DOCUMENT RESUME

ED 082 283 EA 005 329

AUTHOR Lutonsky, Linda, Ed.
TITLE Portal Schools. Final Report.
INSTITUTION Council of the Great City Schools, Washington, D.C.
SPONS AGENCY Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.
PUB DATE [73]
GRANT OEG-0-71-3354(716)
NOTE 77p.; Photographs may reproduce poorly
AVAILABLE FROM Council of the Great City Schools, 1707 "H" Street, N.W., Washington, D.C. 20006 (Free)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Case Studies; *College School Cooperation; Community Involvement; *Curriculum Development; *Educational Innovation; Elementary Grades; Inservice Programs; Performance Based Teacher Education; Special Education; *Teacher Centers; *Teacher Education; Teacher Qualifications; Urban Education
IDENTIFIERS *Portal Schools

ABSTRACT

The Portal School concept envisions a group of schools established in school systems that work closely with a university and that desire to participate in teacher education. This monograph represents a collection of experiences shared by initial developers of the Portal School strategy -- Florida State University, the University of Georgia, and Temple University -- and Teacher Corps projects in Buffalo, New York; Pueblo, Colorado; and Atlanta, Georgia that have utilized the Portal School strategy. The Portal School strategy brings separate educational institutions together into a working relationship to provide reality-based and field-centered teacher education and improved learning opportunities for children. The strategy has emerged from two different conceptual sources--the competency-based teacher education models projects and the Temple-University-Philadelphia plan. The monograph serves as a final project report and is intended to provide alternative interpretations of how the Portal School strategy can be used to meet local needs. (For related documents, see ED 062 683 and ED 067 734.) (Author/MLF)

Portal Schools

Editor: Linda Lutonsky

While this monograph is distributed through grant No. OEG-0-71-3354 (716) by the Teacher Corps, U. S. Office of Education, the views expressed herein do not necessarily reflect those of either Teacher Corps or the U. S. Office of Education.

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Preface

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In 1970 Teacher Corps made a strong commitment to support the development of Portal Schools. The source of this commitment was a belief in the viability of the Portal School as a strategy to initiate and sustain change agross institutions concerned with the education of our nation's children and teachers. Since that time, the strategy has been refined, disseminated and is presently being implemented in about fifty percent of the Teacher Corps projects across the country.

This monograph represents a collection of experiences shared by initial developers of the Portal School strategy and three Teacher Corps projects which have chosen to utilize it. The monograph also serves as a final report from the Portal School Development Project being conducted by the Council of the Great City Schools under the sponsorship of Teacher Corps.

Teacher Corps is mandated by legislation to 1) "strengthen the educational opportunities available to children in areas having concentrations of low-income families and 2) to encourage colleges and universities to broaden their programs of teacher preparation . . ." With this mandate in mind, the leadership of Teacher Corps has been concerned about the isolation from the community that has marked the operation of those agencies responsible for educating our children and teachers. The universities have often been unable to provide teachers with training for the changing realities they must face as professionals, and for the variables that children from different backgrounds bring to them as learners. The schools, as a necessary but too frequently neglected partner with the university, are often unable to take full advantage of resources available from institutions of higher education. Finally, the schools and the colleges have been faced almost daily with meeting new and challenging needs of the communities they ultimately serve and to whom they should be accountable.

Teacher Corps, in pursuit of its national mandate has searched for strategies that will respond to these problems. The Portal School strategy is seen as one which has the ingredients necessary to bring the separate educational institutions together into a working relationship to provide reality-based and field-centered teacher education and improved learning opportunities for children.

The Portal School strategy has emerged from two different conceptual sources—the competency-based teacher education models projects, and the Temple University-Philadelphia plan. While its sources are different, the essential integrity of the Portal School strategy has been preserved.

In 1967, the United States Office of Education funded the development of ten behavioral models of teacher education, each based on systems designs. As part of that design, each model has a field-centered component in which teaching competencies can be developed, demonstrated and assessed through performance in real classrooms. In the models developed at Florida State University and at the University of Georgia, the field-centered component is articulated as Portal Schools, which serve as field-test sites for validating competency-based instructional programs.

In 1969 Teacher Corps began examining the competency orientation to teacher education as defined in the ten elementary models. It accepted the challenge they presented by requiring all Teacher Corps projects to develop and field-test local, cooperatively designed competency-based teacher education programs. Since its inception, Teacher Corps has always been field-centered and coalition-based with school, community and university participation. The CBTE movement, and within it the Portal School strategy, offered the greatest potential for initiating the changes Teacher Corps has sought across the nation. Through its support of these thrusts, Teacher Corps has provided national leadership in their development and dissemination.

Also in 1969, Temple University was working with the Philadelphia Public Schools to implement a new strategy that would bridge the gap between training and practice by bringing those two educational institutions together to utilize better the resources of both and to provide more effective education to the students and teachers of innercity Philadelphia. They called their strategy the Portal School Plan. The Council of the Great City Schools' Board of Directors endorsed the plan in 1970 and joined forces with the Teacher Corps to disseminate and develop the Portal School strategy nationwide.

Since 1970 Teacher Corps and the Council of the Great City Schools have worked together conducting national workshops on Portal Schools, providing developmental assistance through consultive services, and disseminating information on Portal Schools through brochures, multi-media presentations and monthly newsletters. The Portal Schools Steering Committee, composed of representatives of the Council, Teacher Corps and the initial developers of the Portal School strategy, has provided the conceptual substance for the movement.

In addition to the work of the Portal Schools Development Project at the Council of the Great City Schools directed by Ms. Linda Lutonsky, Teacher Corps has supported Portal School Resource Centers at the University of Georgia, directed by Dr. Gilbert Shearron; at Temple University, directed by Dr. Betty Schantz; at the University of Toledo directed by Mr. Hawthorne Faison and at the Wisconsin Research and Development Center for Cognitive Learning (disseminating the multi-unit school concept), directed by Dr. Tom Romberg. These Centers provided onsite technical assistance to Teacher Corps projects in Portal Schools development.

This past year Teacher Corps has provided special support to two Teacher Corps projects as they attempt to highlight aspects of the Portal School strategy. These two projects—at the State University College at Buffalo and at Southern Colorado State College—are now in a position to assist other Teacher Corps projects which choose to implement the Portal School strategy.

The chapters that follow will provide the reader with alternative interpretations of how the Portal School strategy can be used to meet local needs. Acknowledgements should go to those people and institutions mentioned above as well as to all those projects, both in Teacher Corps and out, who are working to validate the Portal School strategy as one response to problems facing American education today.

Table of Contents

Georgia Portal Schools and CBTE

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This chapter will present a case study of the development and implementation of the Portal School notion at the University of Georgia. The first part will consider the conceptual design of the Portal School, the second part will focus on the implementation strategy. For purposes of this chapter, students are defined as preservice teachers and pupils are defined as individuals who are enrolled in elementary schools.

The Conceptual Design

The Portal School concept envisions a group of schools established in school systems which work closely with a university and desire to participate in teacher education. Portal Schools have leadership favorable to innovation, changing curricula, differentiated staffing, and field based teacher education programs. Concomitant benefits should accrue to the cooperating school systems through the Portal Schools by increasing the learning opportunities of pupils who attend and by in-service activities that focus on individual school needs.

At the University of Georgia, Portal Schools are a component of a Competency Based Teacher Education (CBTE) effort. It is within the CBTE framework that the Portal School notion is developed.

Therefore in order to understand how Portal Schools fit into CBTE, it is necessary to clarify the Georgia approach to this method of training teachers. Competency Based Teacher Education is defined as an approach to training teachers which specifies that teachers must be able to demonstrate their ability to promote desirable learning among pupils and/or exhibit those behaviors assumed to promote pupil learning in classroom situations. The teacher or prospective teacher is responsible not for taking a course in (for example), the teaching of reading, but for causing pupils to learn reading comprehension skills as a result of his teaching. If demonstrated pupil learning is not the criteria for establishing competence, then the teacher is responsible for exhibiting those teaching behaviors assumed to be effective in teaching reading comprehension skills to pupils.

The teaching behaviors assumed to promote pupil learning are called teacher competencies. It is the teacher competencies that students and teachers are expected to demonstrate. After students acquire knowledge of the competencies they are to demonstrate, they need to practice these competencies. For example, suppose one

of the competencies is the ability to diagnose pupil learning. The student first acquires knowledge of diagnostic techniques and procedures. Then he practices these techniques in simulated and/or peer situations. When he demonstrates in a simulated situation that he is competent he then practices and finally demonstrates with pupils in lifelike settings. The Portal School is where practice and demonstration of competency with pupils takes place. A Portal School setting is also the place where pupil learning can be assessed if it is to be the criterion for establishing competence.

Thus the purpose of the Portal School in the CBTE framework is to provide opportunities for practicing and demonstrating competencies and/or promoting pupil learning. In order to do this there are other factors that must be considered. These factors lead us to the following assumptions about Portal Schools in the Georgia situation.

1. Portal Schools can exist only if they enhance the learning of the pupils who attend.
2. A Portal School staff becomes an integral part of the teacher education faculty; therefore teacher education really becomes a joint concern of the of the university and the public school.
3. The university must provide services and resources to the public schools as a "trade off" for what the public schools are providing the university.
4. Preservice and inservice teacher education can be carried on in the same setting.

These assumptions will hopefully provide the reader with some understanding of the implementation strategy. One of the unique features of the Georgia Plan is that the University of Georgia is located in a relatively sparsely populated area. It was estimated that to implement completely the Portal School concept would take approximately 403 classrooms each year. There were approximately 458 classrooms in the immediate vicinity of the university.[1] This meant that almost every school in the area would have to be used. Therefore the normal Portal School selectivity factor was eliminated.

The Portal School strategy at Georgia places a coordinator in each school, whose responsibility is the coordination of all preservice and inservice activities in one school. He is in the school whenever preservice students are there, and works with the principal and school staff as well as with the university staff. The coordinator is the key to the Portal School operation.

In developing activities for students in a Portal School setting, there are two considerations. One is procedure for the practicing and demonstrating of teaching skills in the competency based program. The second is the development of types of experiences that students will have. For example, taking up lunch money and attending faculty meetings are not teaching skills but they are possible experiences and demonstrate teaching competencies within the Portal School setting.

In conceptualizing a scheme for field activities in Portal Schools, the Georgia plan called for a maturational type of experience, from simple to complex teaching tasks and from observational type experiences to participation experiences. Graphically the series of experiences are illustrated in Figures I and II.

Initial conversations with public school officials indicated that they preferred designating schools where particular skills were to be developed and experiences gained. This resulted in the initial Portal School efforts following the strategy illustrated in Figure I. Schools were labeled as Levels I, II, III, or IV. This tended to compartmentalize but was probably a necessary first step. This also was favored by most of the university staff. It seemed a nice, neat, clearly defined operation. Later, as the reader shall see, this organizational procedure changed (see Figure II).

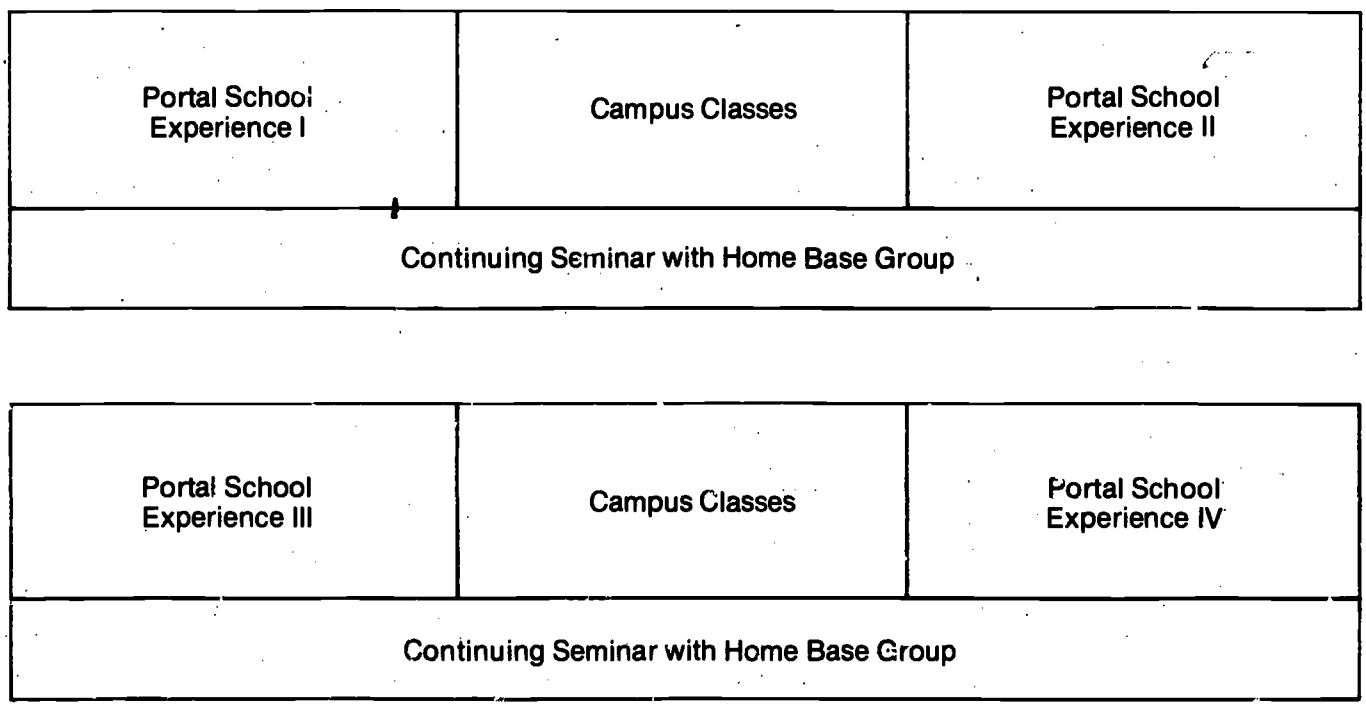

DIAGRAM OF A TWO YEAR PROFESSIONAL SEQUENCE
USING PORTAL SCHOOL STRATEGY

FIGURE I

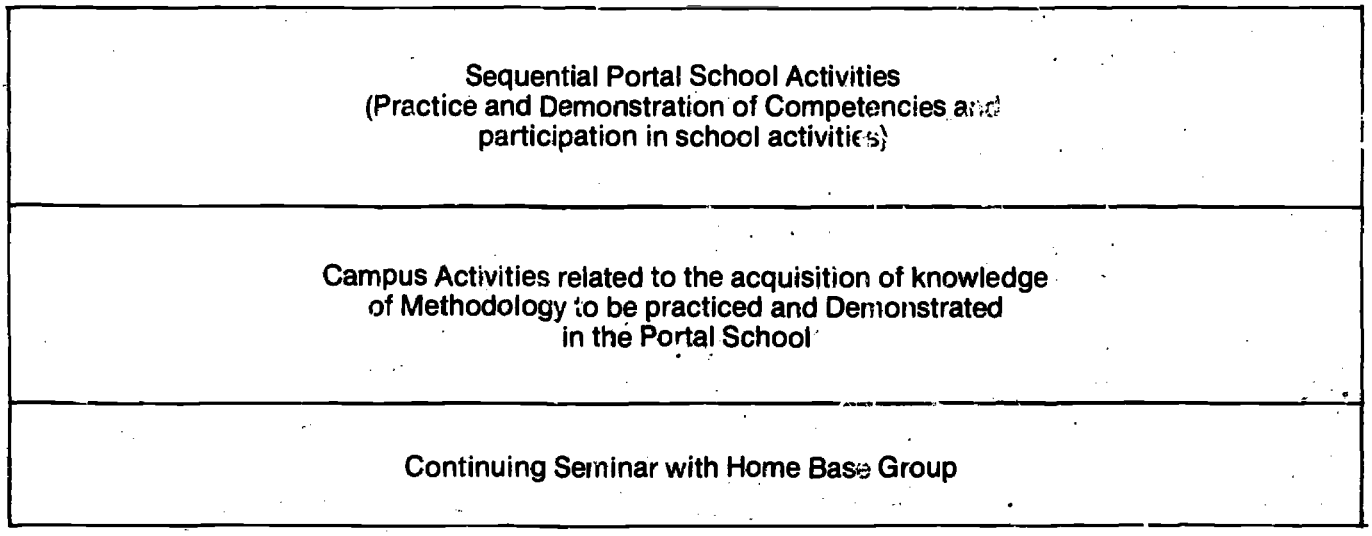

DIAGRAM OF A TWO YEAR PROFESSIONAL SEQUENCE
UTILIZING A CONTINUOUS PORTAL SCHOOL STRATEGY

FIGURE II

Implementation

1969-70:

Implementation began with presentation of the conceptual scheme to the school district. One of the important considerations in approaching the school district was that the teacher education personnel had a plan clearly in mind. This is not to say that there should not be joint university-school district planning, but in the beginning the party initiating the proposal should have the idea clearly in mind and have the ability to articulate it. Joint planning and implementation come after the introduction of the conceptual notion.

The first overtures were made to the Assistant Superintendent for Instruction. His tentative approval brought other staff members and principals into discussions about developing the Portal School idea (Initially the term Portal School was not used. "Field Centers" were used because this designation seemed more appropriate for the first efforts.). One recommendation from these conversations was that a pilot effort be undertaken. The Assistant Superintendent recommended a school where the principal and staff were interested in teacher education and in differentiated staffing, and were eager to participate. The recommendation was acceptable to the university.

Before moving to the field a great deal of planning took place. First it was important to select a university coordinator who had the following qualifications:

1. Knowledge of public school programs as a result of experience as a teacher, principal, etc.
2. Human relations skills to work effectively with principals and the school staff as well as with the university staff.
3. Knowledge of the university program, especially the other courses within the professional sequence.

A second task was to select a school where the principal and staff were favorable to teacher education and were interested in attempting to utilize university students in roles other than student teaching. As indicated above, this task was done by the Assistant Superintendent.

A third task was to identify what types of activities would be appropriate for students to be engaged in. The first priority was teaching in tutorial and small group settings. The content to be taught would come from a cluster of courses. A second priority was given to tasks outlined in the development of the CBTE effort.[2] Some of these tasks are as follows:

1. Instructional Activities with Pupils.
   a. Reading and telling stories to pupils.
   b. Listening to a pupil tell a story.
   c. Helping pupils learn to use crayons, paste, paint, etc.
2. Noninstructional Activities with Pupils.
   a. Operating equipment such as a movie projector.
   b. Arranging bulletin boards.
   c. Supervising recess time (free play).

The pilot effort began with an existing block of courses. There existed in 1969 a cluster of methods courses referred to as the "curriculum block." Students enrolled in this block for one quarter and received 17 quarter hours credit. A group of twenty (20) students in this block were moved into a Portal School for one quarter, where an attempt would be made to fuse theory and practice as prescribed in the conceptual framework. At that time the courses in this block were methods in mathematics, science, social science, language arts, and a general curriculum course. Each of these courses had an instructor; the instructional team numbered five individuals. The instructor responsible for the general curriculum course had traditionally been the coordinator of the

block of courses; therefore, it was easy to name this person coordinator of the activities both on campus and in the field, provided he possessed the qualifications indicated earlier in this chapter.

