
States. Infused with youth gangs, Englewood displayed
all the fears and frustrations of urban, ghetto living:
severe overcrowding, high unemployment, and an almost
total lack of recreational facilities. In 1970, the
average family income was $7,000, an amount lower than
the U.S. Department of Labor's minimum figure for an
urban family of four to maintain a minimally healthy
and decent standard of living. Although the Univer-
sity has now moved to a brand-new campus in a much more
favorable neighborhood, the characteristics of its stu-
dent body are unchanged.

While most American colleges deal with limited

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numbers of economically and educationally disadvantaged students, these students--both black and white--constitute a substantial portion of the CSU enrollment. Notwithstanding the increased number of options available to students in a multi-purpose university, the largest program at CSU remains teacher training, with primary focus on preparing students for urban teaching careers.

The goal of the teacher education program is to upgrade the education of urban children by developing an undergraduate pre-service program designed to prepare teachers for work in the inner city. The traditional curricula, teaching methods, and administrative structure of public schools seem unable to serve the needs of children born and reared in the urban core. Boredom, failure to learn the fundamental tool subjects, behavior problems, and drop-outs are all too commonplace. Results of research in the Chicago public schools indicate that many children in attendance at inner-city schools fall farther behind in reading and other subjects as they move through school. While school failure in the inner city is often rationalized by placing the onus on the child and his family--and the character of inner-city living admittedly contributes to lack of school success--implementation of a competence-based teacher-training model should improve chances for ameliorating educational deficits among the children of the poor.

Statement of Intent

The overall goal of this effort was to plan the development of a new, competence-based elementary teacher education program which would train kindergarten-primary and intermediate teachers for positions in inner-city schools, with emphasis on reading instruction. The functional working competences of the teacher-trainee would be determined through knowledge criteria which assess trainee cognitive understanding, performance criteria which assess trainee teaching skills, and product criteria which assess pupil growth.

Planning Process

Many faculty members, serving on the Planning Grant Task Force, contributed to the formulation of the final plan. Their major activities are described here chronologically.

November, 1971 -- Through the ERIC system, the
Task Force made a search of the literature on urban
education, on teaching reading to inner-city children,
and on innovative programs in education for urban chil-
dren.

December, 1971-January, 1972 -- A search for ad-
ditional innovative, operational competence-based pro-
grams was also conducted through correspondence and
telephone contacts with professional agencies, and
through other readings. From all the data collected,
Task Force members selected those existing programs
which appeared to warrant further examination through
site visits.

Members of the Task Force conducted interviews
with current CSU students in teacher education programs,
with graduates of these programs, and with practicing
teachers whose training was in other institutions and
whose principals had selected them as superior teachers.

February-March, 1972 -- Task Force members vis-
ited institutions with teacher-training programs which
seemed innovative and promising, prepared reports of
these visits, and collected supplementary documenta-
tion.

April-May, 1972 -- In April, 1972, the Task
Force invited faculty members of the Division of Educa-
tion to a meeting on campus which outlined the general
program direction and emphasized a competence-based
format for elementary teacher education. Descriptions
of competences seen as needed in an adequate teacher
preparation program were solicited and obtained.

A second meeting was held in May, 1972, at the
Center for Continuing Education, University of Chicago.
Participants at this meeting included representatives
from Chicago and suburban public and parochial schools.
Among them were district superintendents, principals,
and teachers, and an equal number of representatives
from community organizations interested in the educa-
tion of their children. Again, the general strategies
for the revised teacher education program were pre-
sented, including the emphasis on a competence-based
program. An educational outcome needs assessment was
obtained from participants, and a need assessment sur-
vey was conducted.

Subsequent meetings were concerned with synthe-
sizing the information obtained, assigning responsi-
bilities for preparing and writing the final report,
and beginning to plan implementation. Among the mater-

ials developed were competences for a teacher educa-
tion program, proposals concerning competence-based
models, and a working model of a competence-based
teacher education program.

The Plan

The CSU Task Force intended to plan a revised
Elementary Teacher Education Program (ETEP) that would
allow empirical and objective examination of possible
relationships between pre-service teacher-training ex-
periences and pupil achievement, testing a basic prem-
ise of the competence-based approach that effective
teaching behavior is needed to raise pupil achievement
levels. The planners sought also to reconcile conten-
tions of parents and community persons that too many
teachers in their schools lack appropriate awareness,
understanding, and empathy for the children and commun-
ities with which they interact.

It is the position of the CSU Task Force that
any proposed revision of teacher education experience
which seeks to be responsive to these needs must pro-
vide for redefinition of teacher-training practice.
At a minimum, this would include the development and
implementation of systematic procedures for assessing
the performance of faculty charged with responsibility
for the ETEP. Such procedures would also provide for
the orientation of future teachers to the usefulness
of such monitoring procedures in the improvement of
their own performance, as measured in terms of pupil
achievement, general management, and interpersonal in-
teractions. This implies a need to develop better
skills in diagnosis or assessment and improved account-
ability procedures in all areas mentioned here. (Ac-
countability is used here in the formative evaluation
sense of seeking verifiable information regarding suc-
cess of interventions and the need for revision where
less than optimum success has been achieved.) The use
of formative evaluation procedures highlights the need
to develop an educative process which is "experiment-
ing," rather than "experimental" or "traditional,"
since the latter two terms imply static conditions.

The revised ETEP must also provide for qualita-
tively and quantitatively improved exposure of students
to the realities of the school. This exposure should
occur well before the last semester of a student's
undergraduate career, when present student-teaching ac-
tivities occur. In conjunction with these alterations
it is necessary to bring about changes in CSU's oper-
ating stance to accommodate possible innovations, such

as abandonment of grades and course or faculty-time
funding, where such innovations arise as a consequence
of ETEP revisions.

A major goal of this effort is the development
of an ETEP that will make available more systematic
information regarding relationships between educational
input and outcomes, permitting selection of inputs on
the basis of outcomes. This should result in greater
employment stability among CSU graduates and improved
relations among University faculty, school personnel,
and community representatives. Moreover, the develop-
ment of such an ETEP will provide powerful impetus to
modification of practice in other sectors of the Univer-
sity by making feedback on attainment of pre-specified
objectives more readily available.

Accomplishment of these program goals should
occur in conjunction with completion of the following
major objectives:

1. Development of a pool of teacher competences
focusing on learner outcome behavior rather than pri-
marily on knowledge acquisition.

With initial efforts directed toward derivaticn
of teacher competences from pupil outcomes, the range
of competences will include accepted content areas,
particularly reading methods, and effective character-
istics covering motivation and positive self-esteem.

2. Redesigning and expansion of the ETEP field
experiences to provide appropriate environments for
development and practice in designated competences.

A part of this redesign calls for greater use
of individualized instruction for both CSU students
and their pupils, and permits alternate routes to the
acquisition of competences.

3. Development of appropriate screening and
admissions procedures which will emphasize orientation
to teaching in the inner-city setting and enable pro-
spective students to make realistic decisions regard-
ing their commitments to teaching as a career.

4. Preparation of appropriate instruments and
procedures for assessing student performance and
practice modes so as to put into operation a skill-
training cycle.

Strategically, it is important that the revised
ETEP be developed and implemented in manageable steps,

Implementation will consist of developing a succession
of units, the first of which will focus on program
preparation for teachers working at the kindergarten
level. Implementation of each unit consists of three
phases: input, process, and outcomes. In turn, each
phase will focus on three components: CSU students,
CSU faculty, and field experiences. The plan provides,
in addition, for student coordination of instruction
and experience modules, and extensive student and fac-
ulty involvement in field experience activities.

The plan also directs attention to developing
assessments of student interests and skills. Addition-
ally, it formalizes procedures for admission into ETEP
and for student and faculty orientation to the program.
The screening and orientation procedures will be devel-
oped from the University of Wisconsin model,[1] in which
the screening process is divided into two parts, one
prior to orientation and one following, permitting stu-
dents two points at which to decide on continuation.

As participants proceed, the unit will be recy-
cled to permit development of procedures for preparing
teachers at the primary level. This unit will be modi-
fied as needed, based on experiences with the first
unit.

Organizationally, the first step was to involve
selected faculty in the planning process. Commitments
to participate in the development of the Elementary
Teacher Education Program, in line with the goals
stated below, were obtained from faculty in the areas
of reading, kindergarten-primary, and intermediate
grades. Reading will therefore constitute the first
subject-area thrust. It will begin at the kindergar-
ten level, with attention to readiness skills. As
major objectives are stated, and criterion reference
tests and instructional modules developed and tried out
at the kindergarten level, primary and intermediate
grade planning in reading and other areas will be sys-
tematically introduced. Following the planning for
kindergarten reading, this group will begin focusing
on preparation of programs in the affective domain for
both students and pupils.

There is considerable variation among faculty
associated with elementary education regarding the
knowledge and abilities they possess to develop and use

[1]Kean, John M. "Wisconsin Elementary Teacher
Education Project," U.S. Government Printing Office,
1969.

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competence-based instruction techniques. There-
fore, before a competence-based program can be devel-
oped, there is a need for in-service training for the
faculty, especially those directly involved in develop-
ing the revised teacher education program. Extensive
training is planned for participating faculty, using
the materials prepared by General Programmed Teaching--
called "Designing Effective Instruction"--which is it-
self competence-based with specified objectives and
criterion reference tests. In-service work will be in-
stituted before module planning and development activi-
ties take place, and after participants have demon-
strated specified competences.

Following the attainment of competences related
to competence-based instruction, a second workshop will
be instituted to provide criteria and systematic pro-
cedures for selection, development, implementation,
and evaluation of competence-based instructional modules
and programs which have been developed by other organ-
izations. The format of the workshop will be that
developed by the Southwest Regional Educational Labor-
atory (SWREL), which includes: (1) six steps in pro-
gram analysis; (2) five steps in developing and imple-
menting classroom assessment and remediation tech-
niques; (3) five steps in program assessment; (4) four
steps in teacher-training procedures; (5) five steps
in performance monitoring; (6) six steps in program im-
provement procedures.

Examination of existing programs and modules,
beginning with a focus on kindergarten activities re-
lated to reading, followed by concern with interper-
sonal concepts, will then begin. Programs will be ob-
tained from CSU's own resource materials center, local
schools and districts which have implemented such pro-
grams, and the Office of the Superintendent of Public
Instruction which is accumulating many programs for
examination by interested parties within the state of
Illinois.

Programs selected by faculty for possible im-
plementation may be tested initially under controlled
conditions provided by the laboratory of the Office of
Research, Development and Field Experiences. The lab-
oratory provides opportunities for small groups of
children to be introduced to new procedures under con-
trolled conditions which include video-taping and one-
way observation by supervisors, faculty, and students.

Whenever and wherever possible, Elementary
Teacher Education Program students will be encouraged
to participate in the development and implementation

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of the proposed program.

MILESTONES

1. January, 1973   — Program Coordinator began duties.

2. March, 1973   — In-service workshops on compe-
                       tence-based instruction completed
                       and participants meet objectives
                       of workshop.

3. March, 1973   — Collection of available compe-
                       tence-based programs developed
                       elsewhere completed.

4. April, 1973   — Workshop for faculty on guide-
                       lines for assessing external
                       competence-based programs com-
                       pleted and objectives of workshop
                       achieved.

5. April, 1973   — Plans completed for screening and
                       admission of students into Ele-
                       mentary Teacher Education Pro-
                       gram.

6. April, 1973   — Procedures selected for training
                       faculty in psycho-social inter-
                       action techniques.

7. June, 1973   — Competence-based programs will
                       have been assessed and selected
                       and modifications completed by
                       faculty.

8. June, 1973   — First group of CSU students who
                       agree to participate in ETEP will
                       have been selected.

9. June, 1973   — Field experience sites survey and
                       selection completed.

10. June, 1973   — Training completed for faculty in
                       psycho-social procedures.

11. August, 1973   — Additional modules (competence-
                       based) to supplement modules de-
                       rived from external programs com-
                       pleted by faculty.

12. August, 1973   — Coordination of faculty/student/
                       field time blocks completed.

13. September, 1973 - First CSU students enter re-
vised ETEP.

14. December, 1973 - Additional modules for second
trimester (kindergarten/pri-
mary) are completed.

15. December, 1973 - Formative evaluation and reme-
diation procedures for first
kindergarten/primary unit com-
pleted by faculty.

16. December, 1973 - Necessary provisions for
changes in transcripts and
permanent records completed by
faculty and administration.

17. September, 1975 - ETEP revision completed. All
systems go.

IV

RHODE ISLAND COLLEGE

by

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The Setting

Rhode Island College is an urban institution, located in Providence, Rhode Island, with an undergraduate enrollment of 4,000 students and a graduate student body of 2,700. A profile of 1971 entering freshmen indicates the majority of the students are urban-raised, white, Roman Catholic, and living within commuting distance. About half of the students plan to work at outside jobs and provide the major source of their own financial support for college. Over sixty per cent list teaching as their probable career, with a majority preferring elementary to secondary school. Rhode Island College is one of twelve institutions in the country with all three major programs for disadvantaged students on campus: Upward Bound, Talent Search, and Special Services for Disadvantaged Students.

Disadvantaged Students

When the 1971 academic year began, there was a new College dean and an Elementary Department chairman who had been named in 1970. The Secondary chairman began his duties in 1972, and the principal investigator in this planning study was beginning his second year at the College. The opportunity to initiate change was high with new personnel in key positions,

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but the relationships among leaders in the College
were untested and required time for development. In
addition, the instructional methods and program in
teacher education reflected a traditional approach
of courses taught by professors who determined the
content of their courses and assessed student achieve-
ment with written examinations and term papers. The
field experience of trainees included practicum and
the usual student teaching with some recent increases
in the amount of time spent in the public schools.

The current movement to establish competence-
based preparation of teachers and the special empha-
sis on preparation to cope with the learning problems
of inner-city, poverty-stricken, disadvantaged chil-
dren is a high priority in the state. The State De-
partment of Education must rely heavily on Rhode
Island College if it is to succeed in meeting its ex-
pectations in the preparation of teachers, since Rhode
Island College is the major producer of teachers in
the state. The new leadership in the College, the
support of the State Department in the establishment
of competence-based teacher education, and the cen-
trality of the College in giving leadership to teach-
er education in the state all provide factors in which
the planning for a revised teacher education program
took place.

Problems and Concerns

The tasks Rhode Island College faces include
the need to identify teacher competences that are re-
lated to pupil achievement, establish a training pro-
gram that will assure the acquisition of those compe-
tences, and obtain the College, public school, and
student effort that will meet the goals of this pro-
gram. The concerns of the College also include the
need to increase communication and cooperation among
the various components of the College--mainly the Ele-
mentary and Secondary departments--and to strengthen
the linkage between the campus activities and the
public school experiences in the practicum and student
teaching. The mere increase in activity among these
elements or the establishment of communication avenues
among the people most directly involved is a step in
the right direction, but the substance of those
changes and the changes in the program are at the
heart of the solution.

A planning procedure included discussion among
members of the Department of Elementary Education,
work sessions with faculties in three public schools

in the Providence area, analysis of instructional
modules obtained from the State of Florida B-2
Project, the Elementary Models, and commercial mod-
ules. Another aspect was agreement among the public
schools and the College to develop closer ties. An
effort was also started to identify specific learn-
ings that should be included in the teacher prepara-
tion program.

As a consequence of these experiences, the
plans for reform are heavily dependent on the devel-
opment of learning packages that will be competence-
based and individualized. They will also include
activities that provide for teacher training in school
settings which involve pupils, classroom teachers,
and the teacher trainee. The changes recommended in
this plan call for structural changes in College or-
ganization, for developmental activities in the search
for answers, and for evaluative efforts to monitor
and refine the recommended changes.

The Plan

The purpose of the effort during the 1971-72
academic year was to develop a plan which could be
employed over the following two years to implement
changes in the teacher education program. At this
point in time the plan is speculation rather than
reality, but it is speculation based on investigation
and trials that give support to the steps in the plan.
The plan also reflects current educational develop-
ments and sensitivity to the research and other liter-
ature in teacher education. If the plan is success-
ful and if its intent is appropriate, the teacher edu-
cation program at Rhode Island College will undergo
lasting changes and will represent an improvement in
the current program of preparing teachers.

Those tasks necessary to achieve the improve-
ment of the teacher education program include organ-
izational and developmental activities. The organiza-
tional activities require establishing individuals or
committees whose duties entail new responsibilities
in managing the program.

The plan will need a coordinator who is a mem-
ber of the College faculty and who will coordinate
the activities for a performance-based program. The
work of the coordinator includes scheduling students
according to their course sequences, accumulating and
interpreting data provided by student feedback, and
providing sufficient materials to carry out the program.

The plan also requires establishing a steering committee for inter- and intra-program development and direction. This College committee will promote cooperative and coordinated efforts among the departments of the College of Professional Studies, and relationships between that College and the departments of Liberal Arts. It will also enhance the College's ties with local public schools and nearby higher education institutions.

A third agency will coordinate student efforts, assessing student needs, assigning material to students according to the need assessment, meeting with students for guidance and small group interaction, and evaluating individual student efforts.

The final unit of the College's new organizational structure will consist of several personnel whose task is to conduct the evaluation of college efforts. The coordinator of this evaluative procedure will be a faculty member at the school, and he should serve as a general consultant to the teacher education program.

The public schools, for their part, will establish three organizations to carry out the cooperative and leadership responsibilities of the program.

A steering committee of public school personnel for program development and direction will provide advice to the College in respect to the content, organization, and evaluation of the program. Reliance on the recommendations of public school personnel to determine content of the teacher education program and of the practicum and student teaching experiences will be increased.

Each public school will identify someone on its staff to coordinate student activities at the school. This coordination will involve scheduling students for activities included in the instructional learning packets and integrating student experiences into the school's activities to help fulfill needs of the school. Differentiated staffing and differentiated tasks will be explored to determine ways to provide this service. The school coordinator will serve as liaison between the school and College and will insure that student experiences are meaningful for their training and beneficial to the school. The school coordinator will lead the efforts of school personnel in writing or adopting learning packets which will blend into the school's programs and the students' activities.

The schools will also identify community personnel who can contribute to planning activities and provide situations for the College student preparing to teach. A decision-making committee, receiving recommendations from both the school and College steering committee, will be established to coordinate the efforts of the schools, College, and community. Membership on this committee will include representatives from the steering committees from the College and the steering committee from the schools.

The above structural changes provide for a management and decision-making system that will open communication for ideas and share responsibility for decisions among the College, schools, and community. The plan also establishes responsibility for producing learning packets, determining learning activities, and monitoring the teacher education program.

In addition to the organizational changes in this plan, certain developmental activities must also occur if change is going to take place. These developmental activities will occur within the managerial system provided and will focus on the following activities:

1. Identifying the general objectives for producing the type of teacher needed to meet the changing teacher role.

2. Establishing the specific skills, knowledges, and experiences that will provide for the development of the required teacher.

3. Translating the training program for the pre-service teacher into behavioral terms and determining the meetings in which the competence of the trainee is to be demonstrated.

4. Examining the sequencing of objectives and re-arranging them where needed within College constraints. The current sequence for the preparation of elementary school teachers is:

    a. Psychological Foundations of Education, providing structured base of understandings related to how children learn.

    b. Concepts of Teaching I, including an analytical study of teaching, some micro-teaching, and the study and use of teaching models.

    c.   Concepts of Teaching II, concentrating on
        the teaching of language arts and social
        studies.

    d.   Concepts of Teaching III, covering the
        teaching of mathematics and science.

    e.   Student teaching, as the final experience
        in the sequence.

5. Determining the format for learning packets to
   provide consistency within the system and to
   assure completeness in each packet.

6. Analyzing each course's objectives to assess
   them according to their adaptability to modular-
   ization.

7. Developing a procedure to insure the production
   or acquisition of the learning packets.

8. Establishing procedures to insure that learning
   packets are as free from bias as possible and
   include the activities that especially prepare
   teachers to solve inner-city learning difficul-
   ties.

9. Determining the evaluation process of the stu-
   dents, materials, and the program.

During the planning year some of the structural
and developmental activities were initiated, but their
effectiveness and permanence are unproven until a
longer period of time elapses and more progress is
made. Implementing change will require a reexamina-
tion of traditional institutional procedures, analy-
sis of relationships within the college, study and
use of developments in the State Department, reliance
on professional literature in teacher education, and
coordinating activities with the public schools.

No doubt a number of unsolved problems remain.
The quest for identification of specific skills, know-
ledge, and experiences, for example, raises the ques-
tions of whether such a domain can be determined and
who should decide the experiences leading to the at-
tainment of those competences. The combination of
personnel and ideas that were brought together during
the planning year, however, gives some credibility to
the plans that have been made for change. The group
meetings with school, community, and College personnel
and the teams of college professors who wrote mater-

ials for new approaches for student learning provided valuable experience and test cases of the viability of some aspects of the plan. The attention to special problems of teaching in urban settings has been incorporated into the planning and intentions of the plans for change.

The ultimate completion criteria verifying the success of the effort will include the following conditions:

1. Steering Committees will be functioning dynamically and utilizing the data input for program modification.

2. The pre-service teacher education program will be in modularized form.

3. The students will progress through the learning modules at their own rate.

4. Course credit will be granted for work completed, not for time spent in class, permitting flexible course entrance and exit points.