At this juncture the cost factor was not relevant. The coordinator was already assigned to the block for one-half instructional time. This time was not increased. Other staff members continued to have the same amount of instructional time assigned as they had on campus. The university also had a previous agreement with the local school district whereby the university paid the district a sum-of-money for the use of its facilities and resources.

1970-71:

The pilot program operated for about six months with informal assessments being made periodically. After six months of operation it was decided to continue the operation for a full year and to add two additional field centers that would concentrate at the same level as the pilot program. This became known as a Level III experience. The same courses were utilized with the exception of math methods, which were dropped and work in media was added. The University team then consisted of persons from language arts, social science, science, media and general curriculum with one instructor designated as coordinator. Students were referred to as teaching assistants. Their teaching was limited to the three curriculum areas.

Objectives in Experience III cluster around teaching techniques and skills in laboratory situations. Students are given opportunities to develop a variety of classroom strategies from which to draw during their teaching experiences. These strategies include classroom management and discipline, as well as the instructional areas.

During the same period of time plans were made to pilot another phase of the conceptual design by clustering another group of courses. The same tasks were necessary that were outlined for the initial pilot effort. This effort was labeled Field Experience II.

Students in Experience II are enrolled in courses formerly designated as Educational Psychology, Teaching Mathematics, Teaching Physical Education, and General Methods and Materials. The instructional team consisted of university personnel from these four areas plus a media person, with one member of the team designated as coordinator. In this experience, students are encouraged to observe, record, and react to individual pupil behaviors, classroom interaction, and the learning climate in the classroom. Their role is that of an instructional aide who carries out not only noninstructional tasks but also certain instructional tasks involving individuals or small groups and, in the case of physical education, large groups of pupils.

Performance objectives of Experience II focus on developing systematic observational skills of verbal and nonverbal interaction in the classroom, observing and recording behavior of the individual child, developing instructional materials to assist the teacher, and planning instructional programs with the teachers.

The introduction of the Level II Experience increased the cost factor. Although the courses clustered together were in the regular program, the coordinator of this experience increased his time from one-third (for teaching the general methods course) to one-half time. This represented an increase in the university's financial commitment to this type of experience. An illustration of this would be that a faculty member with an academic year salary of $15,000 would have one-half his time ($7,500) assigned to coordinate the field center. Normally he would receive $5,000 for each third of his instructional load. This then increased the cost of operating a center as opposed to a traditional course by $2,500 for personnel in each Level II center.

The addition of Level II was the beginning of a continuing attempt to deal with curricula problems of scope and sequence. How do we eliminate overlap in experiences and who is responsible for developing what portions of what teaching skills? What provisions should be

made for students who move rapidly through experiences and acquire teaching skills more effectively than their peers? These questions become significant in terms of the coordination of the several different levels of the Portal School effort. Attempts were made to establish an experience continuum for the total undergraduate program. The acquisition of competence in the teaching skill area was also given attention in terms of its sequential development.

After completion of the second year of operation, planning began for the third year. This planning was based on evaluations made during and at the end of the year. These evaluations focused on the opinions, suggestions, and recommendations of students, public school staff and university staff. There were several significant points made during this time which were incorporated into the program.

1. Each Portal School is unique; therefore it is not wise to attempt to establish the same basic operating procedure for all schools even if two or three schools were operating at the same level. For example, some schools preferred that students work in the schools for a full day, others preferred a half day.
2. Teachers in the Portal Schools should have the option to not participate in teacher education if they so desire.
3. Assignments of students to classrooms was to be done jointly by the principal and the coordinator.

1971-72:

Plans for the next year also included the establishment of the Level I center, two additional Level II centers and one more Level III center. In Experience I, each student enrolls in courses formerly designated as Introduction to Education, Human Growth and Development and Health Education. The team includes university instructors for these three areas. One serves as the school coordinator. Each student is assigned to a teacher as a teacher's aide during the quarter. His assignments are generally noninstructional in the public school classroom and vary considerably according to the students' level of competency and the needs of the teacher. Instructional work usually involves assisting individual children or guiding small class groups in practice activities which follow initial presentations made by the classroom teacher. Objectives for Experience I are developed under four categories: (1) teaching as a profession; (2) an understanding of the school in the social order; (3) a study of self; and (4) teaching skill development.[3]

At the same time two schools used as student teaching centers were designated as Portal Schools. It was necessary in developing a skill and experience continuum that student teaching now be included. Students in Experience IV are enrolled in courses formerly designated as student teaching. In this phase of the program twelve to fifteen students are assigned to a school to practice, and eventually to demonstrate, their competencies prior to moving into a full time teaching position. They work with the total elementary school program. Their activities are under the supervision of master teachers, and are coordinated by a university professor assigned to that school.

The cost factor for Experience IV remained the same since student teaching was already part of the program. However, the development of Experience I did raise the cost factor for personnel by $2,500 per center. During the academic year 1971-72 the operation of twelve Portal Schools increased costs for teacher education by approximately $15,000 additional for personnel, or approximately one full time staff member. Travel cost increased because of the necessity of the coordinator and team members' going to the schools. It is difficult to estimate the exact cost of this, but a conservative guess would be an increase of $1,500 to $2,500. Thus twelve Portal School designates have been established and operated for less than $20,000 by clustering courses. While there are alternatives to this pattern of operation, it does offer a way to take what is available, reorganize and redirect it.

After the third year of piloting and operation, several findings began to emerge and needed to be considered if the Portal Schools were to continue to operate.

A. Teachers and Principals in the public schools were spending a great deal of time in teacher education while they were required to continue to fulfill their assigned teaching tasks. Based on surveys it was determined that, on the average, a teacher in a Portal School spends about four hours a week working with students in addition to assigned duties. Although students provide extra "hands" in the learning situation (and hopefully improve it) there is the necessity of planning and assessing. The more the students add to the learning experiences of pupils is closely related to planning the use of the students' time. Out of this concern comes the question of remuneration for the Portal School staff. Should a teacher be asked to assume a significant part of a teacher education program without compensation? What should the remuneration be? Again in sample surveying of the Portal Schools' staffs, it was found that their priorities were:
   1. Released time for planning through providing specialists in Art, Music, Physical Education, etc.
   2. Tuition free courses from the University.
   3. Direct compensation to the teacher.

B. University personnel, other than the coordinators, were spending considerably more time in a field based program than they were in a campus effort. Estimates are that an instructor spends approximately twice as much time on a field based three hour course as he would on a three hour campus based course. This would indicate the necessity of increasing the professorial work load for field based activities.

C. Public school administration and teaching personnel were concerned over the designation of schools at Level I, II, III, or IV. They felt that there were public relations problems associated with this. Teachers felt that the more mature and advanced the students, the more they contributed to the learning experience. Therefore their recommendation was that we should pilot and develop Portal Schools where there were students at various levels working in the schools.

Items A and B will require either adding additional resources or reallocating existing resources. An example of reallocating resources would be that the sizes of campus courses are increased so that faculty may be given more time for field activities. Another example would be to eliminate faculty positions, take the resources assigned to those positions and use them for tuition or compensations. At this point, neither item has been resolved.

1972-73:

The recommendations in item C resulted in the establishment of a different type of field operation based on the public school recommendations. It consists of a program with a total of 60 upper division undergraduate students who enrolled in this special offering in September 1972. The estimated date for completion of the program for most students is June 1974. However, there are students at many different levels of development within the program. Their instruction is based upon lists of teacher competencies which were initially formulated by the project instructors. At least half the intern's time is spent in field centers (two Portal Schools) where he engages in practicing in on-the-job environments those teacher competencies in which he is seeking proficiency.

This pilot project is characterized by flexibility in all aspects of its operation from selection of competencies to sequencing of content and determining the nature of

field experience. Governance of the program is the concern of a team which is representative of all concerned, including coordinators, instructors, school administrators, classroom teachers and the interns themselves. The program is coordinated by two professors.

The "college staff" includes instructors from such diverse fields as educational psychology, guidance and counseling, social sciences, natural science, mathematics, reading, language arts, arts, health, and physical education. The "field staff" which provides the experience phases of the program includes the school principals, supervisors and classroom teachers. The "student staff" which provides input for governance of the operation is selected from among the interns.

The governance team meets as a total group at least twice a month to receive assessment and evaluation information upon which to replan its course, if necessary. In this way there is immediate feedback which provides the regenerative quality so essential to a dynamic operation such as this.

From time to time various committees are formed as subgroups to review selected aspects of the program. There are usually four committees operating on a continuing basis. These are (a) a committee which focuses on the reformulation of competencies, which is a constant concern; (b) a committee on instruction, which focuses on scheduling and on content in relation to the objectives reflective of the teacher competencies; (c) a committee on human relations, which attempts to assure that the objectives related to helping students and staff acquire adequate competence in personal social interaction receive sufficient emphasis, and (d) a committee on evaluation, which oversees the operation to be certain that the channels of communication are cleared for sufficient feedback to provide for continual reassessment and revision.

The significance of the effort is that for the first time the Portal School staff is really part of the governance of teacher education. Decision making is shared by students, school staff and university staff. In the Portal Schools a truly differentiated staffing pattern is in operation. In one of the two Portal Schools being used in this effort the following scene might be observed:

> In a learning activity where pupils and teachers are engaged in the study of language arts there might be four preservice students. One could be engaged in observing two particular pupils as part of an enabling module (learning activity) on the Social Behavior of Young Children. Another student could be preparing a bulletin board with three or four pupils. The student's task here is to assist in the preparation of the bulletin board and at the same time he has an opportunity to become acquainted with these pupils. A third preservice student could be telling a story to a small group of pupils. In this situation the student might be engaged in a structured experience designed to enable him to practice this particular competency. A member of the Portal School staff would be observing this activity in order to make suggestions to the student. A fourth preservice student might have the responsibility of working with the remaining pupils in a discussion of how the pupils might dramatize a story they have read. This would require the student to utilize competencies such as questioning skills, reinforcement techniques, classroom management procedures, and certain affective skills. This activity would be an example of a student's practicing a number of competencies in an unstructured situation.

Present plans are to extend this pilot operation to include an additional 120 upper division students and an approximate number of staff in the fall of 1973. If success continues, the pilot program will gradually increase until it becomes the major operational program for the preparation of teachers for children in early childhood and elementary school years.

Inservice

One of the areas not mentioned thus far has been inservice education for the Portal School staff. At this point most of the inservice program has been informal. This has been by design. There are two types of inservice to be considered. One is the attempt to improve instructional opportunities for pupils. Another is for the purpose of improving teacher education. While hopefully these are related, they do cause one to consider where the priority is to be. Any requests from the schools for assistance, and requests from individual teachers, have been provided. Special classes have been offered; however, these are not tuition free.

These requests have fallen into the category of improvement of instruction for pupils. Attempts to improve teacher education have been limited to the involvement of personnel in the development of the program which will possibly have a major payoff.

Inservice for the university staff has also been of an informal nature. But having staff in the schools on a regular basis has certainly made the university staff aware of what the "real" problems faced by the teacher are. In some instances, university staff members are actually involved in teaching pupils over a period of time.

One of the decisions involving the Portal Schools has been to implement the Multi-Unit Organizational pattern and employ elements of Individually Guided Education (I.G.E.). This decision was reached by school officials after consultations with university personnel. This type of organizational pattern will allow more school day types of inservice. It is planning and decision making of this type that make the Portal School notion begin to pay off.

Summary

In summary, it might be said that the implementation of the Portal School idea within the Competency Based framework is well underway. Much needs to be done. Several problems remain unresolved. Based on work done to this date, it should be apparent to the reader that close cooperation between the university and the public schools requires the expenditure of additional funds or reallocation of existing monies.

University and public school staffs have to be committed to the point where they see personal and institutional benefits of this endeavor. Trust has to be established between the involved parties and responsibilities need to be shared for educating teachers.

FOOTNOTES

[1] Charles E. Johnson, Gilbert F. Shearron. *The Feasibility of the Georgia Educational Model for Teacher Preparation.* U. S. Department of H.E.W., Office of Educational Research and Development. Washington; U. S. Government Printing Office. 1970.

[2] Charles E. Johnson, Gilbert F. Shearron, A. John Stauffer, *Georgia Educational Model Specifications for the Preparation of Elementary Teachers.* Washington: U. S. Government Printing Office, No. PS 5.258: 58019.

[3] Complete lists of these are available from:
Competency Based Education Center
College of Education
University of Georgia
Athens, Georgia 30601

Intern Negotiations of Teaching Competencies

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Introduction

The Portal School idea at Florida State University reflects a readiness of a college of education to be responsive to the ongoing needs of public schools to improve instruction of the children they serve; it reflects an equal readiness to share with the public school a responsibility for preparing teachers.[1] This paper deals specifically with teacher preparation aspects of one Portal School in Tallahassee, Florida, and focuses on the ability of the Portal School to serve as an environment in which teachers in training can demonstrate and be evaluated on teaching competencies. An important component of the Florida State University Portal School is a full time involvement on teaching teams of interns completing their preservice training. Each intern must not only successfully fulfill assigned teaching responsibilities as a team member, but he must also demonstrate, prior to program completion, that he is competent in prespecified areas of performance and knowledge.

This chapter consists of three distinct, but related sections. The first provides a rationale for a competency-based internship in the Portal School setting. The second section describes a systems model for the internship which deals with instructional design and with negotiating and evaluating intern competencies. The third section provides in case study format an example of the competency negotiation process which is drawn from actual records of an intern in a Florida State University Portal School.

Rationale for a Competency-Based Internship

The Astoria Park Portal School is an elementary school serving a mixed suburban and semi-indigent rural population in Leon County, Florida. Interns serving here are unpaid and drawn from the elementary teacher preparation programs at Florida State University and Florida A and M University. Three groups of twelve interns serve in the school for approximately twelve weeks each. The Portal School experience is not unlike a regular internship in terms of time. It is, however, conceptually and operationally quite different. Underlying assumptions and the basic model for a competency-based internship are discussed in the following paragraphs.

Assumptions: 1. Each student teacher in the Portal School internship should be able to demonstrate, prior to program completion, that he possesses specific competencies for which he will be held responsible. Competency in this instance is defined as "performance expectations for interns, the criteria for which are publicly specified in demonstrable terms, observable teacher behavior, pupil outcomes, or some combination thereof."

2. Implicit in the Portal School program is the idea that the university and the public school are in full partnership. Assuming that competencies are at least in part an outgrowth of real classroom experience during internship, several questions need answering. (a) Who will determine performance? (b) Who will determine whether the intern is ready to enter the teaching profession? The

Portal School team which includes teachers, a university faculty member, and interns, is an operational group which makes such decisions.

3. The Portal School model in Florida rests upon the commitment to a systems design approach to internship. The process is based upon principles which are specifically concerned with the measurement of relevant intern competencies. It is intern centered. Its primary concerns are with planning, negotiating, teaching, and evaluating. It starts with statements of needed competency and with criteria for success, and ends with measures of intern performance.

A Systems Model For Internship In The Portal School

The development of a systems model for internship in the Portal School requires that the intern develop outcome oriented instructional designs and negotiate publicly for conducting instruction and for demonstrating his teaching competency. These processes involve the intern in systematically seeking answers to these questions:

1. What are the specific outcomes desired by the school? [2]
2. What are the conditions which bring about these desired pupil outcomes? [3]
3. What are the competencies needed to bring about the desired learning conditions? [4]
4. What evidence is needed to establish that teaching competency has been adequately demonstrated? [5]

Designing Instruction

Once the intern has established a set of specific learning outcomes for the children, he must specify the conditions needed to bring about these behaviors. This implies that an instructional design is needed even before the intern can decide upon the variety of teacher competencies required, or before he could begin a negotiation process to set evaluative criteria by which his success can be measured. This instructional design typically follows a pattern for both clarity and training purposes while specifying the following components:

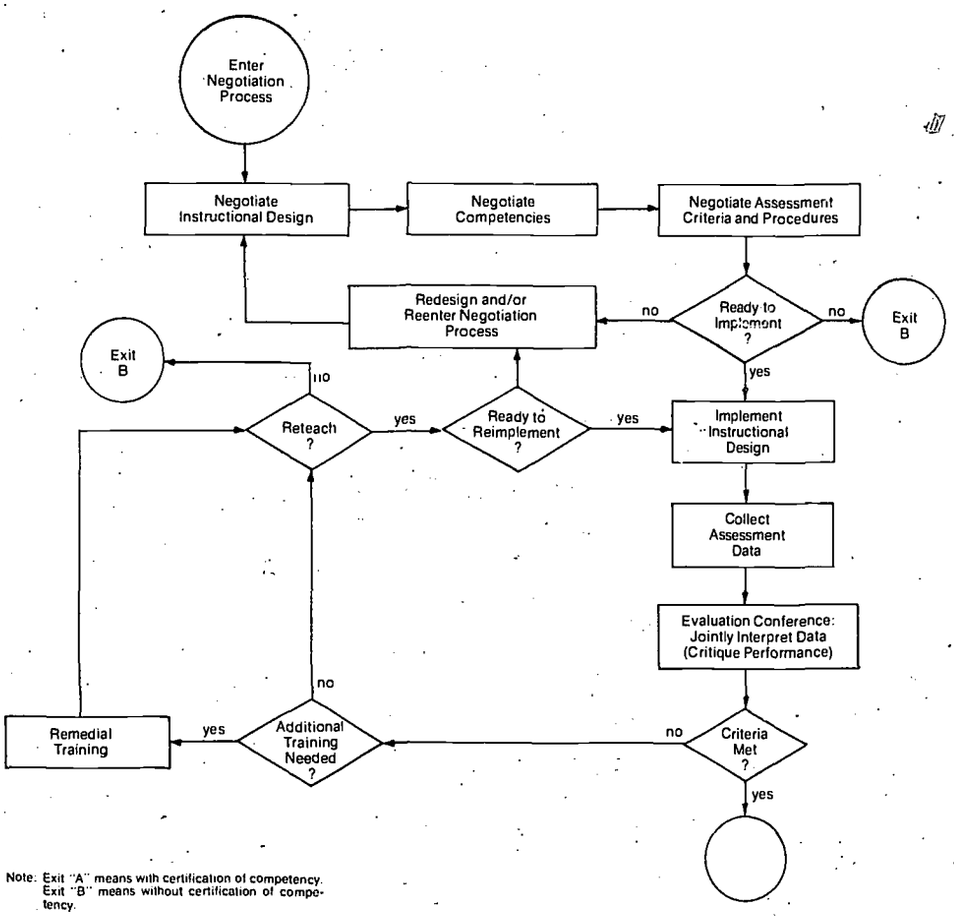
1. Identification of the desired learning outcomes;
2. Initial determination of entering behaviors of the learner;
3. Selection of the content, resources, and activities for the children;
4. Specification of the conditions of the learning environment;
5. Evaluation of progress and assessment of pupil learning.

Negotiation

Negotiation within this model becomes the process by which the intern makes public his instructional intent and achieves a mutually agreeable pre-specification of teaching competencies, the criteria for competency evaluation, and the procedures for such evaluation. To negotiate, in this context, means to parley for agreement, to strive for a consensus between the involved participants on what it is they feel constitutes the best possible learning conditions for children and for the intern.

Operationally, a negotiation session is a team meeting in which the intern, regular teachers, and university supervisor participate. The focus of the meeting is on the instructional design prepared in advance of the meeting by the intern, and on those competencies which he needs to demonstrate during the conduct of instruction. It is assumed that the intern is an equal member of this negotiating team, that responsibilities are shared and that he can expect resource assistance from any member.