5. The learning activities of the students in the teacher-training program will be validated according to their relationships to increased pupil achievement in the public schools.

Progress has been made over the last school year in accomplishing some of the stated goals and objectives contained in this program. Plans for the immediate future are based on the experience of the planning year which provided an opportunity to explore the feasibility of each part of the plan. Because of the nature of the planning year the plans should be realistic, but only the implementation of the plan will test its success.

V

UNIVERSITY OF TOLEDO

by

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History and Background

Five years ago, the faculty of the College of Education of the University of Toledo, in cooperation with a consortium of twelve state universities of Ohio, began to design a comprehensive elementary teacher education mcdel program. The design effort resulted in the development of educational specifications and instructional modules for three target populations--elementary teachers, administrative personnel (principals and supervisors in elementary schools), and college and university personnel (the teachers of teachers).

Since then, the model has been expanded to include the secondary teaching program, so that all University of Toledo education students would be taught through the Model program. The Ohio Model, as it

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became known, stated that all educational personnel
involved in the education, induction, and support of
new teachers were to be involved in training or re-
training programs which dealt with the contexts of
educational change. These contexts of change were
identified as instructional organization, educational
technology, contemporary learning-teaching process,
societal factors, and researc .

The Ohio Model's strategy was an attempt to
insure that both new and retrained teachers would re-
ceive intelligent and sympathetic support in elemen-
tary and secondary schools, implying that previous
attempts to change teacher education had been preoccu-
pied with pre-service educational populations rather
than with all populations involved with schools.

Paralleling Model development, the College of
Education, through its Center for Educational Research
and Service (CERS), began in-service programs with
public school systems in the Toledo metropolitan area
to introduce and support educational innovations. One
aspect of this activity was the development of multi-
unit schools. Ten of these schools in four school
districts were operative as of September 1971. A
major effort with this concept has been in operation
in the heart of Toledo's inner city since 1967. [An
informative report of this effort will be found in
Educational Comment/1971, The Ohio Model and the Multi-
Unit School, pp. 33-68.]

The need for reform in elementary and secondary
education in the United States has been thoroughly
documented in numerous addresses and publications.
These point to severe problems in the areas of reading,
the "irrelevance" of much that is offered by education-
al institutions to their clients, and the seeming in-
adequacy of present students to conceive and develop
proper attitudes about occupational preparation and
planning. State legislatures and the national Congress
are increasingly concerned about putting new funds into
traditional educational operational patterns. Educa-
tional discussions concern such concepts as educational
accountability, performance-based education, criterion-
referenced programs--descriptive phrases which connote
a demand for educatio al goal clarity and acceptable
indicators as evidence of the realization of such goals.
Schools have failed to provide systematic evidence on
the relationship of program costs to program benefits,
and the total system is in a serious state of disrepair
that needs correction.

<u>Objectives of the University of</u>
<u>of Toledo Plan</u>

Planning focused on three basic objectives, each
with related sub-tasks:

1. <u>To develop systematically an integral, revisa-
ble, modularized, competence-based program for
preparing elementary and secondary teachers.</u>

 a. To obtain from a majority of the administra-
 tion, faculty, community educators, and stu-
 dents in the teacher education program agree-
 ment "in principle" that the above goal
 should be pursued.

 b. To establish the major areas to be included
 in the program (societal factors, instruc-
 tional organization, educational technology,
 teaching-learning process, and research).

 c. To write objectives for the major areas, in
 a measurable form.

 d. To write criterion instruments for the be-
 havioral objectives.

 e. To write modules in a common format, in-
 cluding: list of prerequisites, pre-tests,
 behavioral objectives, means for accomplish-
 ing objectives, directions to students,
 references, and post-tests. To establish
 instructional development teams from among
 the faculty and students.

 f. To sequence modules in terms of prerequi-
 sites, concurrent and successor modules.

 g. To PERT the instructional development events
 (to be periodically revised).

 h. To pilot test the individual modules.

 i. To revise the modules on the basis of the
 evaluation data from the pilot test.

 j. To form instructional teams with specific
 roles.

 k. To design a strategy for accomplishing the
 goals.

 l. To design a management system for the imple-
 mentation and coordination of the program.

m.   To implement the program fully.

n.   To design and develop a management system
     for assessing and revising the program.

o.   To select means for accomplishing the ob-
     jectives.

2.   To unite the University, the local school agen-
     cy, and the target school community in both the
     education of children and the education of pro-
     spective teachers.

   a.   To obtain from a majority of the administra-
        tion, faculty, community educators, and stu-
        dents involved in the teacher preparation
        program agreement "in principle" that the
        goal should be pursued.

   b.   To design and develop a strategy for accom-
        plishing the above goal.

   c.   To determine the extant and unformed organ-
        izations and individuals who are, or may be,
        decision-makers and/or gatekeepers and who
        can facilitate or hinder the accomplishment
        of the above goal.

   d.   To develop formal communication links be-
        tween affected individuals and organizations.

3.   To document the process of accomplishing the
     above objectives, so that the process will be
     transferable to other similar institutions.

   a.   To record the effects (both successes and
        failures) of alternative strategies.

   b.   To schematize the instructional development
        system components and processes, making
        dated revisions whenever appropriate.

   c.   To make all data available to other col-
        leges involved in similar ways.

Roles and Organization During the
Planning Period

It was necessary, at the outset, to form a co-
ordination component that would provide the following
functions:

A. Serve as a communication link among the various individuals, departments, administrators, and organizations involved in the model development.

B. Provide responsive and effective feedback to the individuals, groups, and organizations.

C. Develop alternative ways of solving development problems and communicate to the necessary individuals these alternatives.

D. Provide an in-service and "trouble-shooting" function as needed.

E. Facilitate decision making by faculty groups.

F. Coordinate all model development and implementation activities.

It was determined prior to the end of the 1971 spring quarter that there should be three coordinators—a general coordinator of model development, a secondary program coordinator, and an elementary coordinator—selected on the following criteria:

A. General Coordinator:

1. Knowledge and skill in systems development.
2. Curriculum background.
3. Knowledge and skill in communication techniques.
4. Administrative ability.
5. Cognitively and affectively involved.

B. Elementary and Secondary Coordinators:

1. Curriculum background in elementary/ secondary education.
2. Knowledge and skill in communication techniques.
3. Perceived leaders in their areas.
4. Administrative ability.
5. Cognitively and affectively involved.

These three individuals were selected by the dean of the College of Education. Because the College of Education was in the process of a basic administrative reorganization, each was identified as the chairman of his respective department, thereby strengthening and/or legitimizing his administrative role within the College.

Program tasks were carried out usually under two conditions: on the job, and in small and large group retreats. Initially, the coordinators spent an inordinate amount of time attempting to involve all faculty. They found that while some faculty members would readily accept an assignment, they either lacked the skills to carry it out or, for other reasons, decided not to complete the task. The coordinators hypothesized a number of reasons for this failure to complete the assigned tasks, ranging from competition with the faculty member's personal objectives, to a philosophical difference as to the value of the task. The coordinators made the decision that they could not afford the energy expenditure required to proselytize recalcitrant faculty, and decided that as soon as they had identified such faculty they would stop pressing them for task completion. This was regarded as justifiable on the assumption that, as the development of the model progressed, faculty would become involved either because the structure of the College organization encouraged it or because of the influence of other faculty working in the model. The assumption has been justified, as evidenced by the increased participation of all faculty.

In obeying the heuristic of working within the traditional mechanisms of the University and College organization, the coordinators at first worked primarily with department chairmen, who then were responsible for making task assignments. The coordinators reserved the right, however, to work directly with the individuals or groups assigned by the chairmen. Later, as instructional development teams were formed, the coordinators worked directly with them, without going through department chairmen.

While on-the-job task completion was necessary, the most productive periods resulted from the small and large group retreats which the planning grant funds made possible. On-the-job tasks tended to extend beyond task completion deadlines, because of the many other responsibilities of faculty on campus. But the carefully planned retreats, involving 55 people, insured that faculty members would be able to concentrate, without the usual interruptions, on the tasks designated for a particular retreat. The retreats varied from one team's pulling itself off to a conference room in a motel for a day, to a three-day retreat for the large percentage of the faculty involved in the model development. Most of the major structural changes were made at these meetings.

The major tasks were identified and sequenced,
using a modified Programmed Evaluation and Review
Technique (PERT) as illustrated in the accompanying
chart.

The Plan

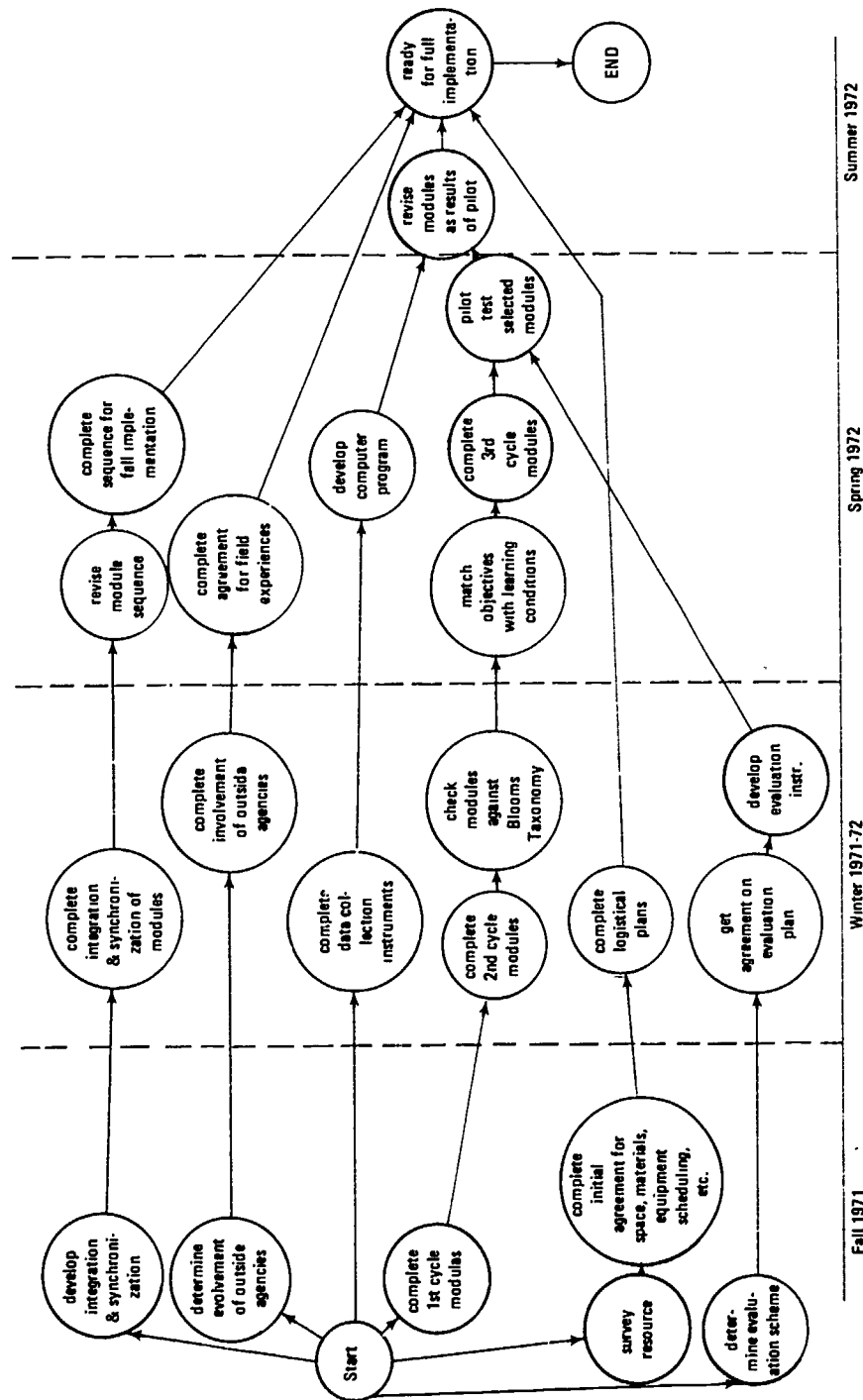Upon completion of the tasks described in the
preceding section, the instructional teams began im-
plementation in the fall of 1972. The three elemen-
tary instructional teams consist of six to eight full-
time faculty and one graduate as assistant. Five de-
partments are represented: Elementary Education, Edu-
cational Psychology, Societal Factors, Educational
Media and Technology, and Secondary Education. Each
team member is responsible for planning, team teaching,
and supervising the field components of the program.

Each team has been assigned one or two groups
of students and will be responsible for all instruc-
tion of the modules in the entire program for that
group of students. They will stay with the same group
of students for their four "courses" of work in pro-
fessional education. While this does not currently
include the student teaching component, the teams' re-
sponsibilities will include this aspect in the fall of
1973.

Each elementary team has developed a close work-
ing relationship with a group of schools from the
Toledo Metropolitan League of Multi-unit Schools, for
the purposes of cooperative planning, evaluation, and
modification of the program as the needs of the partic-
ipating schools change. These Teacher Centers are now
in their infancy, though several roles and concepts
have been defined. For example, team members have been
assigned to each school in their center and will be
serving on each school's Instructional Improvement Com-
mittee (IIC). The role of Coordinator of Field Pro-
grams will provide liaison among all teams and school
personnel. One member of each team has been funded
through the original Title III grant, which created the
league, to coordinate work with the participating
schools, both pre-service and in-service, as they re-
late to further development of multi-unit schools.

The secondary program has organized its staff
into two teams. Each team is responsible for planning
together, for team teaching and for supervising the
field components of the secondary program. As is true
of the elementary teams, these teams consist of staff
from five departments and are responsible for instruc-

UNIVERSITY OF TOLEDO
Elementary and Secondary Program Planning Sequence
—Academic Year and Summer 1971-72

Fall 1971   Winter 1971-72   Spring 1972   Summer 1972

- develop integration & synchronization
- determine evolvement of outside agencies
- complete 1st cycle modules
- complete initial agreement for space, materials, equipment scheduling, etc.
- survey resource
- determine evaluation scheme
- Start
- complete integration & synchronization of modules
- complete involvement of outside agencies
- complete data collection instruments
- complete 2nd cycle modules
- complete logistical plans
- get agreement on evaluation plan
- revise module sequence
- complete agreement for field experiences
- develop computer program
- check modules against Blooms Taxonomy
- match objectives with learning conditions
- complete 3rd cycle modules
- develop evaluation instr.
- complete sequence for fall implementation
- pilot test selected modules
- revise modules as results of pilot
- ready for full implementation
- END

tion in the two "courses" that include the modules making up the program for secondary majors. The "courses" were formed for the purpose of interfacing with the University and do not affect the sequence modules.

Because the instructional needs in the secondary program differ from the elementary program, individual faculty members or teams of faculty are responsible for teaching discrete components of the total program in both courses. A secondary team is not expected to move with a particular group of students from one "course" to another, as in elementary.

Teaching Centers are being developed in various high schools and/or junior high schools in the Toledo metropolitan area. Students will work primarily in one of these centers for their field experiences within the program. Individuals within the instructional teams will act as facilitators for coordinating the activities of the teams with those of the public school, for both pre-service and in-service.

Assessment

Conditions required for an ideal performance-based teacher education program provide a focus for assessment, and for decisions regarding assessment outcomes. Change in the instructional and management systems, then, depends upon the assessment of objective data, and revision processes channeling the data.

The operationalization of competence-based instruction requires that the learner master prerequisite behaviors before continuing to successor behaviors. The instructional program and the management system, then, will change on the basis of how well objectives of the two systems are met.

The following are conditions required by the management system using successive approximations as a focus:

1. Goals of the management system are operationally stated.
2. Policies and rules controlling management decision making are operationally stated.
3. The decision-making models used by the management system are operationally stated.
4. Components of the management systems are operationally defined.
    a. Functions of each component.
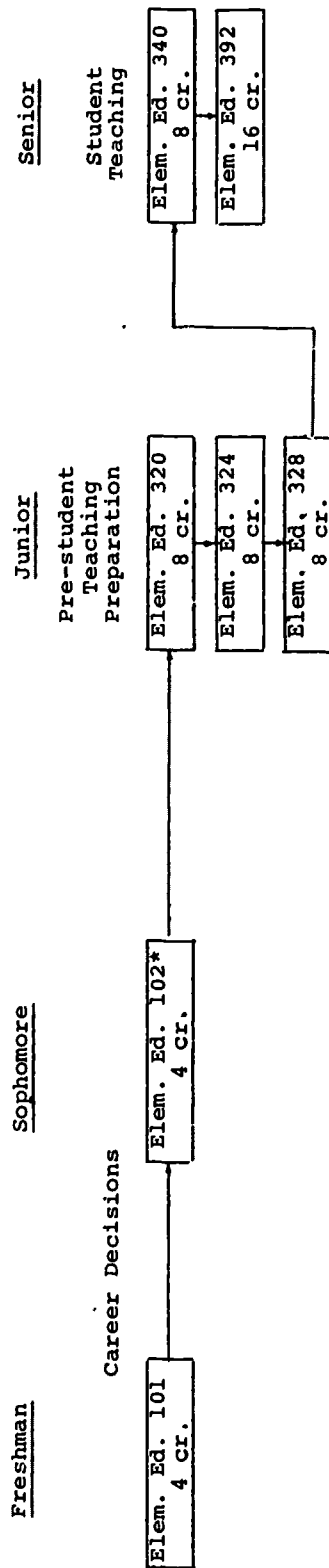   b. Relationship among components.

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 5. Means for assessment of management system are
     operationally stated.
 6. Means for revision of management system are
     operationally stated.

The following are required components of the
management system:

1. Analysis.
    a. Determination of variables and con-
        straints.
    b. Determination of managerial tasks.
2. Design.
    a. Development of alternative solutions.
    b. Cost/effectiveness comparison of al-
        ternatives.
    c. Selection of most appropriate alterna-
        tive.
3. Operation.
    a. Quantify specifications for selected
        alternative.
    b. Develop and field-test prototype.
4. Communication.
    a. Cognitive and affective guidance of
        faculty and students.
    b. Assessment and revision feedback mechan-
        isms.
5. Information handling.
    a. Data collection.
        (1) For program revision.
        (2) For modular revision.
        (3) For management system revision.
        (4) For student advisement.
    b. Data manipulation.
        (1) Statistical.
        (2) Rearrangement and juxtaposition.
    c. Data distribution.
6. Evaluation.
    a. Validating processes against instruc-
        tional and management system goals.
    b. Generation of new management tasks.
7. Logistics.
    Scheduling of staff, students, space, mater-
        ials, and equipment (Program Evaluation
        and Review Techniques).
8. Resource allocation.
    On the basis of instructional and management
        systems objectives (PPBS).

The Elementary Sequence

University of Toledo

Freshman	Sophomore	Junior	Senior
	Career Decisions	Pre-student Teaching Preparation	Student Teaching
Elem. Ed. 101 4 cr.	Elem. Ed. 102* 4 cr.	Elem. Ed. 320 8 cr.	Elem. Ed. 340 8 cr.
		Elem. Ed. 324 8 cr.	Elem. Ed. 392 16 cr.
		Elem. Ed. 328 8 cr.	

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Elementary Education 101-102 represents the Career Decisions Program required of all students in elementary education. The two-quarter program focuses on:

1. Identifying teaching level and/or specific teaching area through many field observations and seminars.

2. Assisting students to make a valid career choice and educational commitment.
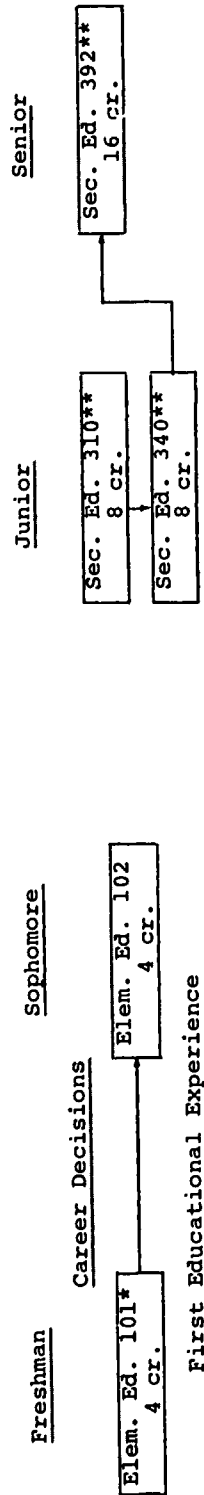
*Transfer students would take the program at other times.

The four 8-credit courses comprise the total pre-student teaching preparation in elementary education with the following emphasis:

320: The Multi-unit School and other educational settings; role of teaching; value clarification; goals of education.

324: The teaching-learning process; psychological principles of learning and behavioral operations.

328-340: Planning, implementing and evaluating instruction in mathematics, science, language arts, and social sciences in the context of team teaching in the Multi-unit School and other settings.

Appropriate field experiences are scheduled for each quarter with increasing responsibility placed on the student for instruction.

392: Student Teaching. Emphasis is on synthesizing content of pre-student teaching courses and experiences and application to teaching in a Multi-unit and/or other elementary schools.