There are essentially five steps in the total negotiation process, each of which is described in the following paragraphs. They are: (1) negotiation of the instructional design; (2) negotiation of specific teaching competencies; (3) negotiation of criteria for assessment; (4) implementation of the instructional design; and (5) evaluation of teacher competencies. (See figure 1.)



Note: Exit "A" means with certification of competency.
Exit "B" means without certification of competency.

Figure 1
Negotiation Process

It is necessary in conceptualizing each step of the negotiation process to make an essential distinction, of both emphasis and type, between the learning objectives which the intern negotiates for the children and the negotiation of teaching competencies necessary to accomplish these objectives and which he will be expected to demonstrate.

1. *Negotiate Instructional Design.* As discussed earlier, the initial instructional design has been structured and analyzed by the intern prior to negotiation. During the actual negotiation, suggestions for design modification, time constraints, etc., are suggested by team members. The result of this negotiation is a clear statement of the instructional design to be followed by the intern in accomplishing his objectives.

2. *Negotiate Specific Teaching Competencies.* The teaching competencies needed to bring about desired learning conditions are tentatively identified by the intern prior to the negotiation session. The competencies are often previously identified generic competencies or special competencies selected with the help of the Portal School or university staff serving as resource consultants. During the actual negotiation session, alternative competencies and performance strategies are proposed by team members. This process continues until agreement is reached concerning the specific competencies to be demonstrated.

3. *Negotiate Assessment Criteria.* Assessment should be viewed in two parts, each requiring distinct decisions. The first part is the establishment of specific criterion levels for learning outcomes to be achieved by the children following instruction. The second part is the establishment of specific performance criteria to be demonstrated by the intern. If, for instance, the intern is to demonstrate that he can establish an appropriate frame of reference for a particular lesson or unit, then it becomes necessary to decide prior to performance what the observable indicators of success are to be, who will collect this data, and how it will be judged. These questions are negotiated and publicly stated as preconditions for successful demonstration of the particular competency.

4. *Implement the Instructional Design.* The intern carries out the instruction as designed, performing those tasks agreed upon from which evidence is gathered to be used in evaluating his teaching competencies. Based on negotiated decisions about criteria and assessment procedures, data pertinent to pupil learning and to the intern's observable performance are collected. The team, or members from the team with whom he negotiated the instructional design and competencies, will often observe his actual performance or a videotape of the performance as a means of collecting data needed for evaluation.

5. *Evaluate Teaching Competencies.* Evaluation focuses on the two categories of criteria negotiated prior to implementation: pupil outcomes and intern behavior. "Did the intern achieve the objectives? If not, why not?"[6], usually constitutes the first set of data considered. A second source of data used to evaluate teaching competencies is based on observable behaviors of the intern rather than on pupil outcomes. The validity of this criterion is still dependent on the establishment of empirical relationships between teacher action and pupil performance; however, as early as 1968, proponents of competency-based teacher education were suggesting that such criteria yield data more useful for teacher certification purposes than course credit hours and grades.[7]

As a culmination to a negotiated competency assessment, evaluation involves collecting and interpreting data as agreed upon in advance of implementation and a renegotiation process in which decisions are jointly made by the intern, the teaching team and the university supervisor as to whether criteria have been met or the extent to which the instructional design must be modified. This renegotiation can, in fact, result in personalized retraining of an intern whose failure to reach negotiated criteria is jointly diagnosed as remediable by further training.

In practical terms, a competency negotiation consists of intern presentation of plans, team reactions and suggestions, and consensus seeking on four things related to an intended instructional design: (1) the context within which the instruction will take place; (2) the indicators of the competency or competencies to be demonstrated; (3) the criteria or criterion level which becomes a basis on which to judge success; and (4) the procedures by which needed evidence of successful performance will be gathered and evaluated.

Context includes the instructional design itself, the learner or learners to be involved, and the environment in which the instruction will take place. The key to agreement on context is adequacy in the judgment of the negotiating team, i.e.—will performance in this context suffice to provide adequate evidence that the intern has the competency under review? Indicators are those observable teacher behaviors or learner outcomes, the presence (or absence) of which will be accepted by the team as evidence on the basis of which to infer that the intern does indeed have the competency. The term criteria is used here to refer to a quantitative or qualitative level assigned to the indicators by the team based on the combined judgment of all members as to the reasonableness in *this context* of reaching a particular criterion level. Because of the need to collect systematically evidence as to the presence or absence of agreed upon indicators, a determination is made by the team in advance of the intern's performance on whose responsibility it is to collect what evidence, when it must be collected, and how it will be used in the evaluative process.

The following paragraphs constitute a case study of an intern engaged in a first time competency negotiation.

The intern is a 21-year-old female who has completed all her required methods courses at Florida State University during which time she served as an observer, tutor, and teacher's aide in several public schools. She is presently interning in the second week of a ten-week, full-time internship in the third grade at the FSU-Astoria Park Portal School. She is confident of her readiness to teach and to determine individual needs of pupils. Her initial reaction to the competency-based internship program, common with many new interns, is one of apprehension. This has been traced to interns' first perceptions of an anticipated overload of work demanded by the rigorous systematic efforts required in developing specific indicators of their teaching competency and especially with establishing criteria for performance.

She has no difficulty, however, in accepting suggestions and does not overreact to difficult requirements or frustrating conditions. She works hard and displays a willingness to cooperate with the four other teachers, aide, and other intern in an open pod structure containing some 126 multiracial third grade pupils.

Case Study of an Intern Negotiation

What follows represents this intern's first negotiation in which a team of four regular teachers and the university supervisor participated. The intern presented, for approval, a unit comprised of a series of creative writing lessons, the object of which was to elicit feelings and emotions from her third grade pupils. The negotiation process followed the four steps as described above.

Context

In this instance a unit consisting of five, one hour lessons, on creative writing was to be taught over a one week period of time in an open pod setting, i.e., in one pod of a four pod unit, to 33 third grade pupils, all of whom had been preassessed for entry level writing skills. Within this context, the intern planned to demonstrate teaching competence in two areas: (1) asking questions and (2) providing feedback. During the course of the negotiation, these competencies were modified to reflect more clearly competencies appropriate to be demonstrated during the conduct of the creative writing lessons.

The basic competency which emerged from the session was her ability to elicit creative responses from children. The total team agreed that the unit designed would provide adequate evidence to make a judgment of this competency.

Indicators

Assuming the Portal School is sufficiently broad to encompass both the instructional objectives and performance goals of the intern and since the indicators of each are subject to varied interpretations, it is necessary that each be negotiated in a process that strives for consensus. Therefore, the intern developed and presented for negotiation a tentative two part instructional design which included twofold objectives:

(1) Terminal Instructional Objectives, i.e., what the pupils should be able to do upon completion of the unit:
   A. express thoughts in writing;
   B. respond in writing, to various stimuli;
   C. apply handwriting skills to creative writing.

(2) Intern Performance Objectives, i.e., indicators of teaching competence the intern would demonstrate in order to accomplish the instructional objectives:
   A. ask questions to stimulate creativity;
   B. provide feedback for each child.

During this part of the negotiation and discussion with team members, the instructional design was modified to include specific instructional objectives written in behavioral terms. Inasmuch as the competency negotiated was the "ability to elicit creative responses from pupils," it was necessary to task analyze this broad competency into subcompetencies in order to give meaning and to provide a basis for seeking performance indicators. These subcompetencies were:

(1) describes and gives rationale of advanced planning for supportive/creative climate;
(2) designs plans for creative writing that include stimulus motivation;
(3) selects sensory modes as stimulus motivation,
(4) develops an expanded vocabularly from pupil responses;
(5) provides the classroom with colorful bulletin boards and displays.

Once agreement was reached on the subcompetencies needed to accomplish the instructional objectives, it was necessary to agree on specific indicators which could be observed or otherwise measured. These were finally agreed on as follows:

(1) Had materials available in quantities sufficient for every pupil to participate in a particular activity.
(2) Arranged materials for accessibility to any student throughout the day.
(3) Varied the use of stimuli and activities based on individual needs of learners.
(4) Reacted to pupils' attending behavior, and adjusted instructional mode when feedback from pupils indicated apathy, boredom, or misunderstanding.

Criteria

There are generally no validated criteria which provide guidelines for determining the quantity or quality of indicators which must be present (or absent) to substantiate the existence of a teaching competency. However, there are strategies which have been useful. No matter how obscure the process of validating criteria may seem, its reliability in the Portal School setting has proven adequate, largely because an interacting team of experienced teachers with university support has assumed the responsibility of establishing quality control criteria and assessing intern teaching competence based on observable pre-specified performances.

Since no generic criteria existed against which the intern might measure her performance, it was decided that evaluation would be based on the following:

(1) achievement of the prespecified instructional objectives in terms of pupil outcome and
(2) achievement of all indicators of teaching competency.

Incumbent now upon the intern was the responsibility to establish through negotiation an acceptable level of both pupil outcome and intern performance, i.e., how often, with how many, and under what special conditions, must the indicators be present.

Keeping in mind this was the intern's initial attempt at setting criteria, the team encouraged considerable flexibility in the criteria selection.

(1) Criteria for Instructional Objectives
   A. all students will write 3 stories;
   B. most will write in response to stimuli;
   C. students will use cursive skills in their stories;
   D. students will express themselves creatively as indicated by the use of their language.
(2) Criteria for Performance Objectives
   A. teacher provided adequate materials;
   B. teacher used stimuli to elicit responses;
   C. teacher provided feedback and suggestions during each lesson.

During the negotiation process, modifications were suggested which resulted in a clearer statement of performance levels, the achievement of which were necessary for successful completion of the lesson unit. The revised criteria were reworded as follows:

(1) Criteria for Terminal Instructional Objectives
   A. Given the one week of instruction in an environment manipulated to elicit creative responses, 90% of the pupils will have written five stories with increasing levels of creativity as measured by the intern using the following to judge creativity: Guilford's divergent and convergent operations, length of sentence and use of adjectives.
   B. As determined by supervising teacher appraisal, 90% of the pupils will have responded in written form to at least 3 of the 6 stimuli in each category (auditory, visual, or tactile) over a three day period of time.
(2) Criteria for Performance Objectives
   A. The unit as designed and actually conducted provided appropriate stimuli in each of the following categories: auditory, visual and tactile.
   B. Decorates the pod in ways which at least three of four regular teachers on the team appraise as enhancing creativity using the three forms of stimuli.
   C. Pupils proceed with lessons with no more than normal disturbance for these pupils when taught by regular teachers. Judgment of university supervisor to be accepted as verification of equivalence.
   D. Collects daily samples of pupils' writing for the week and provides a summary of increased creative responses using the pre-established criteria for creative writing. Completion of this task using selfassessed data will be considered an adequate indicator.

Procedures

The assumption of shared responsibility for teacher training exists between the university and the Portal School primarily because the classroom teacher, in most instances, has already become what the intern expects to be at the termination of her experience. Therefore, the classroom teacher assumes a unique position in terms of final evaluation. Unlike university course work, the Portal School emphasis is on what the intern can do, i.e., how well does she function in the situational context, and what sequence of experiences will lead her to competent performance.

With two exceptions, the selfassessment and the university supervisor's evaluation, it was the total team who collected the data, analyzed the intern's performance and verified her teaching competence. The nature of team teaching which facilitated collective negotiation also permitted the evaluation of intern competency to be a shared responsibility among team members. So as not to interfere with normal classroom organization and instruction, it is necessary to schedule the procedural responsibilities. Therefore, in the Florida Portal School model, all team members, teachers, interns and university supervisor share equal roles in the negotiation process and in the systematic collection of data necessary for determining whether the criteria have been met.

Summary

As indicated in the negotiation case study above, students assigned to the FSU-Astoria Park Portal School frequently find their initial weeks of internship difficult, demanding, and frustrating. Negotiation for competency assessment adds measurably to the already farreaching tasks involved in assuming responsible teaching roles for the first time. However, a recent comparative study of interns in the FSU Competency-Based Portal School and regular, noncompetency-based internship revealed that the Portal School provided a significantly broader base of professional contacts which served as a resource for interns. The frequency of professional support services was significantly more readily available; overall assistance in specific teaching methodologies was greater for Portal School interns; and the overwhelming majority of Portal School interns found their student teaching experience more satisfactory than did interns in the regular program.

Although this chapter has focused on the competency assessment process in the Portal School setting, it is in a limited way indicative of the level of success of the Portal School concept. Other aspects of the Portal School—utilization of university resources to solve in-school instructional problems and a sharing of responsibility for inservice improvement of teaching competence are equally important in the total concept of the Portal School. It is such sharing of missions and responsibilities which makes it possible to suggest, with caution, that the Portal School has the capacity not only to keep pace with the university, but also to serve as a harbinger of educational needs, while functioning as both the experimental and evaluating vehicle for innovative teacher educational programs.

The apparent partial success of one Portal School cannot, however, be expected to offset completely the inconsistency of those characteristics of teacher training institutions inherent in their appraisal of the nature and extent of program innovation. This results largely from a recurring sense of imbalance; that is, the university has not fully recognized the public school as an equal partner in the training of teachers and therein has eliminated a primary resource of stability and change.

In concluding, this chapter suggests that a sense of equilibrium between the expectations of the university and its actualizations can and should be a shared responsibility between the public school system and the university. It further suggests that a Portal School concept may help facilitate this twoway process of shared responsibility. The Portal School may, in fact, be the best avenue available to project and integrate both the needs and concerns of the university and the public school system.

FOOTNOTES

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Philadelphia– The Urban Model

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Origin

The term "Portal School" came to our attention in the spring of 1969 at the suggestion of a junior high school principal. He desired a relationship with Temple involving more than student teachers. As we explored the notion, the possibilities mushroomed and the potential for long term instutional change became quite challenging. The portal could be a point of entry for new ideas; a visible and legitimate "hole" in the system through which the light of change could pass. This challenge has led us to an examination of the problems in urban education and to what a university could realistically do toward their solution. While obviously overwhelming, these problems ought to be attacked institutionally rather than piecemeal and ought to result from a problem analysis.

Problem Analysis

The problems of urban teacher education are inseparably connected with the problems of urban society. The most pessimistic outlook is that America, or any other modern society, does not really want to save it's cities or to educate the poor. For the influential middle class (and we have a greater percentage in this country than in any other) will always protect its interest, its new found territorial integrity, and its children which are now in suburbia.

The fundamental urban plight is monetary in nature. It is an issue of national and state priorities. Do we sincerely want to educate our poor, which today are in urban and remote rural America? To do so will take a vast redress of expenditures, away from the major taxpaying population and toward those who do not pay their "fair" share because they cannot.

It is easy to deal in awareness dialogue about what is wrong with urban schools and what ought to be done. But to do what ought to be done is excruciatingly difficult. Urban schools are bureaucracies. So is urban society. So are large urban teacher education institutions. To change a bureaucracy radically is impossible, save in a revolution, and this nation is not about to engage in that. Thus to hold out hope that innovation, alternate schools, performance contracts, competency based programs, or any instant short cut to the institutional process of bureaucratic change is, in reality, a naive delusion.

The research, such as it is, (for we still do not know how to measure completely and quantify educational progress), is compelling. The fact is that noneducational factors are far more influential as correlates of students' learning than what is done in and by schools. These factors are, for example, the educational level of parents, housing and neighborhoods, family income, family influence and "modus vivendi" in the early years and peer influence from adolescence on. These reports have been published in many scholarly journals and have achieved national attention in such works as "The Coleman Report," the publications of the U. S. Commission on Civil Rights, Passow's report on the Washington, D. C. Public Schools, The Center for Urban Education report on AFT's More Effective Schools, the Jensen studies on intelligence and heredity, the recent Jencks book on "Inequality," and Austin's research on entrance scores of college

freshmen compared with graduate scores concluding that the institutional training makes very little relative difference. (Bright freshmen yield bright graduates, no matter what the educational program is.)

At Temple University's College of Education we believe that a university ought to be able to assist in the development of exemplary schools in its immediate environment. We have had to ask many questions of traditional education. Among these are:

Should an urban university train current and prospective teachers by exposing them to the best practices that someone else has achieved, particularly when these are usually found in suburban schools, or in small administrative units capable of rapid decision making, or that utilize a per capita budget far in excess of normal reality? Or, should it train teachers in the ongoing rebuilding of the city schools, which need our help the most, blending pre and inservice education together toward the goal of changing the learning environment of that school? Obviously we have chosen the latter.

If teachers model their teaching on the way they have been taught, then ought the education of teachers more appropriately be geared to improving the environment in which children's formal learning takes place, with professors teaching real children as examples to their college students, then the traditional lecture about methods of teaching in a university classroom? In fact, isn't it a bit presumptuous to think that teachers can be taught how to teach solely on university campuses in the absence of real children or real classrooms?

Even if a university could prepare the world's best crop of undergraduate teachers, what would their performance look like three years later? (It's no accident that tenure is granted after three years.) Most could conform to the normative behavior and environmental press of their initial teaching employment; others will change jobs or leave the profession. Temple trains urban teachers and an estimated 60% of the Philadelphia teachers have attended Temple University. If we can improve the education of teachers in the city's major supplying institution, then hopefully we can improve city schools.

Given the realities of urban schools, particularly those in the innercity where most of our programs are concentrated, (out of a societal and university designated commitment to improve the lot of our immediate environs), what are our prospective teachers going to do? Unless we concentrate our resources to improve those schools, our efforts at undergraduate preparation for the average candidate entering the average school will be futile, naive, and almost to no avail. To do an honest job in teacher preparation, we must improve the schools where our students practice and gain initial employment. To do less approaches a professional "cop out," for without such efforts to improve schools we know they are doomed to failure in the practices which we have espoused and, all too frequently because of non-school factors, have not proved relevant or very successful.

Any large university has many programs. At Temple we have 26 different urban teacher education programs ranging from baccalaureate to doctoral degrees. Is it a better practice, both for individual preparation and total school improvement, to spread these programs across many schools or to concentrate them in a few? To give a lot of schools a piece of a program each would be valid politically because each could then say they are affiliated with Temple. Each would have a few student teachers, or a graduate intern, or an inservice class. But what good does that do? The students would be there only for a

semester and would not begin to understand how a school really operates and how decisions are influenced and made. An inservice class would help a few teachers at a point in time, but there is no follow up and no sustaining environment.

If we were to concentrate our resources with more impact on fewer schools, however, then perhaps the learning environment of that school might change and prospective teachers might internalize what a school is all about. A professor's on campus lesson concerning what ought to be taught and how to present it is all too frequently at variance with what the school curriculum dictates or what the average classroom teacher is doing in any given day. But if that lesson were given in the school, complete with illustrative examples with real kids, and pertinent to that schools' ongoing curriculum, then there would be no disruption, no accusation of "professors experimenting with my child," and a realistic learning experience, for students observing that demonstration.

To diffuse programs across political subdivisions, while convenient and forcing no real involvement from the university, holds little chance of permanent change, and, even worse, is only surface experience for both prospective and employed teachers, while allowing the university to remain aloof of the practicalities of total school operations. Such aloofness eventually results in a noncommitment and the traditional syndrome of what ought to be done without any real understanding of how to do it.

Concept Overview

The Division of Curriculum and Instruction at Temple University's College of Education has opted the path of involvement, commitment, and school improvement as an integral part of in and preservice education. This was accomplished with the close cooperation of our internal departments and their chairman: Elementary Education, Dr. Richard Wylie; Secondary Education, Dr. Frank Sutman; and Urban Education, Dr. Bernard Watson. Over the years, we gradually altered from scattered student teaching placement to concentration in student teaching centers. Once these were established, with lower and more realistic supervision ratios (24 students to one university supervisor for undergraduates, and 10 graduate interns per supervisor), it was a logical next step to develop additional programs to meet the needs of area schools because we had earned the right to be in those schools, by delivering on their terms what they requested. EPICT (Elementary Program for Inner City Teachers), under the current direction of Dr. Ivan Quandt, was created in which all "how to teach a subject" (methods) courses were taught in area schools by professors and students going to these schools.

Subsequently, the Division of Educational Psychology developed tutorial components to their introductory courses; we increased graduate intern programs (Dr. Bernard Miller), credited special programs for returning Vietnam veterans (Mr. William Williams), federally funded Teacher Corps (Mr. Herbert Womack), and "Triple T" (Trainers of Teacher Trainers, Dr. Jesse Rudnick), and Career Opportunity Programs (Dr. Frieda Herskovitz), to provide teachers aides with career ladders toward the teaching certificate.

We individualized the doctorate and made major changes in all our baccalaureate programs, including an interdisciplinary TEAM Program in Elementary Education (Dr. Elliott Seif), stressing students' responsibility for their own education and a new Middle School Program

(Dr. Daniel Austin). These and other program and placement changes provided the vehicles with which we could begin to individualize teacher education programs to meet the unique needs of area schools. (See figure 1)

Those schools with a declared commitment for self improvement through Temple programs and the capacity to handle a rather heavy concentration of programs were termed Portal Schools—"Portal" now meaning a point of entry for new ideas, different teaching and curricular methods, altered staffing and organizational patterns, and the combining of resources across the school, university, teachers' union, and the community. From the 210 elementary public schools in Philadelphia, we have concentrated our resources in 26. Four of these have been Portal Schools for the past two years, and three or four more were to be added this year. These decisions have been postponed until next year due to the 11 week strike of the Philadelphia teachers.

There is a Portal School in each of the districts surrounding Temple University. Each of these districts has a Coordinator of Teacher Education jointly appointed and funded by the school system and the university. These positions report both to Dr. Betty Schantz, Assistant Dean for University-School Relations, who directs the Portal School Concept, and to their respective District Superintendents. The current Portal Schools, their coordinators, principals, and superintendents are listed below:

In each of these schools the achievement test scores of pupils has been increased significantly beyond the average scores for the district in each of the past two years. At some grade levels, the expected achievement gain has almost doubled from where they were before they became Portal Schools. In all Portal Schools the teacher turnover has been reduced, inservice graduate courses at no cost have been conducted, and parental involvement has vastly increased.

Each school has an Advisory Board to the building principal composed of representatives from the university, teachers union, school administration and the community. These Boards advise about university programs and assist in their evaluation. With one-fourth membership on an equal parity basis, the university can be outvoted on its "own" programs. But since these are cooperatively developed programs, they are no longer the sole traditional property of the university.

This concept of cooperation and saturated involvement does not rest on "outside" money from the government or foundations. Rather it is financed by a reallocation of existing budgets of the university and the school system. Figure 2 will more fully explain the particularities of sharing.

The Portal School Concept has been one of the most successful ventures we have engaged in, from the combined perspective of school improvement, achievement increase of pupils, more relevant collegiate instruction, and the enthusiam it has generated. Such a concept

District	*School*	*Teacher Education Coordinator*	*Principal*	*District Superintendent*
2	George Washington Carver	Howard Davis	Albert Schaff	John Frangipani
3	George Washington	Lawyer Chapman	Joseph Williams	Benjamin Kaplan
4	James G. Blaine	Ann Bush	Florence Scott	Ruth Hayre
5	John Welsh	Thomas Varrone	Joseph Doyle	Richard Hanusey

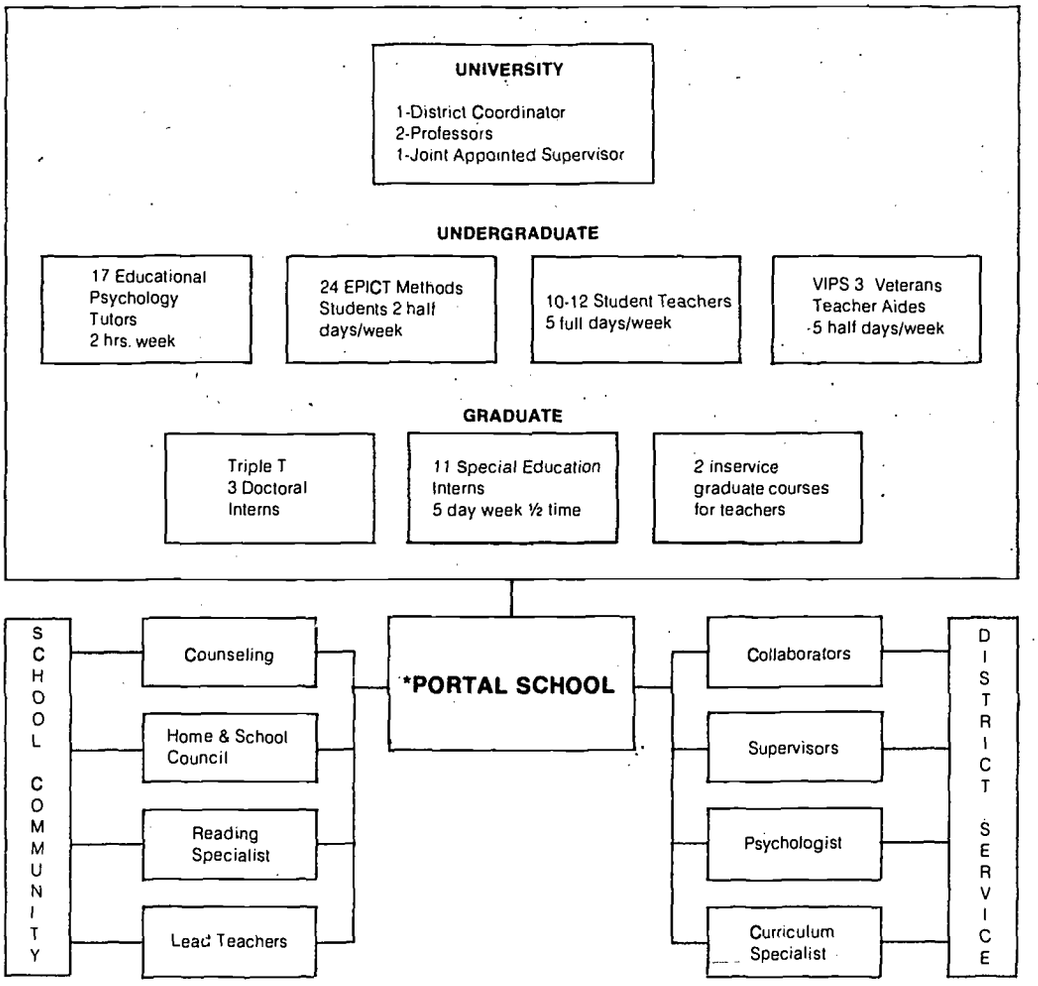


FIGURE 1

*Each Portal School has a range of Cooperative Programs to choose from. This description is of one Philadelphia Portal School, with an enrollment of 600 children and 22 staff members.

FINANCIAL DISTRIBUTION OF RESOURCES

	University	*School System*
Personnel	District Coordinator Joint Appointed Supervisor Consultant Aid Release time to staff for program development Inservice Credit extended Inservice Workshop Staff Special short term services Ed. Media, Counseling, etc. Clerical Staff	District Coordinator Joint Appointed Supervisor Curriculum Specialists Release time for teachers Consultant to preservice programs. Inservice Workshop Staff Clerical Staff
Materials	Provides those consumed in teacher preparation. Supplementary materials for teacher preparation. Equipment available from University temporary or on loan.	Provides those consumed by pupils. Basic materials available to professors. Center ordering of district equipment for short or long term use.
Facilities	University facilities available for special services, such as: Media, Instructional Materials Center, group meetings, workshops, luncheons.	Office Space for Temple joint appointed staff. Classroom space for pre and inservice purpose. Teaching and Learning Centers.
Students	Preservice students volunteer in a 2 year commitment to program.	At least 60% classroom teachers volunteer to participate in University Program.
Program	Cooperatively planned by both and may be initiated by either. Modifications of existing programs or new planning. Changes are negotiated and must be acceptable to both.	
Budget	Money must be committed from internal budgets of both. Seed money provided by both. Federal and/or State funds include both in cooperative plan Budget planned so that stringent budget cuts of either institution will not drastically effect the other.	
Accountability	Both are accountable to their constituents and must constantly alter and modify their programs to the instructional needs of both.	

FIGURE 2

could be developed by many teacher education institutions throughout the state and nation. In fact, the National Teacher Corps program has encouraged this in their funded proposals for the past two years. It would certainly be enlightening for the general public to see Portal Schools in the backyards of every higher education institution engaged in teacher education. Such an action is very feasible. All it requires is individual commitment and administrative support.

Concept Specifics

Teacher education has to become a partner in the building of better schools. It is no longer enough to expose future teachers to the best available teaching methods or practicing teachers, nor to acquaint them with the latest simulated teaching materials or processes. Teachers should be trained in the reality of what already exists and shown by demonstration that university professors who have studied teacher education work in concert with practitioners who in fact affect instructional improvement. This cannot be accomplished by imposing a university conceived model on a school. But it may be achieved by combining the resources of the school, university, Teachers' organizations, and community into a program which would be mutually beneficial to all.

The Philadelphia Portal Schools have developed common elements and some unique differences. These are listed below:

I. *Physical Characteristics:*

- The schools are located in the inner city and serve a low socioeconomic population.
- The student population and community are composed of minority groups. All four have large black populations; one school has a 40% Puerto Rican population.
- Three of the schools are in the designated Model Cities area.
- All schools are operated under the same budgetary conditions as other schools in the district.

• The physical plant of the building remains as it was originally (i.e., no special physical modifications to meet projected Portal School needs).
• All are located within a circle of the University. The closest is within two blocks; the farthest is 15 minutes away and readily accessible to transportation lines.
• The school units are similar in size: the smallest 900, the largest 1200 students.
• All four schools have similar support patterns, i.e., ratios of nonteaching assistant, Teacher Aides, Supervisory personnel, etc.
• All four schools have committed facilities and space to jointly sponsored programs.
• All four schools indicated a commitment of over 60% of their staff to participation in Portal School Programs.
• All schools arranged to have teachers released from their duties during the time it was necessary to participate in Advisory Board meetings, orientation of Temple students, meetings with Temple staff, etc.
• All principals agreed that on the current and projected operating budgets of the Philadelphia Public Schools and Temple University, the Portal School Concept would be developed. There was no promise of "soft" money, but a commitment toward better utilization of resources.

II. *Staff and Program Implementation During 1970-71:*

All schools had the strong support of the Principal and the respective District Superintendent before initiation of the Portal School Concept.

Four positions as District Coordinator for Teacher Education, District 2, 3, 4, and 5, were jointly advertised and selected by Temple University and the Philadelphia School District. The District Coordinators were assigned to their respective districts and housed in 1970-71 within the Portal School in their assigned district. They were charged with four major tasks during the first year:

1) the establishment of a functional Advisory Board;
2) liaison between the Portal School and the District office; between the Portal School and the University;
3) identification of schools within the district that might become future Portal Schools;
4) the supervision of 10 elementary student teachers assigned to the Portal School.

All four Portal Schools carried the same basic cooperative program components:

1) 10-12 elementary student teachers each semester full time five days per week;
2) 24-26 EPICT (Methods) students in their junior year two mornings/afternoons per week each semester through two semesters;
3) 24-26 Educational Psychology students enrolled in Teaching-Learning theory tutoring students 3 hours per week two mornings/afternoons per week each semester through two semesters;
4) all schools had a combination of Graduate Intern programs: (Triple T, Teacher Corps, Elementary Internship, Resource Room Training Program, Guidance and Counseling, etc.);
5) all schools had an added combination of special programs: (Veterans in Public Service, Career Opportunity, Bilingual, Elementary Certification, etc.);
6) all schools by mandate of the Philadelphia School District placed a curriculum emphasis on reading;
7) inservice courses were offered in each Portal School by Temple University tuition free to those teachers who served as cooperating teachers. The courses taken were from those suggested by the teachers.

In two of the four schools, inservice courses were a part of a planned or evolving staff development program of that school.

III. *The Advisory Board* (see figure 3)

All four schools established an Advisory Board with the Principal of the school as chairman. All Boards have representation from:

1) School—District Coordinator, Administrative Assistant or Vice-Principal;
2) University—Assistant Dean University-School Relations;

*ADVISORY BOARD COMMITTEE STRUCTURE

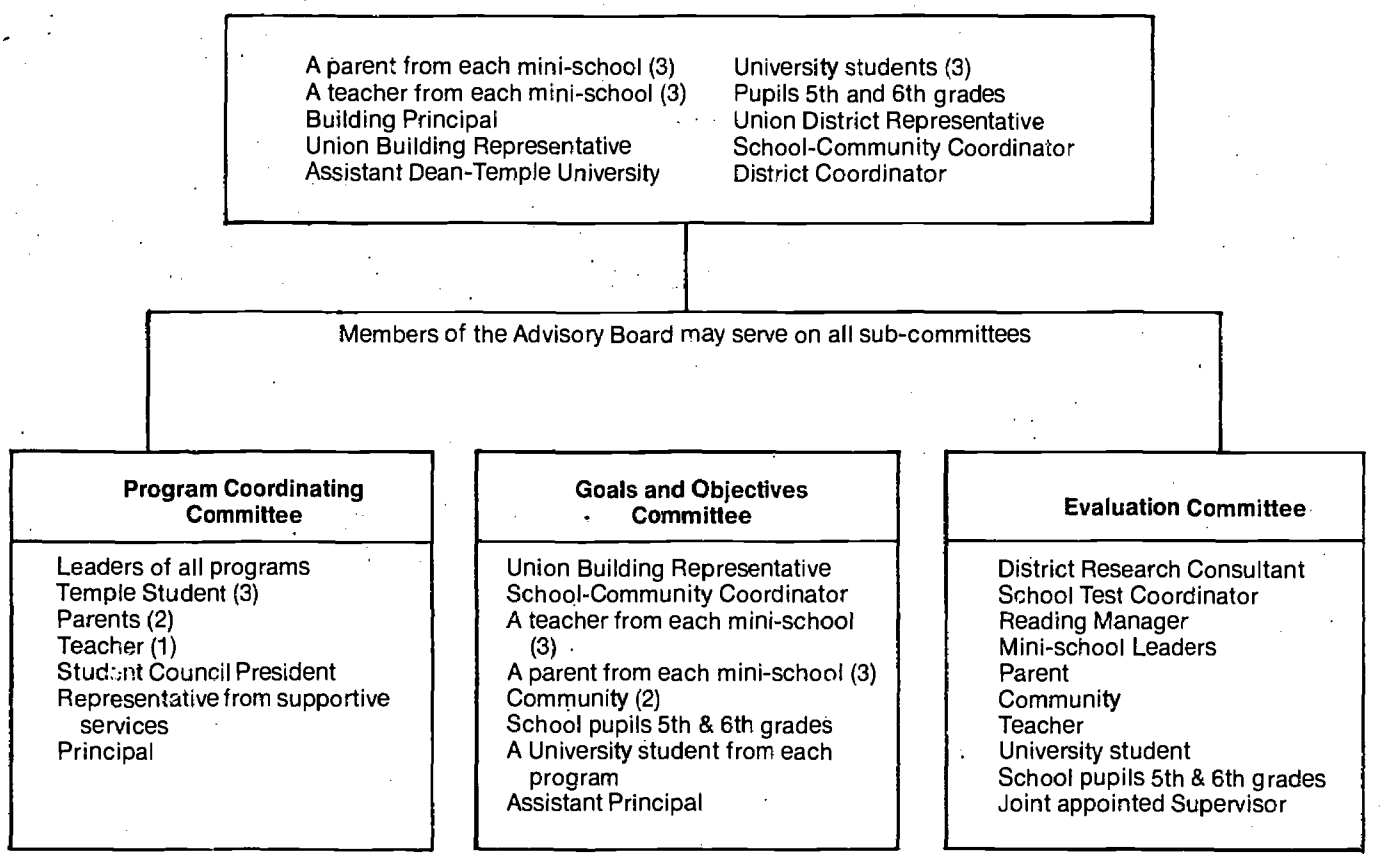


FIGURE 3

*Each Portal School develops and structures the Advisory Board within the suggested guidelines. This example describes one such Advisory Board.

3) Union—District PAFT representative, Building PAFT representative;
4) Community—Home and School Coordinator, Parents (of children currently attending the school).

One Board has 2 representatives from the school's student council.

All of the Boards invite consultants to their meetings, depending on the agenda, for example: District Research Consultants, testing, special project or program staff, etc. All Boards agree by mutual consent on issues. No vote is taken because the Union prohibits teachers' voting. They meet monthly on school time with agendas for discussions. Committee tasks are conducted at meetings prior to the total Board meeting.

All Boards focus their attention on identification of possible program and personnel resources, and a strategy for evaluating the "Portal School" as a concept; the effectiveness of Temple's Student Teaching and EPICT programs; the performance of pupils in the school during 1970-71 compared to 1969-70. They develop goals and objectives, and evolve a pattern of membership to the Advisory Board, (i.e., appointment, length of service, possible rotating membership, etc.).

IV. *1st Year Progress Report*
June, 1972

By means of the Advisory Board a better level of communication has been achieved in each individual school so that more than 60% of the school staff is intensely involved in cooperatively planned directions.

The community components of Portal Schools have been strengthened through specifically planned and organized efforts, for example: increased Home and School attendance, School-Community news publication, establishment of home work centers, workshops with parents to discuss curriculum in school, i.e., math., reading programs.

More in-depth experiences for Temple students are now available. Students at the beginning of their junior year are now assigned to a Portal School and continue their training experiences in that school for four semesters. Part of their experience is a School-Community component closely tied into their assigned school.

Inservice courses offered in the Portal Schools are geared to the identified needs of the staff and are incorporated as a part of the Portal plan. Over 80% of the teachers are taking advantage of tuition free credit.

Additional schools were identified during the year that were to establish working Advisory Boards in October, 1972, and programs tailored to each school were to be initiated during 1972-73 in those Portal Schools.

University staff were identified both at the undergraduate and graduate levels who will become part of a rotating staff in at least two of the four schools so that they can be more effective in their teaching. For example, an EPICT professor might rotate methods teaching and inservice course work in two Portal Schools only, rather than a Portal and non-Portal School.

Supervision patterns are evolving so that a supervisor during 1972-73 is assigned to student teachers in only one school and for the remainder of their load teach an inservice course, methods course, community courses, etc. A supervisor's load might consist of 12 student teachers, 3 intern teachers, 3 certification teachers, Teacher Corps, or any combination of those previously mentioned, dependent on their particular capabilities.