The Secondary Sequence

University of Toledo

Freshman	Sophomore	Junior	Senior
Career Decisions			

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Elem. Ed. 101*  ──►  Elem. Ed. 102
    4 cr.                4 cr.
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First Educational Experience

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Sec. Ed. 310**  ──┐      Sec. Ed. 392**
    8 cr.          │          16 cr.
                   │
Sec. Ed. 340**  ──┘
    8 cr.
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*Both elementary and secondary students are in this program together but their field experiences are different.

**This is a three-quarter program which is taken somewhere in the junior and senior year.

The 310 "course" deals with the following general topics as these relate to specific teaching areas, i.e., English, social studies, mathematics, science, etc.

1. Value and Inquiry.
2. Curriculum Bias.
3. Concept Teaching.
4. Behavioral Objectives.
5. Bloom's Taxonomy.
6. Evaluation and Testing.

The 340 "course" deals with the following general topics as they relate to specific teaching areas:

1. Inquiry Teaching and Learning.
2. Instructional Strategies.
3. Behavior Modification Techniques.
4. Media Utilization.

Both of these "courses" have a concurrent field experience in which the students take on increasing responsibility for planning and implementing teaching programs.

The 392 "course" or student teaching emphasizes the synthesizing of content and experiences of the 310 and 340 "courses" and the student applies this knowledge and skill to teaching in the secondary schools.

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WEBER STATE COLLEGE

by

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and

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Institutional Background

Weber State College was founded in Ogden, Utah, in 1889 by the Church of Jesus Christ of Latter-Day Saints as Weber State Academy. In 1933, Weber was established as a state junior college under the control of the State Board of Education. In 1959, the legislature authorized the addition of upper-division courses, and Weber is now a four-year state institution. Located approximately 30 miles north of Salt Lake City, Ogden is a city of 70,000 persons. To some, Weber's involvement in an urban education project may seem surprising. While not an unexpected reaction, it is nonetheless an erroneous one.

Weber's participation in the urban teacher planning grant program is evidence that urban issues and problems are not restricted to major cities. On the contrary, Weber State's participation underscores the fact that poverty and other inequities exist in all regions of the United States. While Ogden does not have the heavy population densities or ghettos of major cities, it does face some of the same basic urban education issues which exist elsewhere. Current statistics, for example, indicate that about half of all ethnic minorities presently enrolled in Utah high schools live within a twenty-mile radius of Weber State. The dropout rate

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for Chicano students is approximately 62 per cent be-
tween grades K-12.

Three additional points must be underscored in
this review of the Weber State plan.

First, the Weber plan is unusual in that it is
predicated on a close working relationship between the
School of Education and the Institute of Ethnic Stud-
ies. Both units have unusual attributes. The School
of Education at Weber already had received national
recognition for its Individualized Performance-Based
Teacher Education program (IPT). In essence, the IPT
program basically altered the ways in which faculty
work with students and in which students master the
content of teacher education.

IPT learning packages, called WILKITS (Weber
Individualized Learning Kits), are the heart of the
teacher education curriculum at Weber. Each WILKIT
(and there are over 50) focuses on a segment of knowl-
edge and includes pre- and post-tests, readings, ex-
ercises, and, frequently, field experiences. Students
work at their own pace, meet with professors individu-
ally or in flexible seminars as needed, and master each
segment before moving to the next WILKIT (though sev-
eral KITS can be worked on at the same time).

Second, the Institute of Ethnic Studies (founded
in 1970) was established for the purpose of assisting
minority students at Weber. The basic philosophy of
the Institute commits it to curricular changes accom-
plished in cooperation with other departments on cam-
pus. "Black History," for example, is taught by the
History Department and "Business Management and Race
Relations" is offered by the School of Business. This
approach has been successful thus far and aspects of
an ethnic curriculum are now included in ten depart-
ments.

Before the initiation of this planning process,
the Institute of Ethnic Studies and the School of Edu-
cation had not worked together on an assignment. Fac-
ulty members were only remotely acquainted. This
lack of communication resulted in feelings varying from
apathy to misunderstanding. Expertise which might have
been used by both departments in dealing with the needs
of the poor and with minority groups was untapped.

Third, it was determined early in the planning
process by the key representatives of the School and
the Institute that the planning and implementation
phases of the planning grant would be initiated to-

gether. That is, rather than utilizing the planning
monies strictly for planning, it was determined that
(1) a start would be made on the implementation of a
new working relationship between the School of Educa-
tion and the Institute of Ethnic Studies; (2) that the
revision of some of the WILKITS would be attempted; and
(3) that a new course in ethnic studies would be devel-
oped for all students in education. The Weber plan,
hence, is partially a report of what has already been
accomplished and, additionally, a description of where
continued efforts will be made.

Statement of Intent

The original proposal for a planning grant was
submitted by the Institute of Ethnic Studies in cooper-
ation with the School of Education. Acknowledging the
strength of the IPT program, the proposal made clear
that the basic assumptions incorporated into the WILKITS
were white middle class, and that an effort was needed
to determine the appropriateness of the WILKITS and of
the IPT program to minority groups and to teachers work-
ing with minority groups. Noting that the en're fac-
ulty and staff of the School of Education were white,
the proposal spoke to the need for staff members in
the Institute, who represent all of the minority groups
in the Ogden area, to assist their colleagues in the
School of Education to evaluate the W...KIT program.

The original proposal outlined a two-phased ap-
proach. Phase I called for an evaluation of the Weber
State teacher education learning materials in respect
to their effectiveness in the preparation of urban
teachers. It was agreed that WILKIT learning activi-
ties would be evaluated to determine the degree to
which they served the needs of urban teachers. It was
also planned to establish criteria which would deter-
mine the nature of training needed to prepare teachers
adequately for the urban school. An important aspect
of such a program would include material on the cul-
tural background of the minority students, covering
information on life styles and attitudes. It was fur-
ther planned that recent graduates who have entered
urban schools would be contacted to determine the level
of their effectiveness in dealing with problems faced
by minority group children in the Ogden area.

Phase II of the planning process would focus on
six objectives: (1) an examination of the basic tasks
that a teacher must be capable of performing in an urban
school; (2) the identification of the human characteris-
tics necessary for teaching in urban schools; (3) the

establishment of guidelines for the development of new urban-oriented WILKITS; (4) the establishment of priorities for the future use of these KITS; (5) the identification of methods to recruit additional minority group students into the School of Education; and (6) an examination of curricula in other departments which could be adapted to provide better teacher preparation for urban areas.

The proposal also outlined the utilization of consultants and the formation of an urban evaluation committee which would include teacher educators, school system representatives, teachers, community representatives, and students. Once the planning got under way, some of these objectives emerged as being of more importance than others. In effect, the generalized statement of goals became more specific as it became operational.

The following ten performance-based tasks were identified as the more important aspects of the planning process: (1) to conduct a workshop utilizing outside consultants and faculty at Weber which would critique the WILKITS for their urban content; (2) to search and identify urban learning materials which would be applicable to the WILKITS; (3) to locate recent IPT graduates via a questionnaire study; (4) to outline new WILKIT content areas; (5) to gain support for a general education course in ethnic studies and to develop and submit for approval a course outline; (6) to develop a minority teacher recruitment program; (7) to initiate hiring a minority faculty member in the School of Education; (8) to assist in making the new Teacher Corps program successful; (9) to gain the confidence of the IPT faculty and that of the Institute of Ethnic Studies for these activities; and (10) to identify individuals at the Institute and the School who would accept the responsibility to follow through on these activities.

The basic goal, therefore, was to review an important breakthrough in teacher education, the IPT program, and to reorient aspects of it to the fundamental issues of urban education. Not all of the above ten tasks were accomplished, notably the followup of graduates, but progress was made on virtually all of the others. It should also be noted that all of these activities were given some sense of urgency in that, shortly after receiving The Sears-Roebuck Foundation planning grant, Weber also received approval of a Teacher Corps program which became operational in the summer of 1972--at exactly the same time that the urban teacher planning program was to be completed. This made it

possible for the planning reported in this monograph to
have spill-over effects for the Teacher Corps Program.

Strategies

While a number of preliminary discussions took
place early in the academic year 1971-72, it was in the
spring semester that the major events of the planning
process occurred. The major strategies employed were
threefold: (1) to involve a number of persons from the
School of Education, the Institute of Ethnic Studies,
and from the community in the planning process; (2) to
identify key personnel who would take the lead in con-
tinuing the planning process and developing appropriate
materials; and (3) to work explicitly toward the above
ten goals so that a plan for future work and some im-
mediate tangible accomplishments could emerge together.

A major milestone took place in February when an
in-service curriculum evaluation workshop was held.
Participating were the full faculty of the School of
Education, the full staff of the Institute of Ethnic
Studies, and a number of consultants. Among the per-
sons involved were Dr. Blaine Parkinson of the School
of Education; Dr. Richard Ulibarri, Director of the In-
stitute; Dr. Curtis Jackson, an Indian Education Spe-
cialist; Mr. Horace Leake, Associate Director of the
Teacher Corps at the University of the Pacific; Ms.
Rosalind McClendon, a principal in the Detroit Public
Schools; Dr. Donald Orlosky of the Leadership Training
Institute, University of South Florida; and Ms. Barbara
Williams of the TTT Project at the University of Wash-
ington. Each consultant was sent copies of WILKITS to
read prior to the workshop and was asked to critique
the KITS in terms of their urban relevance. The con-
sultants and faculty at Weber met in large and small
group sessions, and one session included students cur-
rently in the IPT program. The workshop provided an
opportunity for the consultants to (1) describe where
they felt urban materials could be included in the ex-
isting WILKITS, (2) identify subject areas for new
WILKITS which would add a stronger urban education di-
mension to the program, (3) begin planning for the
Teacher Corps program, and (4) provide an opportunity
for the Institute and Education faculties to work to-
gether on common problems.

The most significant outcome of the conference
was confirmation of the fact that the expertise required
to plan and produce urban and multicultural learning
materials was available within the institution. The
conference affirmed the willingness of the School and

of the Institute faculties to plan cooperatively an
urban teacher education program.

Another major outcome was the decision to pro-
duce a new WILKIT focus on cultural awareness. This
decision led to a second workshop in May which included
key persons identified in the earlier sessions as being
particularly interested in the development of such a
workshop. This session included Professors Parkinson,
Ferrin, Adamson, and McCarthy from the School; Mr.
Richard Thomas, Mr. Elfrado Pando, Ms. Vonna Breeze,
Dr. Richard Ulibarri, and Mr. Daily Oliver from the In-
stitute of Ethnic Studies. The workshop was of par-
ticular importance since it was necessary for the plan-
ning group to learn some of the demanding logic re-
quired to produce a performance-based packet of mater-
ials on a topic as broad as cultural awareness. A
large number of ideas came from this workshop: defini-
tions of culture; the need to include materials on
black, Chicano, and Indian history; examinations of the
culture of poverty, or urban environments, and of the
psychology of prejudice.