A better utilization of School District resources has been achieved, such as: workshops planned for teachers would also incorporate interns, student teachers, EPICT students, etc. There is a program in one school to provide training for parents as paraprofessionals.

Evaluation of the effectiveness of the Portal School programs will focus more directly on achievement gains of students than on acceptance of individual programs.

There will be an effort to develop staff resources and programs so that each Portal School would have the full

time assignment of one Temple staff member. As of September 1972 this assignment was to be made in two of the four Portal Schools.

V. *Highlights of the Year 1972:*

The Portal School Concept in four inner city elementary schools, James G. Blaine, George Washington Carver, George Washington and John Welsh, won the *American Association of Colleges for Teacher Education's Distinguished Achievement Award for 1972.* A Resource Center Grant from the U. S. Office of Education, Teacher Corps, provided the services of university and school district consultants to advise visitors from 15 states and 3 foreign countries in the process of initiating cooperative programs in teacher education. Packets of materials were mailed to 200 universities or school systems in 88 different cities.

Inservice education specifically geared to meet the programmatic needs of the four Portal Schools was provided by eight professors. Although the size of the school staffs vary from 38 teachers to 22 teachers, 78% of the teachers were enrolled in inservice courses—an increase of 18% over 1970-71.

Evaluations of the Portal Schools (second year) have been completed and are available upon request. Areas for evaluation were recommended by the Advisory Councils of each Portal School.

With the cooperation and leadership of the respective District Research Director, District Coordinator of Teacher Education and Principal, the areas for evaluation include:

1) pupil attendance;
2) faculty attendance;
3) faculty stability;
4) pupil achievement (compiled by city wide testing program—Iowa and California);
   a. comparison of data school wide;
   b. comparison of data district wide;
   c. comparison of classes with and without student teachers.
5) Attitudes toward the Portal School Concept:
   a. community—by interview of parents selected at random and interviewed by parent aides (May, June);
   b. response to questionnaire given to children who have a student teacher in their classroom;
   c. questionnaire distributed to classroom teachers;
   d. questionnaire to Temple students.
6) Analysis of behavior:
   a. cooperating teacher behavior;
   b. preservice teacher behavior;
   c. pupil behavior.

Thirty professors from the College of Education requested special field placements for classes of students. Included were field placements for special between-semester workshops and pre-session summer.

Several special projects were initiated such as:

1) a longitudinal video taping series (3 semesters) with eleven students, covering Methods instruction through Student Teaching;
2) action research course using evaluation data of previous year as a vehicle for inservice course work;
3) educational Media workshop on site for Temple students and cooperating teachers;
4) project information exchange—between teachers and Temple students and Temple staff;
5) after school programs for children and parents (educational and recreational):
6) parent aide training program.

VI. *Highlights of the Year 1973*

The Philadephia schools went through their most traumatic year in 1972-73. A three week teacher strike in September and an eight week strike in January delayed school opening during both university semesters. Alternate field placements were made in suburban and private schools. When the strike was settled, all university personnel returned to the Portal Schools and all

other city schools where they had been previously located. It was extremely difficult to have planning meetings during the strike and for several weeks following each strike. Therefore, the planned addition of more Portal Schools this year was postponed until next year.

SUMMARY

The Portal School effort has tried to make a difference in Temple's own backyard. It has tried to establish an institutional commitment which dealt with the majority of the College's programs; it has tried to utilize special projects to enhance major programs; it has tried to alter the university reward system so that demonstrating superior teaching in schools paid off as well as publishing; it has tried to teach teachers by example with real children. It has tried to make a beginning on a broad enough base to be sustained, and not to vanish like the multitude of "innovative symbolic crusades" that have emerged and vanished over the past 15 years.


MAYPOLE
MAY
EXIT

Buffalo Emphasizes Special Education

John A. Masla, *Project Director*
Lewis J. Sinatra, *Project Coordinator*
Robert L. Arends, *Program Development Specialist*
Helen W. Waite, *Associate Director*

TEACHER CORPS PROJECT
SUC / BUFFALO, NEW YORK

Introduction

One of the Teacher Corps strategies for change has been the placement of teams of interns in various public schools. The assumption was that the presence of a team of five to eight interns in a building with a team leader would eventually bring about change and improvement in education for all children in attendance.

Unfortunately a small cadre has not always been sufficient to bring about significant change. Therefore, much interest was generated in August of 1971, when The Council of the Great City Schools and Teacher Corps sponsored a conference in Philadelphia to discuss the concept of Portal Schools. As a result of this conference, the Buffalo Teacher Corps project decided that a Seventh Cycle program thrust would enhance the Portal School concept for the years 1972-1974.

Teacher Corps representatives from all levels of involvement in Buffalo proceeded to develop a proposal outlining plans to develop two Portal School sites. The grant was awarded in February, 1972.

Inherent to the discussion of strategies are the various elements of a Portal School, i.e., cooperative relationships between the public school system, community and university; joint appointments by public school and university; establishment of a Portal School steering committee; interfusion of preservice and inservice instruction; introduction of a relatively large number of trainees into individual school buildings; onsite college instruction, etc. The primary conceptualization which has influenced the developmental design of the Buffalo project is the Temple University Portal School Model developed by Betty Schantz, Rod Hilsinger and others.

Selection of Sites

In spring, 1972, the Associate Superintendent of the Buffalo Public School System was consulted about selecting sites for the Portal Schools in Buffalo. As a result of this consultation it was determined that the best approach would be to present the concept to all of the elementary school principals in Buffalo at one of their regularly scheduled meetings. Following this meeting, each principal was asked to contact the Teacher Corps office if his community and faculty would be interested in pursuing the possibility of establishing a Portal School.

Ideally, in establishing a Portal School site, a program should be able to staff the school with outstanding teachers dedicated to the concept. Realistically, considering bargaining clauses, rights of teachers in reference to transfer, etc., the course we chose was to inform public school faculties and communities about the concept, relate the responsibilities, benefits, and possible problems inherent to all levels of human involvement, and, finally, adopt a school which indicated sufficient interest and commitment to the concept. This method of selection carries with it a host of programmatic problems. For example, some staff and/or community members might be totally opposed to the project.

In order to avoid as many pitfalls as possible, we chose as a strategy for the adoption method to have the schools

and their respective communities who were interested in the Portal School concept, convince the Teacher Corps staff through a joint meeting and presentation that they were indeed willing to work together toward developing a successful program. This procedure implies that in order to achieve a sense of community that public school staffs and communities would have to discuss together the possibilities and promises of becoming Portal Schools.

Subsequent to the presentations by the interested public schools, the Teacher Corps staff, utilizing a simple force field analysis procedure, made a decision to locate the Portal School programs in Schools 17 and 31 of Buffalo. School 17 represented a school with relatively no experience with Teacher Corps programs in the past, while School 31 represented a school which had been associated with Teacher Corps for almost six years.

Portal School Staff Planning

Approximately twelve weeks before the end of the 1971-1972 school year we began to conduct inservice planning sessions at both Portal Schools. Eventually the concept was discussed in more detail, the characteristics of Portal School models were examined, and encouragement was offered to the Portal School personnel to begin designing the operational plans for September, 1972. Faculty and community representatives were sent to examine established Portal Schools in Philadelphia and to study the Multi-Unit schools in Wisconsin. Upon their return, they reported to joint faculty and community sessions in order to refine planning for the fall.

An inducement strategy was utilized by the college program administrative staff in order to build a spirit of cooperation. This strategy involved the awarding of graduate credit for independent study to all participants attending the weekly three hour planning sessions. During these sessions the selection procedures for leadership personnel were defined, the Portal School Steering Committee guidelines were drawn, and organizational ideas revolving around team teaching designs were discussed. One interesting sidelight which occurred in the formation of Portal School Steering Committees at each of the separate schools was in their organization and establishment of protocols. Each school group, acting independently but with the understanding that the principal would be the ultimate authority, arrived at different definitions of the responsibilities for their respective Steering Committees. In one case the Steering Committee was to operate in an advisory capacity to the principal, and in the other case the Committee was to be a decision-making group.

At the same time a needs assessment took place in terms of deciding what kinds of instruction or training the faculties felt they needed most. As a result of the needs assessment it was decided to conduct a three week tuition free workshop during the summer, 1972, for all staff from the Portal Schools. The purposes of the workshop were to refine organizational plans for team teaching and to give the staffs a working knowledge of competency based teacher education.

Portal School Staff Selection

One of the first joint decisions to be made was the selection of team leaders, Portal School coordinators and intern candidates. Selection teams composed of representatives of the school, community and college were formed. Procedures and standards for selection were decided upon by temporary Portal School Steering Committees under the direction of the principals and Teacher Corps Director. Each candidate's credentials were reviewed by the Selection Committee and subsequent interviews were conducted by the same committees. Since the committees received preliminary training and instruction on selection standards, decisions were facilitated.

Portal School Organization

The main objective of the inservice planning sessions and summer workshop was to establish instructional teams at each of the Portal School sites. Each team was to be composed of a team leader, classroom teacher, interns and parent aides. Much discussion was held relative to the formation of teams around single grade levels, subject areas or multi-grade levels. As a result of this discussion, team formation took various directions. Team formation at the school with former Teacher Corps experience took place with relative ease. The open classroom concept, "TRAC 31," which was stimulated by Teacher Corps presence during the previous cycle, greatly facilitated the teaming behavior there.

Protocooperative Relationships

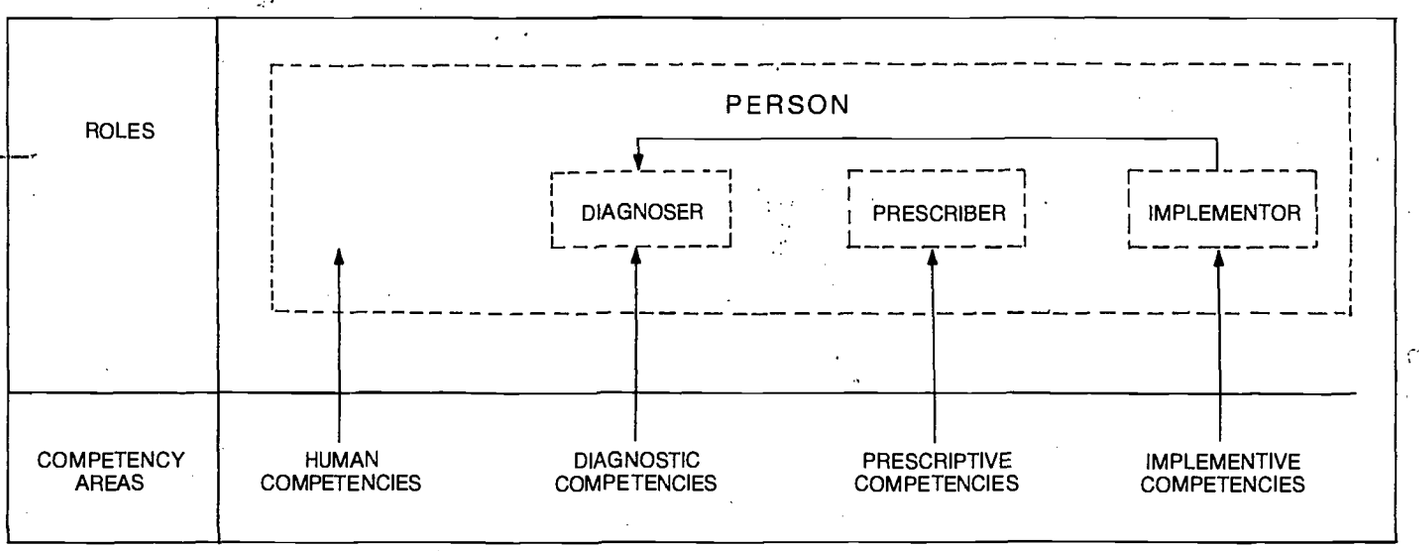
One of the essential characteristics of a Portal School is the cooperative relationship which needs to be established between community, school and colleges. Schools and colleges which have not been involved with their community, or which have not involved their communities with program development will have many difficult times ahead of them. One strategy which we utilized to demonstrate the cooperative relationship between the college and the public schools was the joint appointment of the Portal School coordinators. Another was the arrangement toward inservice credit for instruction and training of Portal School staff during the first semester of operation. During the second semester the university awarded graduate credit for the inservice courses taken by the staff.

The Steering Committee exemplifies how a cooperative relationship can enhance the operation of the school. As teachers, parents and professors are involved with curricular decisions as well as teacher education program decisions, this relationship can lead to improvement in education at all levels.

Development of Central Focus

In the course of planning for the Portal School development in Buffalo, much concern was given to the individualization process. Improvement or reform in education in our own interpretation called for the preparation of teachers who can teach children with a wide range of abilities. We, as well as the others in educational circles across the nation, are concerned about children who are being eliminated from the normal environment of the classroom and assigned to special classes, special teachers, special education. We believe that many of those children removed from regular classes, especially in the inner city, are either borderline or normal. It is the educational system which has failed, not the children. It was thus decided that the central focus of training in the Portal Schools would be the development of teachers who have a wide range of diagnostic/prescriptive competencies. Therefore, the Buffalo Portal Schools are moving toward becoming Diagnostic/Prescriptive Learning Centers. Our long-range goal is to develop a cadre of teachers able to teach a much wider range of children. This, we hope, will reserve the special education classroom for the pupil truly in need of a special program rather than a more competent regular classroom teacher.

The following section of this chapter is divided into two parts. The first, entitled, "Developmental Procedure" links the project objectives to the developmental activities we are using to achieve these objectives. Our operational framework is also presented in this sub-section. The second, entitled, "Rationale for Roles" presents an explication and justification of the teaching roles upon which our operational framework is based.



Taxonomy of Roles and Competency Areas
Defining the Term
Professional Teacher

Developmental Procedure

The objectives of the Portal School Diagnostic Prescriptive Learning Center Project are as follows:

1. To develop a program and training materials for preservice and experienced teachers that will enable them to achieve specific competencies related to effectiveness in meeting the learning needs of all children including those who have been segregated in special educational classrooms.
2. To provide, improve, and enrich educational experiences for children with learning problems by training regular classroom personnel to utilize a clinical style of teaching.
3. To prepare teaching teams capable of operating as a diagnostic unit in assessment of learning behavior, learning problems, and learning styles of children.
4. To work with the Education Division, the Exceptional Education Division of SUCB and others concerned in effecting change in both elementary and special education training programs in order to achieve goals #1-3.
5. To aid teachers, administrators, and teacher educators in acquiring information and competency in the processes and practices of differentiated learning problems approach to teaching.
6. To aid parents in improving their ability to provide personal support which will enhance the learning process of children.

These objectives, together with the desire to most fully achieve them and to develop a vehicle whereby other institutions might achieve them, led us to delineate our tasks as follows:

1. The development of a new definition of what a professional teacher should be in terms of a set of teaching roles and corresponding areas of competency.
2. The development of sets of specific performance expectations in line with the above mentioned areas of competence, and
3. The development of an instructional delivery system which would facilitate the progress of prospective teachers in achieving the above mentioned performance expectations.

The four major role areas that we identified are: person, diagnoser, prescriber, implementor.

The chart on the preceding page graphically presents these roles and the corresponding areas of competence.

The table which follows contains definitions of the above roles and explications of the competency areas that correspond to them. The table also contains the sets of performance expectations that were developed in line with each competency area and the enumeration of instructional modules that have been, are being, or will be developed to facilitate a prospective teacher's achievement of the performance expectations.

Taxonomy of Teaching Roles and Competencies A Professional Teacher	OR AND	Anatomy of a Transformationally Oriented Performance Based Teacher Education Program How To Become One

Roles	Competency Areas	*Performance Expectations
Person—A human being viewed as an intrinsically active open system motivated by a series of needs which range from the survival level to the self-actualization level.	*Human Competency*—behavior that denotes: (1) Awareness and acceptance of self, (2) Awareness and acceptance of others, (3) Concern for self and others, and (4) Ability to feel comfortable and facilitate the comfort of others in various types of interpersonal setting.	Program participants will: (1) Provide accurate descriptive non-evaluative feedback to colleagues about the colleagues job-related behavior while being aware of and controlling their own (the participants') emotional states and not inducing strong emotional reactions from the colleagues. (2) Provide accurate descriptive non-evaluative feedback to children about the children's behavior while being aware of and controlling their own (the participants') emotional states and not inducing strong emotional reactions from the children. (3) Provide accurate descriptive non-evaluative feedback to parents about their (the parent's) children's behavior and about the parents' child-related behavior while controlling their own (the participants') emotional states and not inducing strong emotional reactions from the parents. (4) Permit feedback from colleagues about the participants' job-related behavior while being aware of and controlling their own (the participants') emotional states and not inducing strong emotional reactions from the colleagues for giving such feedback.

Roles	Competency Areas	*Performance Expectations
		(5) Permit feedback from children about the participants' behavior while being aware of and controlling their own (the participants') emotional states and not inducing strong emotional reactions from the children for giving such feedback. (6) Permit feedback from parents about the participants' job-related behavior while being aware of and controlling their own (the participants') emotional states and not inducing strong emotional reactions from the parents for giving such feedback. (7) Act as facilitators of group development while being members of professional groups, i.e., curriculum planning groups, faculty meeting groups. (8) Act as facilitators of group development while interacting with classroom groups of children. (9) Act as facilitators of group development while being members of groups that include parents and/or other community members. (10) Be aware of and use in a productive manner the authority that they (the participants) have in virtue of their teaching positions. (11) Be aware of and productively work within the authority structure of the cooperating school system. (12) Be aware of and productively work within the authority structure of the program. (13) Be aware and understanding of the prevalent attitudes, values, goals, and aspirations of the community in which the participants are working.

Roles	Competency Areas	*Performance Expectations
Diagnoser—a person who can assess individual learning situations through the gathering and accurate analysis of relevant information.	*Diagnostic Competence*—the ability to develop profiles of individual learning situations through the accumulation and accurate analysis of the following types of information concerning individual children: (1) Background information on family and neighborhood, (2) Interpersonal influences in and out of school, (3) Operational levels in various curricular areas, (4) Special abilities, (5) Special interests, (6) Self-concept, (7) Special disabilities, and (8) Unique learning styles.	Program participants will: (1) Administer a specified standardized test in a standard manner. (2) a. Explain the meaning of test reliability. b. Explain the meaning of test validity in general. c. Explain the meanings of the following types of test validity: 1) content, 2) concurrent, 3) predictive, and 4) construct d. Define and apply a specified "rule of thumb" for questioning test validity and reliability. (3) Use item difficulty models for specified commercially developed diagnostic and achievement tests together with test results of individual children on the same tests to determine operational levels in the reading and arithmetic areas. (4) Use test results of individual children on specified commercially developed tests to help determine the children's: a) abilities, b) disabilities, c) learning styles, d) self-concept, and e) interests. (5) locate suitable alternative tests to those specified for the accomplishment of 3 and 4 above.

Roles	Competency Areas	*Performance Expectations
		(6) a. Explain specified theories of social, cognitive, language, and moral development. b. Apply principles of human development in a consistent and accurate manner in assessing individual learning situations. (7) Gather relevant information about children from home visits and other interactions with parents or guardians, i.e., information about children's behavior at home, relationships with sibling(s) (if an additional child or additional children live(s) in a particular household), special interests, hobbies, etc. (8) Effectively use direct observation to help determine children's: a) abilities, b) disabilities, c) learning styles, d) self-concept, and e) interests. (9) Construct and effectively use valid and reliable achievement tests in the various curricular areas. (10) Construct and effectively use valid and reliable tests that yield information on children's: a) abilities, b) disabilities, c) learning styles; d) self-concept, and e) interests. (11) a. Organize all of the information that they (the participants) have gathered on individual children into information files. b. Develop diagnostic profiles for individual children through the analysis of the information files. (12) Function as members of diagnostic teams consulting with colleague consultants, psychologists, social workers, medical doctors, and others.

Roles	Competency Areas	*Performance Expectations
Prescriber—a person who can develop action guides for dealing with individual learning situations through the linking of diagnostic results to appropriate instructional approaches.	*Prescriptive competence*—the ability to prescribe individual instructional programs in line with individual diagnostic profiles.	Program participants will: (1) Exhibit a high degree of sophistication in the area of instructional program planning, i.e., given individual learning situations (the situations of children at different operational levels in various curricular areas who have various: a) abilities, b) disabilities, c) learning styles, d) self-concepts, and e) interests), curriculum goals, and sets of curricular resources, they (the participants) will translate goals into specific objectives, develop assessment techniques in line with the objectives, develop appropriate learning alternatives, rank the alternatives, and prescribe the alternative that seems most appropriate. (2) Be aware of specified instructional approaches in the reading, arithmetic, and other elementary school curricular areas. Furthermore, they will use these approaches to develop prescriptions appropriate for children in various learning situations. (3) Use curriculum resource centers to locate instructional approaches in the reading, arithmetic, and other elementary school curricular areas. They will do this when the instructional approaches that they are aware of do not seem to be appropriate for particular learning situations. Once they have located adequate approaches, they will use them to develop prescriptions appropriate to the learning situations in question.

Roles	Competency Areas	*Performance Expectations
		(4) Develop instructional approaches in the reading, arithmetic, and other elementary school curricular areas. They will do this when they do not have previous knowledge of nor can they locate instructional approaches appropriate for particular learning situations. Once they have developed adequate approaches, they will use them to develop prescriptions appropriate to the learning situations in question. (5) Develop individualized intervention techniques suitable for students whose learning situations result in disruptive surface behavior. (6) Function as members of prescriptive teams, consulting with other teachers, supervisors, consultants, and others in the development of individual prescriptions.

Roles	Competency Areas	*Performance Expectations
Implementor—a person who can facilitate the carrying out of action guides that have been prescribed for individual learning situations.	*Implementive Competence*—the ability to implement diagnostic prescriptions through: (1) The use of varied teaching techniques (2) The application of sound teaching-learning theory to individual teaching-learning situations, and (3) The use of constructive individual programs to deal with disruptive surface behavior.	Program participants will: (1) Competently operate the latest audio-visual instructional devices. (2) Use a preponderance of high level questions in their questioning sessions with children. (3) Use a variety of probing and positive reinforcement techniques in their questioning sessions with children. (4) Competently use oral and written descriptions in the classroom behavior (5) Appropriately integrate a variety of audio-visual aids into their classroom presentation. (6) Facilitate individual and small group efforts in the classroom. (7) Effectively counsel children. (8) Competently involve children in group process learning exercises. (9) Competently involve children in meaningful role playing exercises. (10) Provide children with various types of opportunities for practice of what has been learned. (11) Effectively use pupil-teacher planning activities in the classroom. (12) Function with other teachers as members of instructional teams. (13) Be able to converse in the dialect and understand the slang which predominates in the community in which they (the participants) are teaching.

Roles	Competency Areas	*Performance Expectations
		(14) Maintain their instructional goal orientations in the classroom. (15) Continuously provide feedback to children about their progress in the classroom. This feedback will stress the positive. (16) Implement their instructional approaches in sequential steps, the rapidity of which will be determined by the abilities of individual children. (17) Make use of the competitive spirit of individual children—at a level of tolerance. (18) Provide children with "hurdle help" when it is needed in challenging situations. (19) Modify instructional prescriptions in mid-lesson when children's behavior indicates that this is in order. (20) Implement individualized intervention techniques suitable for students whose learning situations result in disruptive surface behavior.

*In some cases the performance expectations included in this column can be further specified. Space constraints prohibit this specification in the present paper. However, the modules that have been developed and those that are to be developed respectively contain or will contain the further specification. Furthermore, these modules respectively contain or will contain clear descriptions of the criteria of acceptable performance for each of the performance expectations.

Rationale for Roles

The four roles which appear on the preceding chart and are defined on the preceding table were identified through the application of inductive and deductive thought processes, to basic behavioral science and educational literature, to knowledge of what other program developers are presently doing, and to "gut level" feelings gained from experience in the field.

Why does the role "person" appear in a foundational position on the preceding chart? If one begins from the premise that schools should be happy places in which teachers and students are engaged in active learning, it becomes logically necessary that teachers be psychologically suited to meet the needs of the whole child. Since this is the position from which the present program begins, and since basic human needs are the most fundamental interaction variables, the foundational role in the above cited taxonomy of teaching roles and competencies is that of person. Teaching is a people thing. It is a pre-eminent example of people needing other people. Therefore, teachers should be authentic people —authentic in the same sense that Chris Argyris uses the term. Argyris sees authenticity as a quality that an individual brings to interpersonal relationships. This quality is achieved in degrees as the individual is able to "unpeel" his "hang-ups" and open himself up to himself and others. [1]

A second role which appears on the preceding chart is that of diagnoser. The role of diagnoser is usually dependent upon medical and statistical models of development. In essence, a diagnoser is usually seen as an individual who performs an examination to determine "what's wrong." However, the term diagnoser, as it is being used in the preceding table refers to the ongoing activities of a teacher in gathering and analyzing information on individual children to help determine their individual learning situations. A learning situation is defined as the various circumstances (physiological, psychological, and sociological) that a child is in at a particular time, which act as determiners of his or her performance in school. Therefore, the term diagnoser, as it is used in the present context, although still related to the medical and statistical models of development, takes on a social systems emphasis. This emphasis changes the definition of the role from a negative ("what's wrong") view to a neutral ("what are the determiners of the present situation") perspective. The results should be diagnoses which emphasize "what's right" about children and how their environments may be facilitating or interfering with their progress.

Justification for inclusion of the above mentioned type of diagnostic role and the corresponding competency area in the above cited taxonomy is broad based. Their inclusion combined with inclusion of a prescriptive role and competency area should allow many more youngsters to stay out of special education classrooms. Inclusion of these two roles and competency areas also offers a solution to the problem of facilitating the progress of children with learning disabilities who are now in regular classrooms. Furthermore, changing the diagnostic role from a negative to a neutral perspective should answer many of the criticisms of past and present diagnostic activities which have a "what's wrong" flavor and "final pronouncement" character.

Another role which appears on the preceding chart is that of prescriber. This role involves the ability to develop action guides for dealing with individual learning situations through the linking of diagnostic results to appropriate instructional approaches.

Many different types of instructional programs, equipment, and materials are available and could be used in facilitating the progress of individual children in various types of learning situations. Thus, the role of prescriber involves the possession of a broad-based knowledge of

these programs. It also involves, when necessary, the ability to locate other programs that have been developed. Furthermore, it involves the ability to develop instructional programs when no suitable programs can be located and the ability to modify existing programs in light of individual needs. In essence the role of prescriber demands the possession of a broad knowledge base in the area of curriculum development and the ability to be an effective educational planner.

Justification for inclusion of the role of prescriber and its corresponding competency area in the above cited taxonomy is that the knowledge and skills of the prescriber are necessary if diagnostic results are to be used in a constructive manner.

The fourth role which appears on the preceding chart is that of implementor. This role involves the ability to facilitate the carrying out of action guides that have been prescribed for individual learning situations.

Justification for the inclusion of an implementive role and competency area in the above taxonomy is based on the fact that a person could have a high degree of human competence and be an excellent diagnoser and prescriber without being able to effectively implement instruction. Therefore, the acquiring of implementive skills is a necessary component of the teacher preparation program under discussion. Fortunately, several implementive skill areas such as questioning techniques and strategies, the facilitation of individual and small group efforts, and others, have been delineated and researched at such places as the Far West Laboratory for Educational Research and Development[2] at Berkeley, California and the National Center for the Development of Teacher Training Materials at Indiana University. Furthermore, these efforts have led to the development of many instructional programs and materials which can be used in the acquisition of various implementive skills.

Problem Areas

In the final section of the present chapter an attempt is made to present the various types of problems that we have encountered in implementing a Portal School Project in Buffalo.

The Portal School concept, particularly when embracing the aforementioned adoption method, has two distinct thrusts. The first thrust involves the change process of moving from a traditional school to one which is innovative and utilizes team-teaching, differentiated staffing and individualized instruction. The second thrust is to provide a training site for interns. These two functions are not always compatible, that is, it is difficult to train interns to incorporate innovative practices into their teaching style when the model which is used is sometimes less than innovative itself.

The problems encountered during the first year of operation can be categorized under two main headings, namely, Portal School conceptualization problems which focus upon bringing about change in the school itself, and training problems which focus upon the intern in the Portal School.

Conceptualization Problems

A successful Portal School is based on the assumption that the administration and faculty are willing to commit a generous portion of their time. Unfortunately, in working with an ongoing school which has been adopted this commitment is not always fully present. This is not to imply that the faculties at either of the Portal Schools are not trying to operationalize the concept, nor does it imply that they are not dedicated professional educators. However, for many the main commitment is to continue with the ongoing program and only when there is time and energy left over is the performance of the added duties of Portal School personnel of major concern.

Educational change even under ideal conditions is generally slow in developing, and innercity schools are not generally considered ideal. In spite of the inservice training which was supplied during the spring and summer, 1972, and which dealt with team teaching and the use of specific objectives in the classroom, initial progress in these areas has not been what we hoped it might be. Individualized instruction which was another training emphasis has been incorporated to some extent, particularly in School 31 which had initiated this practice during the previous Teacher Corps cycle.

Innercity schools are noted for staff turnover and the two Portal Schools with which we work are no exception. Between the close of the school year in June and the beginning of the new year in September, a number of teachers who had indicated strong support for the Portal School concept left the Buffalo system. Thus, we were faced with the task of working with new teachers who had no idea what was expected of them and had not been in on the initial decision to become a Portal School. In some cases the teachers who were to work with interns were themselves relatively new to the profession and needed to concentrate on their own performance without being expected to become involved in the training of others.

Communication within a school system is often a problem. When communication channels are multiplied by adding several new organizational dimensions the problem potential is also multiplied. Portal School lines of communication are so varied that confusion can result; there must be communication between interns and college instructors, between interns and team leaders, between interns and cooperating teachers, between interns and Teacher Corps staff, between college instructors and team leaders, between college staff and cooperating teachers, between building administration and each of the above mentioned groups, between Teacher Corps staff and the school system's central office staff, etc. One can begin to appreciate the problems which can result from an occasional breakdown in these lines, and we have experienced occasional breakdowns.

Decision making in and of itself can be a problem, and again when there are two separate although interrelated thrusts to a program, decisions must occasionally be made which are not in the best interests of the program. For example, a good teacher training concept such as moving interns around from situation to situation in order to provide a variety of experiences, is not the best practice in terms of helping individual pupils within each room. Decisions which are good for one objective, but not for the other, can cause great concern.

The commitment of the central Teacher Corps staff in terms of inservice has been to offer all classes, both credit and noncredit, to any person teaching in the Portal School whether he has been an active participant or not. While we have carried this commitment out, it has been irritating when on several occasions the same people who take advantage of the free college credit have been the most resistant to making the concept functional.

The final conceptualization problem leads to intern training problems. This problem is in reference to the role of cooperating teachers. In traditional student teaching a one-to-one relationship quickly develops resulting in a "my teacher my student teacher" syndrome. In spite of repeated warning of this possibility developing, and in spite of a suggested organizational structure which would avoid this situation, it has nevertheless developed to some degree; a development which we see as detrimental to program objectives.

Training Problems

The most alarming training problem has been what we have identified as the field centered syndrome. We define the "field centered syndrome" as an attitude which quickly develops on the part of the intern that he does not

want to be bothered with anything not immediately applicable in his relationships with the children. While this syndrome could appear in any field centered situation, the total immersion within a Portal School seems to intensify it. This syndrome can lead to a mindlessness on the part of the intern in which he merely parrots the teachers who serve as models. An example might be that an intern could quickly be able to demonstrate a competence in the use of the basal reader without ever knowing the strengths and limitations of the reader or when it should or should not be used. Because he seems to be having some success, he sees little need for further theory and understanding of the entire reading process. The only way to combat such a problem is to insist on competence at the theoretical level as well as at the performance level, and continually to remind the interns that they are in training to become professional educators, not merely teacher aides.

A second major problem deals with the attitude of some interns in terms of their own competency as compared with that of cooperating teachers. While both Portal Schools have many outstanding teachers, they also have many new and inexperienced teachers. Some interns were quick to point out their own competency when compared not with the former but with the latter group of cooperating teachers. That is, they saw themselves, rightly so in many cases, as competent when comparing themselves with these beginning teachers.

A number of teachers, especially those that have adopted the "my intern" syndrome, have continued to use the interns in very low level roles which leads to resentment on the part of these interns and does not allow them to grow professionally.

As one reads this section of the chapter we are sure that a pessimistic attitude might prevail; however, the reader must remember that this section is devoted to problems only, and that in spite of all the problems great progress has been made, and we are more than ever convinced of the worth of the Portal School venture.

FOOTNOTES

[1] See Chris Argyris, *Interpersonal Competence and Organizational Effectiveness*, (Homewood, Ill.: The Dorsey Press, Inc., 1962), p. 24.

[2] The Far West Laboratory for Research and Development has, for instance, developed several Minicourses in the area.

Pueblo Develops Community-Based Education

SOUTHERN COLORADO STATE COLLEGE
TEACHER CORPS STAFF, PUEBLO

Southern Colorado State College is a comparatively new institution, enrolling over 7,000 students; in 1971-72 the college prepared 390 teachers.

Shortages of time, money, personnel and facilities combined with rapidly expanding demand have made it difficult for the teacher education faculty to develop programs that would best serve their students. While Southern Colorado State College has been developing its teacher education program, changing trends in teacher education were placing great challenges upon teacher educators. The increasing emphasis on performance-based curriculums, the growing use of field experiences, the larger role of field educators and recognition of the importance of individualization in training future teachers all presented great difficulties to persons developing teacher education programs. These trends represent elements which are costly to operate, and which are particularly costly to plan.

The ethnic and economic conditions in southern Colorado are worthy of comment. The southern part of the state is less fully developed economically than the northern portion. In addition, almost 50% of the population is of Spanish-speaking ancestry. There are a number of smaller ethnic groups that have settled in Pueblo over the years, from recruitment of workers for the steel mill.

Pueblo is a city of 100,000, with a school population of 28,000 children. There is also a school system in Pueblo County outside the city with a student population of 4,000. The public schools of the city and county have been the primary locus of field experiences, including student teaching, for students at Southern Colorado State College. In general, public school people have been interested in aiding young teachers and have been generous in providing field experiences for them. However, there have been inservice education needs in the schools, as well as preservice education needs for students. The combination of economic limitations and the absence of a graduate level teacher education institution closer than a hundred miles has meant that teachers in the public schools were deprived of advanced training.

Development of Teacher Education Programs

It is in this setting that the teacher education faculty at Southern Colorado State College has made a number of moves toward a Portal strategy in recent years. Among these are:

1. Increase in the number of hours of field experiences provided and required; the amount has increased from virtually zero to a minimum of 150 clock hours per student at the present time, and it is continuing to increase.
2. Revision of all undergraduate teacher education programs.
3. Modularization of most courses required for undergraduates preparing to be teachers and development of performance criteria for the modules.
4. Development of an extensive counselling system for all persons in teacher education and removal of letter grades from student teaching.
5. Planning of an alternate teacher education program in which students would be provided with an internship experience in the schools of a more

extensive nature than the present field experiences. There has been extensive participation of public school persons in this activity.

6. Development of a new competency-based, modularized, individualized MAT program, in the Fall of 1972. Again there has been great involvement of field educators.

The funding of a fifth-cycle Teacher Corps project and later of a seventh-cycle project enabled persons at the college to plan and develop materials and experiences more fully than might otherwise have been possible. The two projects have represented efforts to achieve important goals of the teacher education faculty of Southern Colorado State College; to provide services to children, to public school educators, and to the community, and to aid in the continued improvement of the College's teacher education effort.

The fifth-cycle proposal was implemented in July, 1970. Involved in planning and operation were persons from Southern Colorado State College, and the school districts of Pueblo, Rocky Ford, and Ignacio. Some of the Portal School principles underlying the program were:

1. The project (like all teacher education programs) should be planned and executed with a broad base of participation.
2. A major emphasis should be on developing cross-cultural awareness in trainees, public school personnel, college staff, students, and community persons.
3. A second major emphasis should be on community-based programs in the schools involved; with opportunities for children's learning to reflect community needs; with use of community members in school activities, in the community.
4. The training of interns should take place in the field to the greatest extent possible, with at least 60% of their time spent in school and community activities, and with as many college-sponsored learning experiences as possible taking place in the school setting.
5. The project should aid in improvement and change in the teacher education program at the college.

Three different school c[illegible]ncluded because of the desire to involve both rural and urban experiences, and to include Chicano, Indian, and Anglo cultures in the cross-cultural thrust.

The fifth-cycle Teacher Corps project lasted two years and prepared 27 teachers for admission to the teaching profession. The interns selected for the program were drawn from persons with an interest in working with disadvantaged children, or with children from special cultural background, or both. A high percentage of the interns represented persons with the same background. The project was accounted a success by those who participated in it.

The current Teacher Corps project drew heavily on the experiences of the earlier one. A major difference between the two is that the program now limits its efforts to schools in only one location—Pueblo—to maximize the interaction between the school, college, and community, and to make it as easy as possible for interns to blend their oncampus and offcampus experiences.

There are other differences which might be accounted improvements, rather than changes. The base of participation has increased. The development of the seventh-cycle proposal included many persons from college, community, schools, and central school district administration. The time spent preparing the plan was greater. The learning experiences are hopefully more functional. It is hoped that the current Teacher Corps project represents not only a significant attempt to prepare teachers better but also to make a major contribution to the wellbeing of children in schools, to the in-service education of teachers, and to the betterment of neighborhoods and communities.

Program Goals

There are three types of program goals—ultimate goals, intermediate objectives, and immediate plans. Ultimate goals represent those changes in people that are permanent in nature and central to their functioning. These are often revealed only in the long run, and their achievement in a brief project is often impossible to determine.

The seventh-cycle Teacher Corps project seeks the following ultimate goals:

1. Teachers who are committed to the education of disadvantaged children; who are sensitive to cultural and ethnic needs of children and their parents and communities; who are skilled in human communications; who are able to identify their own areas of strength and weakness and who will work on the latter, and who have the attitudes and habits that make them effective members of the profession.
2. College faculty with the qualities already mentioned, plus an increased awareness of the needs of teachers in training, teachers in service, and the children and communities these serve.
3. Young people with an understanding of the needs of their own and other cultures: increased skills in dealing with other people, and willingness and ability to work on improving the conditions of life for themselves and others.
4. Community members with an awareness of what the school is attempting to do, and knowledge of their own role in the school's program and willingness to participate.