It was determined that four basic clusters of
ideas would be brought together in the KIT: (1) knowl-
edge of the attributes of our pluralistic society;
(2) information on institutional racism; (3) sugges-
tions for solutions teachers can apply; and (4) ideas
on the degree to which schools have contributed to
problems such as racism, religious discrimination, and
related issues. While it is not possible here to out-
line all of the ideas embraced in the above categories,
a more complete report on all of these activities, as
well as a sample of the WILKIT, is available from Weber
State College.

Another significant accomplishment was the plan-
ning of a new course for all education majors, "An In-
troduction to Ethnic Studies." The need for such a
course was obvious because of the paucity of multicul-
tural courses on campus. Representatives of the School
of Education believed that a general education course
in ethnic studies was needed as a prerequisite for work
in the new WILKIT and the others to follow. With their
support, the Institute of Ethnic Studies submitted to
the curriculum committee a course request which was ap-
proved.

A major accomplishment of the planning/imple-
mentation process was the appointment of Mr. Alfredo
Pando as Associate Director of the Teacher Corps pro-
gram in the School of Education. Mr. Pando became the
first minority group faculty member hired by the School.

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His association with the School marked a major step
toward the development of a multi-ethnic emphasis in
the School, for KITS and other materials are insuffi-
cient without people sensitive to the issues working
with students. It is important to note that Mr. Pando
was already on the staff of the Institute of Ethnic
Studies, and his joining the Education faculty is
strong evidence of the close working relationship be-
tween the two units that emerged during this planning
process.

An additional task set for the planning process
was the involvement of public school teachers. A work-
shop on games and simulation was planned by Professors
McCarthy and Barton of the School of Education in July
1972. Nearly one hundred teachers registered for the
workshop, and the results were considered successful.
As a result of this experience, a second workshop is
planned for the coming year with a special emphasis on
urban and multi-ethnic games and simulation materials.

Another milestone was the increase in contact
between the School of Education and local minority
group representatives. The Institute of Ethnic Stud-
ies staff provides a bridge between the School and the
local community. The Institute staff represents all
of the major ethnic and minority groups in the Ogden
area and, through its contacts in the community, has
been instrumental in bringing representatives of the
community in touch with the campus. For example, three
local community representatives were hired part time by
the Teacher Corps to communicate information on the
project to persons in the community.

Future Plans

Given the above activities, the School of Edu-
cation and the Institute of Ethnic Studies have agreed
to continue their work in the following directions:

(1) The Cultural Awareness WILKIT is in process
of development, but a portion of it is complete and has
been tested in a workshop with members of the Teacher
Corps. Students in the School of Education will be
using it soon. It should be pointed out that the in-
dividualized learning program at Weber includes a con-
stant emphasis on evaluation of the WILKIT. The new
WILKIT, hence, will be evaluated in the same way as are
the other WILKITS. Student feedback is regularly so-
licited and, as each student completes a WILKIT, he
meets with the faculty member responsible for the KIT
for a review of his work.

(2) Another major goal is to continue examining
the existing WILKITS so that additional emphasis on
urban content or material can be included. This is a
major task, with the recurring problem of finding re-
leased time for selected faculty to work on these
revisions. While workshops and consultants were useful
in identifying issues and suggesting materials, the
task of revising dozens of other WILKITS requires en-
ergy and time that the rather intensive pace of the IPT
program makes difficult to allocate.

(3) The need for several additional new WILKITS
has been identified. This includes WILKITS specifi-
cally focused on black culture, Chicano culture, and
Indian cultures. Another cluster of WILKITS would fo-
cus on the teaching of English as a second language,
with a particular emphasis on the implication for
Spanish-speaking and Navajo-speaking persons in the
area. Still another WILKIT will focus on change strate-
gies to be utilized by teachers in the school.

(4) An urban curriculum library is in the build-
ing process. A review of the WILKITS and the College
library indicated a need for more materials on urban
education and multicultural education. Some readings
and films were purchased as part of the planning grant,
and it is anticipated that these new materials will be
the beginning of an urban curriculum library within the
School of Education.

(5) The new course, "An Introduction to Ethnic
Studies," was just initiated. As has been noted, this
course will be required of all education students, and
it is anticipated that the materials covered will pro-
vide the background necessary for prospective teachers
to be prepared to engage in the readings and field ex-
periences built into the proposed ethnic WILKITS.

(6) One of the major outcomes of the planning
process was the realization that, while reading and
films on ethnic minority problems are available, the
development of field experience within the multicul-
tural WILKIT is of critical importance. It is antic-
ipated that much additional energy will be required
for the development of appropriate field experiences
this year.

Summary

In view of the past year's work and future needs
in developing an urban emphasis in teacher education,
the following conditions and goals have been set in the
Weber plan:

1. Development, production, testing, and incorpora-
    tion of additional WILKITS on urban education.

2. Evidence of an adequate urban curriculum library.

3. A functional general education course in Ethnic
    Studies that is required of every education major
    at Weber State College.

4. Evidence of urban or multicultural content in every
    WILKIT.

5. Increasing by ten-fifteen per cent the number of
    minority group students in the teacher education
    program.

6. Developing learning experiences which insure all
    teachers sensitivity to a culturally pluralistic
    society.

7. An overall education experience at Weber State Col-
    lege which includes all cultures and insures the
    dignity of all men.

8. The development of learning modules for teacher
    aides who are presently employed in the public
    school system. Since many paraprofessionals have
    been hired by funds designated for disadvantaged
    persons, and because many minority individuals are
    disadvantaged, a number of minorities have been
    hired by local schools. A performance-based pro-
    gram that is credentialed and provides upward mo-
    bility would be of great value to these paraprofes-
    sionals.

9. Nationwide dissemination of urban materials and
    learning experiences developed by Weber State Col-
    lege.

        A number of conditions which now exist portend
an optimistic and realistic view of the next two years
of work: (1) an operational individualized performance-
based teacher education program which forms a curricu-
lum readily amenable to change; (2) initiation of a
Teacher Corps project; (3) the willingness among a num-
ber of key individuals to revise existing learning mod-
ules to include urban education; (4) a cooperative re-
lationship between the School of Education and the In-
stitute of Ethnic Studies; (5) the presence of a minor-
ity staff member in the School of Education; and (6)
experience in developing self-instructional learning
modules.

VII

THE ROLE OF THE CONSULTANTS

by

Donald Orlosky

Professor of Education,
University of South Florida

One of the pleasant surprises in The Sears-
Roebuck Foundation program was the significant impact
of a relatively small grant on the funded institutions.
A large part of this impact seemed to come from the
role of the consultants.

Discussions among the consultants revealed that
each experienced a different relationship with his in-
stitution from that which typically exists in a con-
sulting arrangement and that this different relation-
ship was a factor in giving power to the grants. The
institutions might have responded as they did without
such help, but it is likely the role of the consultants
was an important factor and, therefore, an analysis of
that role is included in this report.

Provision for consultant help was made at the
time the awards were granted to the institutions.
Technical assistance thus was a bonus provided outside
of institutional expense, rather than a liability
forced on the institutional budgets. This arrangement
protected the institution's funds and also guaranteed
that consultant services would be provided throughout
the planning period. The "gentle prod" of knowing that
an agent from the funding source would make periodic
visits to help with the program, rather than to evalu-
ate the performance of the funded institutions, cre-
ated a good climate for cooperative effort. The con-
sultant was part of the total package and therefore was
most often regarded as a person who had as much inter-
est in the success of the planning as did the funded
institutions.

The consultants were also the members of the
panel that prepared the initial guidelines and se-
lected the institutions that received the awards.

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This gave the institutions the benefit of receiving
consultant help from individuals who could interpret
the rationale or basis for including the requirements
that were written initially into the Request for Pro-
posals. Because of the background of each of'the con-
sultants in developing the guidelines for the grant,
the consultant did not need the usual orientation per-
iod on the campus before he could deliver his help.
In most other instances, consultants are employed be-
cause of their expertise in a given field of knowledge,
and an institution must devote some time to acquaint-
ing the consultant with its problems before productive
conversations can be held. In the case of The Sears-
Roebuck Foundation grants, the consultants came to the
institution with a good orientation, expertise in the
area of work, and sufficient information about the in-
tent of their visits to assist the institution with
little delay.

In addition to the general tone created by the
characteristics of the relationship between consult-
ants and institutions, the role of the consultants can
be further explained under the categories of   (1) his
acceptance at the institution as a member of the staff,
(2) his role as an interpreter of the guidelines, (3)
his continuous consultant arrangement, (4) the use of
reports from the other institutions, and (5) consult-
ant commitment and non-evaluative role.

Member of the Faculty. Of course no one can
arrive on a campus and be considered in quite the same
way in which a member of the faculty would be regarded.
After the initial visits, however, each consultant de-
scribed how welcome he was made to feel in sharing in-
stitutional problems and discussing institutional plans.
Most consultants made three visits to their assigned in-
stitution, and by the third visit each consultant was
reasonably well known on the campus and was greeted
with strong professional friendships and the candid re-
marks that are frequently reserved only for co-workers.

Initial caution was typical during the first
visit, but the relationships invariably grew quickly
beyond the superficial level. Consultants were invited
to give presentations at campus meetings. Their advice
was sought on planning programs, initiating new doc-
toral studies, and developing relationships with schools
in the area. The hospitality extended into private
homes, evening dinners, and social and recreational
events on the campus. The consultants and the project
directors on each campus established close ties that
made open discussion and forthright criticism possible.

Interpreting Guidelines. Guidelines were prepared for the initial grant and, again, to solicit the final report. In both cases, they were prepared by the consultants. As in most guidelines, some ambiguities or confusion were present. Project directors did not worry unduly over what the guidelines intended, because the consultant was in a position to share the discussion that led to a given request and to provide the interpretation for the project director. Project directors often expressed relief at knowing that if they were uncertain about their responsibilities or the limits of their efforts, they could count on the consultant to give them the needed assistance. They also knew the consultant shared the responsibility for interpreting the guidelines accurately and this furthered the sense of alliance between the director and the consultant. The interpretation of the guidelines sometimes gave the institution more latitude than it might have utilized otherwise, since the consultant could broaden the guidelines in their intent when the literal meaning might have seemed more narrow. In other cases, the limitations intended by the guidelines needed to be enforced. As a rule, the consultant arrangement created a situation in which the intent of the guidelines was enforced without the rigidity that often accompanies written guidelines that remain unexplained.

Continuous Consultation. Each institution's knowledge that a consultant would be making regular visits prompted some of the project directors to state that they felt a stronger responsibility to make continuous progress than might otherwise have been the case. The human tendencies to delay action or to await confronting another person with a request were less frequent, due to the continuous nature of the consultant arrangement. One of the consultants reported that he had "no doubt that the continuous consultant arrangement represented the single most important aspect of this arrangement." Another commented: "There is always the tendency to let the planning process slide because of the pressing matters of day-to-day business. But the presence of the consultant causes the planning process to be given a higher priority and things begin to happen."