Ultimate goals, such as those above, imply a much larger number of intermediate objectives, such as:

1. For interns: adequate knowledge in the subject areas they will be teaching; functional skills of teaching various subjects; ability to diagnose student needs and counsel students accordingly; ability to evaluate students' performance; ability to evaluate their own performance; ability to work effectively with community members; knowledge of community needs; ability to diagnose and work on community problems; and ability to communicate effectively with persons from various cultural backgrounds.
2. For public school personnel: ability to diagnose their strengths and weaknesses among the foregoing; increased competence in dealing with weaknesses; ability to work effectively in teams; and ability to work effectively with teachers in training.
3. For college faculty: ability to cooperate with public school personnel to provide teacher education experiences; knowledge of public school and community needs; ability to deal effectively with the educational problems of the disadvantaged as well as their cultural differences; and ability to coordinate campus and field experiences.
4. For children: knowledge of their own heritage; recognition of the contributions of other persons and other heritages; successful work on community projects; acquisition of subject matter learnings in effective ways; and recognition of a relationship between school work and their regular lives.
5. For parents and community members: knowledge of school programs and activities; identification of contributions they and their heritage can contribute to children's education; ability to work efficiently with children and with teachers; specific learnings they desire and recognize the need for; and ability to identify and communicate community needs.

The preceding is a flexible listing of learning targets desired for the Teacher Corps Portal School program. The list represents targets that one can continue to aim

for throughout the project, rather than a set of goals to be systematically checked off as they are reached.

The means of accomplishing both the intermediate and the ultimate goals are represented by the specific conditions, programs, and learning experiences which are established. In the seventh-cycle Teacher Corps Portal School project some of the more important immediate plans (many of which are already in existence) include:

1. The placement of teacher trainees in groups in various schools, and the assignment of each to a teacher or teaching team.
2. The organization of centers in schools where public school people, college personnel, and teachers in training, can jointly meet and plan.
3. The organization of two schools into Portal Schools to provide leadership to the project and to the other schools which are identified as satellite schools.
4. A preservice orientation and training program involving school district administrative and instructional personnel, community people and college staff.
5. The provision of community-based education in the schools involved in the project.
6. The involvement of parents and community persons in planning and execution of the program, including the selection of trainees for participation in it.
7. A career ladder program which opens a number of entry levels from a high school diploma and A.A. degree to the Doctorate for persons who work in or with the schools; a program which is closely coordinated with the needs of each school for advanced expertise.
8. The organization of cooperative training experiences between Southern Colorado State College and other institutions of higher education.
9. The development of a communications project designed to increase the meaningfulness and adequacy of person-to-person contacts.
10. A continuing inservice education program providing consultant services to identify and diagnose learning problems and to aid in remediation.
11. The development of differentiated staffing patterns in Portal Schools to the greatest extent possible.

Description of the Program

The fifth-cycle Teacher Corps project at Southern Colorado State College established the foundation for the present 7th Cycle Portal School thrust. The 7th Cycle project was granted additional funding for developmental work in community-based education and in communications. This additional funding is called the Portal School "Site Development Project."

The 48 interns in the program are divided into six teams, each team assigned to a school. The schools are both of a conventional and openspace type, and differentiated staffing is used in the two Portal Schools. Each intern is assigned to a teacher or to a team in a school and is expected to put in a minimum of 25 hours a week working with children, teachers, school projects, and with parents and community members or on community projects. At the same time, the interns are receiving both formal and informal educational experiences designed to provide them with the requirements for teacher certification in Colorado.

Cross-Cultural Component

Three years ago Southern Colorado State College Teacher Corps initiated a cross-cultural component within the project. Since then the program has developed to the point of becoming a viable vehicle in the areas of community involvement and *culturally-based* curriculums.

Cross-cultural education, when applied specifically to Pueblo, seeks to use the historical and cultural patterns of the Mexican-American in a new and unique way. It applies the field-based and community-based concepts to the interns' orientation and learning experiences. Out of this has emerged a new approach which is called *culturally-based* education.

The interns work and study in a Chicano cultural setting. This provides the point of departure for cognitive and affective learning. The *culturally-based* learning experience cuts across disciplines, specialties, and levels, made possible by the flexibility of a modularized teacher education curriculum, which facilitates a variety of ways to integrate cross-cultural learning experiences into the students' course structures. The cross-cultural modules have been implemented in the following ways:

1. Clusters of modules in the history, language, cultural, bilingual, and bicultural areas of Mexican-Americans are offered with academic credit by the SCSC Chicano Studies and Spanish programs.
2. Clusters of modules are used which are designed to involve the students in the neighborhood-barrio realities, as cultural enclaves, with a unique life style of their own. The credit comes from the Chicano Studies program or other applicable disciplines such as Psychology.
3. Modules have been developed in the cross-cultural areas to be included in clusters of courses in various departments, such as Psychology, History, Sociology, Education, Spanish.
4. Wherever possible, modularized courses, field-based by various disciplines, are modified and made more *culturally-based* and relevant to the interns' field situation and the community in which they are working.

Community-Based Education

During the past two and one-half years Teacher Corps personnel have taken community involvement seriously as a challenge in teacher education. In the beginning of the original project community involvement was identified as community members being present on advisory boards, P.T.A., Teacher Corps councils and intern selection panels.

The next phase evolved out of what was the Volunteer Component. At this point one community representative was hired for each of the four schools, responsible for making the needs of the school's community known to the school as well as for assisting community members to solve school-home problems. Community representatives were later increased to 18 in the four schools. Working with interns and teachers, they developed and implemented Mexican art classes, Spanish classes, Southern Ute classes, special interest classes for parents, food banks, clothing banks, recreation programs, and tutoring programs.

As the seventh-cycle project developed, the community representative's role was accepted as a viable staff position and the six elementary schools now have at least three community representatives, each working in their own community.

The Portal School Site Development Component, initiated in September 1972, is designed to move community members through three levels of community involvement in schools: (1) community presence, (2) instructional level participation, and (3) decision making participation. Presently community members sit on instructional improvement councils, teach special classes, and are involved in recreational programs. The skills parents learn through these experiences can be utilized when dealing with other agencies in the community (police, welfare, City Hall, etc.).

Many of the modules in the field-based courses are completed by the intern in his school community. Community members and/or community representatives serve as assessors in these modules.

The Portal Schools

Portal schools in the Southern Colorado State College Teacher Corps include the following elements:

1. Control of at least part of the school's program by a Portal School council involving representatives of the school, central administration, college, and community;
2. A participatory approach to program development and an insistence that program development take place;
3. The use of a community-based curriculum and interaction between the school and its community.

One of the major problems associated with the Portal School is what authority and responsibility can be vested in the Portal School council, and how and by whom these powers should be delegated. In each Portal School a council consisting of representatives of the college, community, and school has been named. The relationship of this council to the principal and to the central school district administration is still being worked out. To some extent, the development of this relationship is somewhat different in the two Portal Schools in the project. At present, both councils meet frequently and deal with matters concerning policy and programming at the school. The major thrust has been upon achieving consensus among all parties concerned. Without question, there has been some delegation of power and responsibility to the council on the part of school authorities. However, this has not been formalized, and it is the present view that the search for consensus and for good communication and participation is more important than formal policies.

Unique to the project is the relationship between Portal Schools and satellite schools. The principal differences between the two are that the Portal Schools have an additional teacher coordinator assigned to them and have larger intern teams than the others. It is hoped that each school will create functional, meaningful programs in terms of its own personnel and conditions. It is also hoped that persons from the Portal Schools can be of help to those in satellite schools, although in many instances there will be assistance in the other direction as well.

Some of the ways in which the relationship between a Portal School and its satellite schools functions are revealed in the following list developed by Fountain, Spann, and Eastwood schools:

A. Released time is available for satellite school teachers to observe the Portal School program;
B. Resource materials developed at the Portal School will be made available to the others;
C. Some teacher exchange is planned;
D. Demonstration and display programs are scheduled;
E. Information on the Portal School program and other matters is disseminated to satellite schools;
F. Staff members in all three schools with special areas of expertise are identified and made available to all schools when needed.
G. The three principals meet frequently.

All schools—Portal and satellite alike—have accepted certain responsibilities. Among them are that the individualization of instruction should be a hallmark of the program; that a strong community-based component should be a part of each curriculum and that there should be acceptance of the internship principle in the functioning of each school.

An important characteristic of the Pueblo Portal Schools is their emphasis upon outreach. More aggressively than most schools, they seek to make contact with parents and other adults in their service areas; they seek to involve these persons in the planning and operation of the school, and are trying to provide informational and educational experiences for community members. Some of the activities include the use of parents as aides in classrooms; the use of community members as resource persons in classrooms; the involvement of parents in curriculum building and policy-making activities through their representatives on the Portal

School council; the use of parents and other community members to identify community needs that children should study about; and the provision of adult education experiences.

Intern Training Program

Design for the instructional program in our Portal Schools is based on two fundamental assumptions; that students can learn to become effective teachers in a real classroom setting with assistance from an experienced cooperating teacher; and that more meaningful education for children must take into account the cultural differences of the families of the school children.

It was known that traditional college classes for preparing teachers did not readily fit in the "live" classrooms; interns needed classes tailored to assist them in performance skills. Part of the problem in developing a functional program which could be justified professionally consisted in deciding what aspects of the already existing teacher education program could be utilized in field-based programs. To harmonize the experiences of the Teacher Corps interns with those of regular students, it was decided to build a flexible program on the existing traditional base.

Each professor of a regular course was asked to identify the competencies to be gained as a result of his course and to develop a learning module for each competency. A master list of teaching competencies was compiled from the experiences of college professors, classroom teachers, the Teacher Corps Cross-cultural coordinator, community members, and USOE Elementary Teacher Education Models. The Teaching Competencies List is now a part of the course in which the interns receive student teaching credit. The learning modules are completed by interns in sequences appropriate to their own needs and the needs of the school situation where they are placed. As students demonstrate these competencies they are recorded on a master list. When clusters of competencies associated with a given course are demonstrated, credit for the course is submitted to the Registrar's office for recording on the student's transcript.

The actual instruction in the intern program is provided in a variety of ways, among them the following:

1. modules in which instructional activities (readings, listening to tapes, watching films, conducting projects with children, etc.) are specified and made available on call or on request with appropriate assessment;
2. modules in which the cooperating teacher or team leader and the intern plan instructional activities together and assess the results;
3. modules in which the community coordinator or a community representative and the intern plan instructional activities and assess the results;
4. large or small group learning activities conducted by a professor, school coordinator, team leader, (sometimes by an intern) etc., which are designed to fit college requirements;
5. inservice or career ladder learning experiences designed for other personnel (aides, teachers, parents, etc.) in which the intern can participate and obtain appropriate college credits;
6. traditional college courses on campus;
7. programmed college courses available on site or in the college Dial Access Center;
8. community or school projects designed by the intern and proposed to the college in fulfillment of certain required objectives, or proposed for independent study or project credit.

Career Ladder Component

The Career Ladder Component of the S.C.S.C. Teacher Corps Portal School Project is a series of arrangements between Teacher Corps and cooperating schools, colleges and universities. It is designed to assist in building expertise in skills and subject areas determined to be

needed by the Portal and satellite schools. At the same time it provides opportunities for participating parents, aides, community representatives, teachers, and administrators to advance their professional careers by working on higher degrees.

The career ladder opportunities which Teacher Corps supports are limited specifically to the needs of the schools. Each of the six participating schools is developing a "school development plan." Some are more advanced than others, but all are designed to give direction to efforts for improvement of the instructional program for children and for interns. The opportunities made available in the career ladder are closely coordinated with the needs identified by the school development plans.

Communications Component

Midway through the fifth-cycle program the Teacher Corps staff felt the need for adding a communications component to strengthen its program. The need was based on a growing awareness of one of the most elusive and unattended problems of the child who comes from a background of poverty or ethnic discrimination—his low self-esteem and an *apparent* lack of motivation for self discovery in terms of his present worth and future potential as a human being.

A year was spent studying and assessing the needs and problems centering around this phenomenon. The outcome was a communications process model, simple enough in its skeletal structure, broad enough in its scope, and with enough depth to offer some hope for improving the face-to-face human communication process at the point of greatest impact to the child—his relationships with his teachers.

The initial focal points for implementation of the model were, first, the professional and support staff at Fountain Elementary School, identified as a target Portal School for the seventh cycle program, and second, the new interns in the seventh cycle program. The rationale for these thrusts is simply stated: it is easy for a teacher or a prospective teacher to care deeply for the disadvantaged child, to love him and to provide him as good an education as the teacher thinks he can handle; however, it is not likely that a person of low self-esteem, who also has an *apparent* lack of motivation for self discovery, can effectively lead a child into a world of excitement, challenge, experimentation and creativity. The teacher must be experiencing this himself and identifying the process of that experience in order to provide that experience for the child.

The model is potentially operant among all groups in the project: the child in the school, the teachers of the child, the interns, the intern-trainers, and the parents in the community.

It builds vertically on a series of sequenced learning and exploration activities that theoretically would lead to much more expanded and open communications networks and sets of communicative relationships, thus freeing the individuals within the networks to discover their potential in an accepting and supportive environment. The model consists of the following stages of development:

Stage I: The present communications system: assessing present levels of self-concept, negative and positive areas, and determining characteristics of communication patterns now operating.

Stage II: Task and Process: exploring the parameters and limits of task and process and discovering the interaction potential of task and process.

Stage III: Feedback and Support Systems: identifying feedback mechanisms that facilitate self-correction, as well as those that hinder it.

Stage IV: Belief Systems: Generating data about individual belief systems with respect to assessing attitudes and values about authority and their implications for children and adults and to expanding capacity to cope with ambiguity in a productive and creative manner, both on an individual and instructional basis.

During the 1971-72 school year, a variety of data collection instruments were filled out by the Fountain Elementary Portal School staff. These instruments were designed to assess the present communication system that was operating in the school building.

The system was evaluated in terms of both the formal and informal systems. As the data was collected it was collated and fed back to the entire staff. Simultaneously, the teaching teams in the building gave one, to one and a half hours, per week of their planning time to process sessions. The focus of these sessions was on identifying and attempting to work through interpersonal conflicts and other barriers to team building.

The focus for the current school year is on developing process-oriented activities to be implemented in the classroom. The goal is to build a more open and supportive socio-emotional learning environment throughout the school.

A similar process was initiated among the interns during the preservice phase of the seventh-cycle program. Data collection and process sessions were conducted throughout preservice. This activity is being followed by the initiation of a communications course to be held throughout the school year for direct implementation and field-testing of the communications model. This course is offered on a purely voluntary basis to the interns. Almost all of them have chosen to take it. The course is being initiated with an intensive three day communications process workshop which will complete Stage I of the model outline and begin Stages II and III.

Another avenue of implementation of the model will be through the teaching of communications process courses in the career ladder M.A. program. The courses will be taught by the Communications Specialist on the Teacher Corps staff. As the courses are modularized and the modules are field tested, the modules will be made available to others in the profession.

On completion of the model, the outcomes anticipated would include more open communications between people; people who could function more abstractly, that is, people who operate less on assumptions and stereotypes, because they not only wait for more information but actively seek it out before forming tentative judgments; people who have a respect for their own cultural heritages and a deep sensitivity toward the cultural heritages of others; and people who are searching for effective means of applying the principles of social inclusion rather than exclusion.

The Portal School from Concept to Reality

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Much appears elsewhere in this publication concerning the theoretical constructs and definitions of Portal Schools. It is readily acknowledged that theory should precede practice in order for the practice to be meaningful and purposeful. However, it is the function of this chapter to state in somewhat pedestrian terms a description of the Portal School as conceived and implemented in the Atlanta Public School System. Many of the ideas expressed should be equally applicable to other locales.

Why A Portal School

A Portal School is both a concept and a physical location. Conceptually, it is the opportunity to bring together a wide range of programs and activities into a meaningful total program for the improvement of educational opportunities. A multiplicity of factors related to both its immediate and long-term objectives was responsible for attracting the Atlanta Public School System to the Portal School strategy.

Atlanta's urbanization has resulted in an influx of people from throughout the country. Most major businesses now have at least one office, and in many instances, office complexes located in the city. Native Atlantans are becoming a minority.

The fluidity and mobility of a population result in a highly transient pupil population for the school system. The instructional implications, in terms of being able to work with a student regardless of when he enters a school or where he comes from are implicit in the individualized instructional program. The school system has had a myriad of instructional programs, special programs, inservice programs and the like, supported by federal, state and/or local funding. The dispersion of these programs throughout the school system has prevented the type of in-depth evaluation necessary to make subsequent decisions about their overall educational value. However, most of these programs have shown impact in their isolated situations of operation.

Unfortunately, population shifts such as those which are occurring in Atlanta, slowly erode a school system's tax base. This necessitates that a school system be very discriminating in assessing those programs which warrant expenditure. The Portal School offers an opportunity for such assessment. It provides a controlled environment where these programs can be legitimately validated. The parameters permitting experimentation are greater than in the typical school situation. This is not to suggest that a Portal School is a contrived situation in the sense of not permitting replication of what occurs there in other schools. Rather a Portal School provides optimum conditions for giving a program a fair chance to establish its merits

A program's success depends to a large degree upon the leadership and expertise of those who implement it and upon the organizational climate they establish. School administrators and teachers are often caught in a web of competing loyalties. Administrators are for the most part anxious to have innovative instructional programs which provide for greater pupil-teacher flexibility.

They, as teachers, recognize the need for learning to be meaningful and at the same time enjoyable. Unfortunately, both administrators and teachers are "other directed" and sensitive to the opinions and expectations of their immediate superiors, the school board. The criteria by which the latter judge the effectiveness of an educational program are usually normative test scores. Normative teacher behavior and normative test scores are, for the most part, incompatable with innovative programs. Hence, most programs are killed before they have an adequate chance to prove themselves. Teachers often find themselves abandoning creative teaching for the security of teaching what will appear on the standardized test. In many instances, a creative teacher is further discouraged from engaging in "deviate" behavior by her peers. The pressure exerted for group cohesion of the informal organization of the school, often through nonverbal communication, is difficult to resist. So, Johnny becomes a casualty in the struggle for teacher conformity. Administrators perceive themselves, sometimes inaccurately, as responsible for maintaining "law and order" in their schools. Frequently, any unusual movement of children, rearrangement of materials and furniture or disruption of the school schedule is considered undesirable.

Throughout the school system there has always been an emphasis on preservice and inservice training provided by college and university personnel. However, the very nature of university training programs has been antithetical to the instructional design of the public school program. Teachers being trained to work with pupils as individuals with individual needs have themselves been taught en masse. University instructors have lectured to teachers and prospective teachers on the evils of sterile teaching, pupil noninvolvement, lack of humanism in education, threatening learning environments, and the like, while these teachers fought to refrain from yawning while they worried about the next test.

In short, there has been a need for greater collaboration and coordination of philosophy and practice between the public schools and teacher training institutions. The school system was becoming most concerned with teacher performance and accountability. The university was not emphasizing teacher competency which goes beyond "knowledge of" to include "application of that knowledge." The university needed a place where students could demonstrate and refine the skills and strategies acquired. The Portal School seemed the most reasonable approach to the concern of poor public school and poor college instruction.