In addition to the subtle coercion provided by the persistence established in the consultant procedures, the project directors knew that when they faced problems they were not left without help. Where an institution might hesitate to call on another person for advice in some instances, the institutions in this project were not reluctant to call the consultant and seek an opinion or information when it was needed. They felt

comfortable in asking for help, and the consultants
never were so far removed from the continuous work of
the institutions that they lost contact with the devel-
opment of the plans.

Site Visit Reports. After each consultant vis-
it, the consultant prepared a written report which he
sent to the institution and also shared with the other
four consultants. The consultants were able to keep
informed of the development at all five institutions
and to share with their own institution the develop-
ments throughout the program. No effort was made to
include the work at one institution on the agenda at
another institution, since each case had its own idio-
syncrasies. In the case of at least one consultant,
however, a regular part of the consultant visit in-
cluded a discussion of what the other institutions were
doing and a review of the institutional reports. A
sense of cohesiveness arose throughout the program,
even though the institutional directors did not work
closely with one another. When each institution pre-
sented its plan at the final meeting of the year, it
was not as if strangers were brought together for a
discussion. All had experienced similar efforts and
each knew enough of each other's work so that the op-
portunity to discuss plans with one another was a
logical extension of the year's effort.

Consultant Commitment and Non-Evaluative Role.
The consultant felt as much obligation as the project
director to make the program work. Since the consult-
ants had been in the program from its inception, they
were eager to see the planning succeed. The directors
recognized this commitment and, after initial greet-
ings were exchanged, some leaned heavily on the con-
sultants to gather support for the directions in which
to move. The camaraderie between director and con-
sultant arose from their shared commitment. The proj-
ect directors also expected that no additional funds
would be forthcoming and that they would have to make
the best progress they could in the limited time avail-
able. Under these arrangements, the consultant was a
non-threatening helper who shared the work of the proj-
ect director in reaching for a common goal.

It would be naive, of course, to state that a
regularly assigned consultant to an institution could
bring sufficient force to any campus in two or three
visits to energize the entire faculty to change its
way of thinking and behaving in the development of
teacher education improvements. If any impression has
been given that consultants single-handedly achieved
such impressive gains, the impression should be erased

immediately. The effort of the project directors was
far more important, and the fortunate characteristics
of responsive administrations, circumstances that cre-
ated a climate for change, and the forces at work in
the renovation of teacher education programs through-
out the country were important factors at each insti-
tution.

The consultants can be given neither credit nor
blame for any of these other circumstances. Yet, the
role of the consultants in The Sears-Roebuck Foundation
program was somewhat different from that which one fre-
quently finds and the testimony of the consultants, the
comments of the project directors, and the apparent
gains made in the development of viable plans of opera-
tion were due, in part, to the consultant arrangements
that were employed.

VIII

SUMMARY

Although the original grants were designed to
support plans only, three of the recipients found their
plans so substantial that at the end of the planning
period they were able to slip, surprisingly, into imme-
diate actual operation. A fourth institution states:
"At this point in time, the plan is speculation more
than reality, but it is speculation based on investiga-
tion and trials that give support to the steps in the
plan. . . . If the plan is successful, and if its in-
tent is appropriate, our teacher education program will
undergo changes that are lasting and represent an im-
provement in the current program of preparing teachers."
The fifth institution has its implementation program
chronologically charted for 1973.

Many elements in this grant program contributed
to its success.

The five institutions had both basic similari-
ties and basic differences. All were state-supported,
all heavily involved in the education of teachers.
Some were relatively small, some relatively large; en-
rollments ranged from 6,000 to over 20,000. Four were
in urban localities, although these environments varied
in size, constituency, and problems. The fifth, al-
though not located in a major city, served an ethni-
cally mixed population which paralleled that of many
cities.

Yet, in each institution there was a strong ac-
knowledgment that current practices in educating teach-
ers for inner-city schools were failing the pupils to
be ʰaught, and that change in these practices was es-
sential. In each, also, there was a strong commitment
to this change. Commitment began at the top, with the
president, and eventually brought in, either voluntar-
ily or through carefully planned strategies, both fac-
ulty and students engaged in the process of teacher ed-
ucation.

Although the goals were the same in each plan--
better teachers for the children of the poor, the
crowded, the culturally different, the bilingual--the

means were different. Three plans called for the politic application of technology and systems analysis; one traveled from a broad research base to the strength of distillation; one concentrated on the interaction between the training laboratory of the college and the real working world of the public school community.

In the view of the project directors, the consultants, the Foundation, and the Association, however, there was a pattern of identifiable levers at work in each instance.

Commitment. At each institution, the will to do was there. Certain minds on each campus had faced up to the need for change long before the grant program was made public. When the grants came through, the project directors and their assistants worked with continued dedication during the planning period.

Money. The money energized the will to do. It gave the project directors the power to act. And this was special money. It went to institutions with traditionally tight budgets and came, therefore, with a disproportionately high purchasing power. In addition, the money was strictly pinpointed to the theory and practice of change--not to an existing program, not to faculty salaries, not to overhead, nor for the assigned consultants. Yet, within this narrow construct, the money could be used as each project director translated his needs. There were no internal strings attached.

Consultants. The consultants were, in a pure sense, catalysts. They were objective experts, benevolent, interested only in the optimum development of the plan. They appeared on each campus with regularity, expecting a progress report. And each project director knew that in spite of any bureaucratic, human, or time pressure which blocked progress, progress would still have to be effected and reported by a certain date.

Community. Each institution knew that four others were going through the same birth pangs under the same circumstances, and they were able to share experiences as they went along.

APPENDIX A

GUIDELINES FOR PROPOSALS TO DESIGN NEW
TEACHER EDUCATION PROGRAMS IN URBAN
STATE COLLEGES AND UNIVERSITIES

Center for Urban Education

16 April 1971

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GUIDELINES FOR PROPOSALS TO DESIGN NEW
TEACHER EDUCATION PROGRAMS IN URBAN
STATE COLLEGES AND UNIVERSITIES

I. Introduction

A. Background

The teaching profession has a tremendous need
for competent and dedicated urban teachers, and pro-
grams designed to recruit, prepare and support such
teachers are still far more an ideal than a reality.
Recognizing the private sector's responsibility to
energize efforts to meet strategic social needs, the
Sears Foundation is prepared to fund planning grants
for the development of urban teacher preparation pro-
grams. The Foundation initially asked the Center for
Urban Education to investigate whether conducting
teacher training programs in nontraditional urban
settings (storefronts, community centers, churches,
etc.) would be feasible and productive. The inves-
tigating team, after visiting numerous institutions
in urban areas, concluded that social geography was
not a crucial determinant of the quality and effec-
tiveness of teacher training. The Center team fur-
ther recommended that the Foundation pursue its in-
terest in urban teacher education by offering support
to state colleges or universities willing to plan and
implement new and promising teacher training programs
that emphasize the development of professional compe-
tencies in school settings. The Center team has
worked with a panel of national authorities in the
field of teacher education to construct these guide-
lines for planning grant proposals.

B. Objectives for New Training Programs

Planning grants should offer institutions the
opportunity to investigate new approaches in the prep-
aration of pre-service teachers for urban school sys-
tems. Institutions may elect to adopt a program de-
veloped elsewhere or to expand or further develop an
experimental program already in progress, to initiate
an original design. The great need is to put ideas to-
gether into operational programs that can alter tradi-
tional teacher education.

The central objective of the offering is to en-
courage and accelerate the planning and development

of urban teacher preparation programs that are funded
internally, rather than programs predicated on exter-
nal grants, as necessary as such grants may be. It is
assumed that the plans will stimulate competency-based
teacher education programs which include some period
of internship in urban schools. The internship period
should differ substantially from the accepted prac-
tices of student teaching or similar field experiences.
The urgency of the need for skilled urban teachers re-
quires boldness in thought and systematic application
of what is already known. The original portion of a
given planning proposal may be in its re-patterning of
concepts already in practice.

C. Criteria Appropriate to the Evaluation of Planning
Proposals

It is not the intent of these guidelines to lim-
it the creativity of applicants. At the same time,
certain criteria are inherent in the design of any
guidelines. These criteria will also be applied in de-
termining which planning grant applications are funded.
Among the criteria to be applied are the following:

1. The proposal must focus sharply on the prep-
aration of teaching for urban schools serving low in-
come populations. The full complex of problems and
issues related to such programs should be clearly
stated and reflected in the program to be implemented.

2. The proposal must give evidence of coopera-
tion between all of the significant parties associated
in the program, such as: representatives of universi-
ties, school systems, the community, teacher associa-
tions and students.

3. The structure, content, and articulation of
all liberal arts and teacher education courses which
are a part of the program must be directly related to
the goals of the program.

4. Proposals must specify approaches to the
task of assessing teacher performance.

5. A careful plan of operations will be a major
expectation in the planning proposals. Preference will
be given to those plans that evince a sense of urgency
along with appropriate strategic and tactical proposi-
tions.

6. The people to be recruited and trained in
the proposed program should be described and the basis
for selection specified.

7. Preference will be given to those proposals that offer a recognition of the "Realpolitik" of teacher education. If politics is defined as the art of the possible, urban teacher preparation programs need to build on what is known and to specify the limitation of what is possible. Proposals selected for support will demonstrate new thrusts in the preparation of urban teachers that blend the best of what is known with what can and should be.

II. Request for Proposals to Design New Teacher Education Programs

A. Request for Proposals

Proposals are requested to design competency-based urban teacher education programs which will utilize the coordinated resources of colleges, public schools, and communities. The Sears-Roebuck Foundation will provide support for up to eight planning efforts, in amounts of $5,000-$15,000 each, to be carried out during the period September 1971 through August 1972.

B. Scope of Work for the Applicant

It is anticipated that requests for funds to design new training schema for urban teachers will be relatively brief and specific. The request should outline in as much detail as possible the organization and conduct of the effort to design new training programs, including reference to the following:

1. Statement of the overall rationale for the training program to be planned, including the general substantive area and conceptual framework.

2. Specification of the structures and/or logical frameworks for the training programs to be designed.

3. Description of the areas of competence, level of skill, substantive field, and discipline background, of the persons to be emerging from the training programs.

4. Evidence of the applicant institution's ability to recruit suitable participants.

5. Evidence of the applicant institution's ability to provide qualified trainers.

6. Description of the training methods likely to be included.

7. Description of the mechanism by which the planning effort would be administered, and which would permit periodic reporting of progress while the planning is in process.