In addition to the aforementioned considerations, the controversy over the merits of open space buildings proceeded concurrently with their construction. Teachers and administrators differed in their opinions of the influence these architectural designs were having on the instructional program. Do open clusters breed excessive noise, inhibit teacher actions, promote self-consciousness, or do they allow greater freedom for learning?

The ferment which surrounded the school system mirrored the most written-about concepts to be found in educational literature. There was little doubt that Atlanta was striving for an individual instructional program. Implicit in this commitment was an endorsement of independent learning, team teaching, criterion referenced tests, preservice and inservice teacher training, educational accountability at all levels and greater community and parental involvement.

The school system was faced with an aggregate of programs, objectives, and pressures, but an inability to gather the parts into a coherent whole. It was like having the pieces of a puzzle spread out on the table, knowing what the final picture should look like but not knowing exactly where or how its pieces fit. It was at this juncture that serious consideration was given to the Portal School strategy as a means of making all the pieces fit together. The Portal School would provide an arena, insulated

from sanctions against innovations, where teachers, teacher trainees and community residents could freely and cooperatively field-test techniques and strategies germane to the educational process. Those found successful could then be disseminated from the Portal School to all schools in the Atlanta System. The Portal School idea generated enthusiasm and excitement because it would provide a site where the answers to some of Atlanta's educational concerns might be found.

It is not surprising that the Portal School concept was an outgrowth of the Teacher Corps program. Teacher Corps had long been on the cutting edge of educational change. Teacher Corps interns received training in a public school setting reflecting a reciprocal change training model. The presence of interns and the training they received was as effective in influencing experienced teachers as it was children. Interns in many instances, however, were being coopted into the existing traditional structure of the school. The traditional college courses had to be supplanted by a competency-based program.

Coalition

The movement toward competency-based education was not initiated by the Portal School concept. However, the Portal School provides a place for optimum field testing of a competency-based teacher education program. Such a teacher education program in a Portal School setting necessitates the existence of a coalition involving the School System, teacher education institutions, the school community, teacher associations and the State Department of Education.

The nucleus for such a collaborative group had been in existence in Atlanta for some time. The Atlanta Area Teachers Educational Service (AATES) consortium composed of six higher educational institutions and ten school systems, is beginning its twenty-seventh year of existence. The AATES consortium Board of Advisors had also included Teacher Corps administrative staff members who had assisted in planning its student teaching centers. As educational experiences for beginning teachers were planned and executed by Teacher Corps in communication with the student teaching center personnel within the schools, it became evident to persons responsible that the coursework these teachers were taking was irrelevant to the problems they were meeting in the classroom. The advent of competency-based teacher education was a direct response to this incongruity.

The University of Georgia developed a model for competency-based education which was accepted by the U. S. Office of Education as a plan to be tested in various locations. The Atlanta Teacher Corps Consortium, composed of five colleges and universities and the Atlanta School System, accepted the commitment to field test the Georgia Education Model in an urban setting and to expand it to include performance modules appropriate for middle school use. Thus, the basic competencies teachers are expected to acquire during the program are those specified in the model. Further, expansion will be accomplished through specific performance modules developed with input from school system and university personnel in areas taught to corps members. The instructor and other members of the team, with assistance from the Technical Assistance Program Associate, determine specific behaviors to be exhibited as a result of participating in the particular learning experiences. These experiences are in direct relationship to needs of the corps members in the classroom. In addition, these experiences will be developed as steps leading toward the long-range competencies expected in the Georgia Educational Model.

To assure that the performance modules developed are disseminated to other instructors on campus and that other instructors are involved in developing competencies, the instructors who teach each quarter indicate

an instructor on campus who is willing to team with the Teacher Corps instructor, using the developed performance modules in providing experiences for the campus class. The regular campus instructor adapts the performance modules to the needs of the campus students, which result in evaluation necessary for further refinement of teaching competencies. In addition, each institution has a leadership team to insure further development, testing and revision of modules. The instructors who have taught in this way group themselves on campus as a support system for organizing efforts to move to competency-based programs.

Realizing that the changes desired could not be accomplished without systematic planning and processes for management, each institution submitted a plan showing the necessary components of the total change-process, noting progress in each component. This plan of action allows each institution to move toward competency-based education at a smoother, more systematic pace on a broader scale, leaving less to chance.

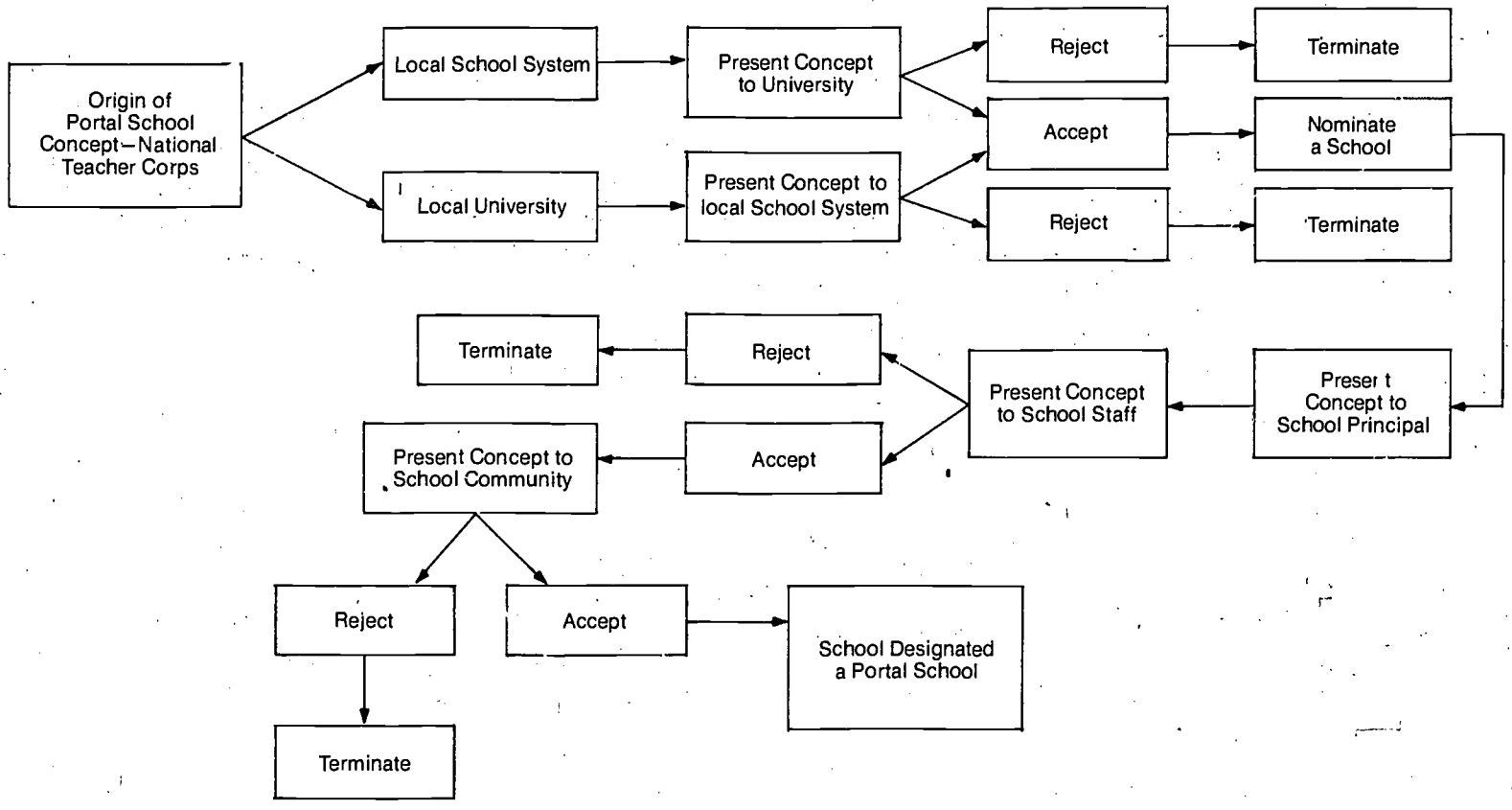
The consortium members, when presented with the possibility of the Atlanta School System identifying a school as a Portal School, overwhelmingly supported this move. They welcomed the prospect of having instructors teach courses in a public school where their students could have the opportunity to apply the theory and skills in the clusters with elementary school students. The advantage of the Portal School to the teacher training institutions was twofold; in addition to a laboratory experience for the Teacher Corps interns, the college instructors would have an opportunity to assess the relevancy of their course content in light of the realities of a public school setting. The Atlanta School System for its part was eager to have the concentration of Teacher Corps interns in a public school, in addition to the benefits which would accrue from having the expertise of university instructors in elementary classes working with interns and experienced teachers.

It seemed fundamental to the success of the Portal School concept for Atlanta that all participants fully understood the concept and voluntarily made a commitment of involvement. If any major component: the school system, teacher training institutions, teacher associations, State Department of Education or community, had chosen not to participate, then the entire concept would have been aborted. However, this was not the case, and once the aforementioned groups indicated their written commitment of support, the Atlanta School System was charged with identifying criteria for the selection of a candidate portal school.

Portal School Selection

Due to the existing concentration of interns, resources and community involvement, it was decided that the Portal School designate should be chosen from the eight Atlanta schools which had Teacher Corps teams. The criteria of selection revolved around six categories:

1. extent of existing community involvement;
2. availability of resource materials and equipment;
3. available physical facilities;
4. commitment of the total staff toward individualizing instruction for students;
5. experiences with higher educational institutions;
6. a commitment to the Portal School concept.



PROCESS FOR SELECTION OF A PORTAL SCHOOL

The school identified as operating consistently with the criteria was fully oriented to the concept. As a part of the orientation, the principal and identified staff members visited another state to observe and interact with persons already operating under the concept. Also, they attended Council of The Great City Schools-National Teacher Corps conferences on Portal Schools. Given time to discuss and consider the total school community along with university involvement and communities, they had the opportunity to elect whether they wanted to be a Portal School. The school administration and staff chose to do so. At present, there are two Portal Schools in Atlanta; one emphasizing the early childhood program, age two to eight; and the other typifying instructional team planning.

Impact of the Portal School on Instruction

Thus far we have dealt with the milieu which existed in the Atlanta School System which led to the institution of an Atlanta Portal School. Expectations that the Atlanta System and teacher education institutions held for the Portal School were fully realized. After two years of operation, comment can be made upon the actual impact it has had on the various components.

A. The School System Curriculum Change

The Atlanta School System has been involved in revising its elementary curriculum for the past two years. The primary objective of Atlanta Portal Schools' instructional program has been to pilot this individualized instructional program for children.

The attainment of this objective necessitated changes which involved the public school system and teacher training institutions as well as local community residents. The individualization of instruction is a means to an end with respect to the student, but it is an end which requires a means with respect to those responsible for planning and implementing an instructional program.

University involvement is a process which presupposes the acquisition of certain skills and knowledge by the teacher. This acquisition should ideally occur during a teacher pretraining program in a teacher higher education institution. However, it is not unusual for public school systems to have to compensate for inadequately prepared teachers by designing and implementing in-service programs of their own. The Portal School strategy seeks to ameliorate this situation by lowering the drawbridge between the public school system and the teacher training institutions. Through a dialogue, public school people can share with university professors the nature of the instructional program and the requisite teacher competencies needed for implementation. Similarly, the university professors have to validate their instructional programs of teacher education and restructure them along a competency-based approach.

B. Individualized Learning for All

In the Atlanta Public Schools work is being concentrated on the development of a performance based curriculum which places emphasis upon individualized instruction for both teacher and pupil. This innovative educational process must be geared to providing experiences which permit each learner to move at his own rate through a learning program designed to meet his unique needs, abilities and interest. Such a program provides for differences in entering levels of ability; differences in the rate of learning to achieve cognitive, affective, and psychomotor objectives; and even differences in the learning outcomes. It is an individualized process designed to meet individual learning styles, but it is not a process which requires or dictates a one-to-one learning situation with experiences designed for each individual. It is a "one at a time together" approach.

The first category in the individualized process is the identification of the appropriate learning task. This identification may be determined following an assessment of

skills by the learner, by the teacher, or by both. The second category to be considered is the selection of learning activities and resources so that the task may be implemented and evaluated according to the unique need and learning styles of the learner.

C. Teacher Utilization Process

The beginning teacher or intern as well as the experienced Senior teacher and team leader need to pass through the instructional process, just as the elementary pupils do. All these persons, as well as community and central staff members, are learning new concepts and skills, and hence must involve themselves in the steps of this process.

After a commitment on the part of the staff to become involved in the curriculum project a simulation experience was planned in order to introduce the staff to the process approach of individualizing instruction. Experiences in language arts, social studies and math were provided during one inservice session. Each teacher chose an objective, was pretested, and used several alternative routes to achieve the objective. An evaluation of the experience followed and the staff then made a decision about the content area in which they felt they could best begin using the process approach.

The strategy utilized in assisting the Portal School staffs to individualize instruction reflects a belief that inservice should be individualized for teachers just as instruction is for students. Initially, a leadership team, consisting of a teacher from each instructional level, the principal, librarian, a parent representative and a central office resource teacher, is organized to share decision making responsibilities for instructional issues as well as to serve as a liason with the rest of the staff for planning inservice programs. The leadership teams' first concern is to define its parameters of operation and to organize itself in terms of internal organization.

After presenting an overview of the processes involved in individualizing instruction, the staff engages in a simulation activity where they assume the role of students and proceed through the instructional process. Subsequent inservice activities are determined by a needs assessment conducted by the Portal School faculty. Individual needs are met by utilizing local school human and material resources whenever possible.

D. Teachers' Staff Development is Vital

Identified needs include learning to write behavioral objectives, using the taxonomies, setting up learning centers, writing contracts and diagnosing and prescribing. The leadership team then schedules the inservice meetings to meet these various needs.

In order to create a climate for change and to build team relationships among faculty members, human relation experiences are an integral part of each inservice session. Nonverbal puzzle and value stories requiring group cooperation and participation help in identifying leadership needs and characteristics.

The Atlanta Portal Schools staff's decision was to begin individualizing in language arts. Each staff member was given the concepts and objectives and developed a mini-unit using the nine steps for developing a teaching-learning unit. These steps include pretest, a performance objective, several alternative learning routes and a posttest.

After using these units in the various classrooms the teachers realized that changes in the organizational structure of the school to a non-graded team teaching approach would better facilitate implementation of the process. Another need which developed from the initial use of the process was that of assessing and organizing instructional materials which they found useful. A need for a method of recording and reporting pupil progress led the staff to explore several ways of doing this. In order to make the report meaningful to the parents and the child, folders were kept showing the objective on which the child was working, and the routes he was using to accomplish the objective.

Once such an individualized instructional program can be made operational the strategies employed in its attainment should be available for dissemination to other schools in the system. To insure the availability of data for replication purposes a log has been kept of all activities—inservice, meetings, material acquisitions, etc. for future reference. At present, video tapes of strategies utilized at the Portal Schools are being made for dissemination to other schools. There are now twenty pilot schools piloting the revised elementary curriculum. Many of the teachers in the new pilot schools have visited the two Portal Schools and feedback indicates they have found these visits profitable.

Impact of Portal School on Community

The Portal School concept has had a significant impact on the community and its involvement in the educational process. Each Atlanta Portal School has an Advisory Council in which the community enjoys a parity relationship with school system, State Department of Education and university instructors. Although not a policy making body, the council serves as a continuous source of guidance to the Portal School staff. The council convenes approximately four times a year. Prior to each meeting council members observe the instructional program of the school and subsequently make recommendations for improvements.

The metamorphosis of community involvement has been gratifying. Initially, the community representatives were quite skeptical about the sincerity accompanying a request for their active participation in the Portal School. However, after several meetings of the Advisory Council the community showed visible signs of relaxing when interacting with the university and school representatives. In addition, parents have begun to spend more time working as teacher aides in the classroom. The community people voice tremendous approval of the presence of university instructors in their children's elementary school. Without the participation of the community, there would not be a Portal School.

Impact of Portal School on Teacher Education Institutions

The impact of the Atlanta Portal School on teacher education institutions has been positive in terms of a continued movement toward competency based education. The Portal Schools provide them with a place to begin assessing teacher competencies in light of Atlanta's revised Elementary Curriculum being piloted there. The instructional process model of the Elementary Curriculum Revision plus the format for units developed serve as a guide to university professors in developing their own instructional modules for Teacher Corps Interns. Each university instructor has the availability of Portal School students for use by interns in their preservice training. Thus instructors, through familiarity with the Elementary Curriculum Revision, are able to model their own instructional program along a more relevant line with respect to competencies expected of teachers to implement the Elementary Curriculum Revision instructional process. Each instructor is assisted in helping Interns to write and teach a module in the subject area to a class of children and evaluate and revise the teaching-learning module. All college coordinators serve as members of both Portal School Advisory Councils.

Impact of Portal School on the State Department of Education

There are problems which are yet to be solved. Inherent in a competency based approach is the view of time not being a constant. One only proceeds through the program by demonstrating performance, and the traditional semester parameters for a course and credit hours are no longer appropriate. As a temporary measure instructors register an "I" for those interns who have not completed demonstrating the required competencies until such time as performance occurs. However, the long range implications of competency based teacher education is that the registrars of teacher education institutions must re-evaluate their present policies. It is

quite likely that the university registrars are, in turn, awaiting movement by the State Department of Education in terms of their certification policies. This movement is presently underway.

The Georgia State Department of Education is in the process of developing a competency based certification system for all educators. Throughout Atlanta's involvement with Teacher Corps, the State Department, both in writing and in actions, has supported the objectives of the program and has had a staff member on the Advisory Council. The introduction of the Portal School strategy was enthusiastically endorsed as a step toward realizing the objectives of both the program and the State. Central to the plans for implementation of a competency based education plan in Georgia is the training of 6,000 Lead Teachers who will supervise teachers as they work to development competencies. The design of this phase of the program is patterned after the Portal School model of Lead Teacher.

The Georgia State Department of Education, Teacher Education Division, has named a contact person for Teacher Corps activities who keeps continuous contact with the competency based education and Portal School activities of the Atlanta Consortium. Advisement on certification plans and new programs of study is always available. The representative also communicates observations and evaluations of individualized work in teacher education and elementary curriculum to colleagues throughout the State of Georgia.

The Portal School is a concept, not a thing. Atlanta does not attribute a cause effect relationship between the presence of its Portal Schools and the program described. If anything, most of these programs (the Revised Elementary Curriculum, competency based teacher education, community involvement, etc.) were in the planning or operation stage before the Portal School was on the scene. This is not to demean the importance of the Portal School but rather to put it into perspective. The Portal School, for us, has been a haven of retreat. A place where we have an opportunity to develop, test, and refine all the factors which in any way effect our ultimate objective—the best education possible for our children. For the Atlanta School System, the Portal School will hopefully facilitate our disseminating the educationally worthwhile, and withholding that which is meaningless. It is said that it takes between three to five years to operationalize the Portal School concept. After the development of two Portal Schools over the past two years, Atlanta sees the concept as appropriate to its needs and as offering a promising future in both teacher and pupil instruction.

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