8. Identification of such other institutions and agencies which may participate in the planning process.

9. Names and vitas of persons to be involved in the planning effort.

10. Description of strategies for testing and implementing completed plans:

    (a) Institutional commitment.
    (b) External arrangements.

11. Budget.

C. Proposal Evaluation Criteria

The proposals received to conduct the design effort will be evaluated on the following bases:

1. Evidence of intent to design training which is research-based, and directed toward the solution of important oblems of concern to urban education.

2. Capacity of the planning institutions and agencies to effect the planning process.

3. Capacity of the planning institutions and agencies to carry out the training programs to be designed.

4. Quality of the personnel to be involved in the design.

5. Economic efficiency of the proposed design activity.

III. Time Schedule

                       Date

Announcement of availability of
 planning grants (RFP):   May 1, 1971
Deadline for receipt of pro-
 posals: Aug. 15, 1971

Time Schedule (continued)

                                              Date

Announcement of planning grants: Oct. 1, 1971
Planning period begins: Jan. 1, 1972
Planning period ends: July 1, 1972
Program plan due: Aug. 1, 1972

IV. Proposal Specifications

Only colleges and universities maintaining membership in the American Association of State Colleges and Universities, and designated as "urban" by the AASCU, are eligible to submit proposals for planning grants. Each proposal must include cover page, narrative body, vitas of personnel, and planning budget.

1. The cover page carries the following information:

      (a) Title.
      (b) Applicant organization (name of urban AASCU college).
      (c) Name of principal investigator (person responsible for development of proposal).
      (d) Name of project director (if different from principal investigator).
      (e) Name of transmitting officer (official committing the institution).
      (f) Duration of planning period.
      (g) Total funds requested.

2. The body of the proposal is not to exceed 25 pages (doublespaced) in length and must include the following sections:

      (a) Description of program objectives.
      (b) Stipulation of planning process.
      (c) Evidence of institutional support.
      (d) Budget and timetable for the planning period, including projected costs under general categories of salaries, supplies, communications, and services.
      (e) Vitas of all participating personnel must be appended to the proposal.

Program Objectives

This section should establish the need for the proposed program by defining the problem and associated rationale for the chosen course of action. The

objective should be stated as specifically as possible at this stage in the development of the program.

Planning Process

This should be a detailed description of the proposed operation of the planning group, including stipulation of size, structure, and mechanism for decision making. Charts and diagrams may be included if deemed appropriate. This should comprise the major share of the narrative body.

Include the names and positions of key staff members, their qualifications, and time commitment. Other participants from the college, school districts, community, and student body should also be identified.

Evidence of Institutional Support

Evidence should be included that the key staff members of the planning group would be provided with released time from their normal duties.

General Instructions

The completed planning grant proposals will be composed of a cover page, body, vitas, and budget. Additional materials may be attached to the proposal as appendices.

Submit the proposal on standard 8-1/2" x 11" paper with consecutively numbered pages. A table of contents is recommended.

Twelve copies of the entire proposal should be submitted to:

> Mrs. Jane Otten, Director
> Office of Urban Programs
> AASCU
> One Dupont Circle
> Washington, D.C. 20036

At least one cover page should carry the original signatures of the principal investigator, project director, and transmitting officer.

V. Program Plans

The intent of planning grant monies is to enable institutions sufficient time to plan new approaches to urban teacher preparation. Thus, it is expected that the work of the planning period would culminate in the

preparation of a program plan to be submitted by August 1972. Such a document would also provide the specific information necessary to implement such a plan. Thus, this report should be definitive enough to bring the teacher training program into existence and to carry it on for at least a two-year period during which the concepts, assumptions, structures, operating mechanism, content, techniques, and other elements can be fully tested.

Specifically, the program plan due in August 1972 might include the following:

1. Specific program objectives stated in behavioral terms.

2. Logical and theoretical framework for the program.

3. Long-range objectives for institutional change.

> (a) Description of how program processes and components will be integrated into regular programs of the institutions.
> (b) Identification of external funding arrangements which will facilitate this change.

4. Identification of institutions and/or agencies which constitute cooperative arrangements; de- descriptions of the role of each of these units.

5. Faculty who would be specifically attached to the program, including descriptions of the nature and extent of each person's involvement in the program.

6. Performance criteria related to the program objectives on which the success of the program is to be evaluated.

7. Types and numbers of persons to be trained, together with procedures for recruitment, selection, and induction.

8. Content, methods, duration, structure, and administrative mechanisms of the program.

9. Institution's ability to provide the range of training services required by the program design.

10. Administrative, monitoring, cost accounting and evaluative structure which would be established.

11. Funds needed for program development and program instructional materials development.

12. Estimated budget for each of the first two years of operation.

13. Other relevant aspects of the proposed program.

External Evaluation

With regard to evaluation, it should be noted that provision for external evaluation is desirable. Therefore, it is especially important that the program plan stipulate the measures the institution would take in order to facilitate formative and summative evaluation of the program by an outside agency. It is anticipated that the evaluation component should permit (1) process monitoring, and feedback to the decision-making structure, (2) regular reporting of summary quantitative data on characteristics, programs, and placement of trainees, and (3) the securing of cost data in relation to products of the program.

APPENDIX B

PLANNING PROJECT DIRECTORS AND ASSISTANTS

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Kathleen McGlone Constantini
   Media Specialist, School of Education
   PROJECT DIRECTOR
Dale Knapp
   Associate Chairman, Secondary Education Depart-
      ment
Robert Skorodinsky
   Consultant Analyst, Charrette Member
Marian Wagstaff
   Chairman, Secondary Education Department

CHICAGO STATE UNIVERSITY

William Young
   Dean of Education
   PROJECT DIRECTOR
Stanley Starkman
   Director of Educational Research, Development,
      and Field Services

RHODE ISLAND COLLEGE

John M. Crenson
   Associate Professor of Education
   PROJECT DIRECTOR

UNIVERSITY OF TOLEDO

Castelle Gentry
   Associate Professor and Chairman
   Department of Educational Media and Technology
   CO-PROJECT DIRECTOR
Richard Hersh
   Associate Professor and Chairman
   Department of Secondary Education
   CO-PROJECT DIRECTOR

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Hughes Moir
  Associate Professor and Chairman
  Department of Elementary and Early Childhood
    Education
  CO-PROJECT DIRECTOR

WEBER STATE COLLEGE

Richard F. Thomas
  Curriculum Specialist, Institute of Ethnic
    Studies
  PROJECT DIRECTOR
Blaine Parkinson
  Research Coordinator, School of Education
Richard O. Ulibarri
  Director, Institute of Ethnic Studies

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CONSULTANTS

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Lawrence J. Barnett
Formerly: Director, Dissemination Division
           Center for Urban Education
Currently: Coordinator, Teacher Education Resources
           School of Education
           University of Wisconsin, Milwaukee

CHICAGO STATE UNIVERSITY

Anthony LaDuca
Formerly: Assistant Director, Dissemination Divi-
              sion
           Center for Urban Education
Currently: Assistant Professor of Curriculum and
              Instruction
           Chicago State University

RHODE ISLAND COLLEGE

Donald E. Orlosky
Professor of Education and Associate Director
Leadership Training Institute
College of Education
University of South Florida

UNIVERSITY OF TOLEDO

Howard Coron
Director of Student Teaching
New York University

WEBER STATE COLLEGE

Richard Wisniewski
Associate Dean
School of Education
University of Wisconsin, Milwaukee

* * * * *

SEARS-ROEBUCK FOUNDATION REPRESENTATIVE

William Whitsitt
Associate Executive Director

AASCU REPRESENTATIVE

Jane Otten
Program Coordinator

APPENDIX C

ORDERS FOR COMPLETE INSTITUTIONAL REPORTS

Copies of the original, complete reports describing each participating institution's progress during the planning period and its final plan are available on request, and at minimal cost, from each institution. These institutions will also answer queries.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

1. Report orders directed to:

        Kathleen McGlone Constantini
        Multiplex Director
        Secondary Education Department
        California State University, Los Angeles
        5151 State University Drive
        Los Angeles, California 90032

2. Price per copy:

        $2.00

3. Inquiries directed to:

        Kathleen McGlone Constantini
        (Address same as above)
        Telephone: 213-224-3765
                     213-224-3674

CHICAGO STATE UNIVERSITY

1. Report orders directed to:

        Stanley Starkman, Director
        Educational Research, Development and
          Field Experience
        Chicago State University
        95th and King Drive
        Chicago, Illinois 60628

2. Price per copy:

        Free

3. Inquiries directed to:

>   William Young
>   Dean of Education
>   Chicago State University
>   95th and King Drive
>   Chicago, Illinois 60628
>   Telephone: 312-995-2045

RHODE ISLAND COLLEGE

1. Report orders directed to:

>   John M. Crenson
>   Rhode Island College
>   600 Mt. Pleasant Avenue
>   Providence, Rhode Island 02908

2. Price per copy:

> $2.50
>   (Checks should be made payable to Rhode
>   Island College.)

3. Inquiries directed to:

>   John M. Crenson
>   (Same address   above)
>   Telephone: 401-831-660, Ext. 502

UNIVERSITY OF TOLEDO

1. Report orders directed to:

>   George Dickson, Dean
>   College of Education
>   University of Toledo
>   Toledo, Ohio 4 306

2. Price:

>   a. Copies of the 252-page report, Planning
>   for a Performance-Based Teacher Educa-
>   Program, are available at $4.50 each.
>
>   b. Two packets of modules are also avail-
>   able at $12.00 for each packet. One
>   packet contains approximately 25 ele-
>   mentary modules; the other, approxi-
>   mately 20 secondary modules.

c. All checks accompanying orders must be
made payable to the College of Educa-
tion, University of Toledo.

3. Inquiries directed to:

Richard H. Hersh, Chairman
Secondary Education
University of Toledo
Toledo, Ohio 43606
Telephone: 419-531-5711

WEBER STATE COLLEGE

1. Report orders directed to:

Richard F. Thomas
Institute of Ethnic Studies
Annex VII
Weber State College
Ogden, Utah 84403

2. Price:

A form is appended here for ordering both
the report, Urban Teacher Education: A
Change Strategy, and the WILKIT on cultural
pluralism.

3. Inquiries directed to:

Richard F. Thomas
(Same address as above)
Telephone: 801-399-5941, Ext. 595

ORDER FORM

Mail to: Urban Materials
           Institute of Ethnic Studies
           Weber State College
           Ogden, Utah 84403

Please send the Materials checked below to:

Name _____
              First   Last   Title

Address _____
              Street   City   State   Zip

_____ copies @ $2.00:   Urban Teacher Education: A
                          Change Strategy

_____ copies @ $2.00:   Module: Cultural Awareness in
                          a Pluralistic Society

Enclosed is my check or purchase order in the amount   .
of $_____ to cover these materials.

(Make check payable to Weber State College.)