ABSTRACT
        This paper describes a program to completely redesign
teacher education at Syracuse University into a program that is
personalized, systemic, self-paced, modularized, diagnostic,
competence oriented, multimodal, regenerative, comprehensive,
criterion referenced, and field centered. The program includes five
major components. The first component is a personalized
orientation-entry whereby students enter the program only after
consideration of the career options and individual goals. The second
component is a systematic personalized data profiling and tracking
system. The third component is planning a program that is consistent
with the specific goals, values, and personality of the individual.
The fourth is a training and development component that includes the
following phases: (a) the development of a repertoire of basic
skills, concepts, and affective dispositions; (b) functional clusters
of basic enablers; and (c) the development of a repertoire of
teaching strategies that focuses on the task of organizing basic
enablers and/or clusters for specific intended outcomes. The fifth
component is a teaching center designed to serve the university by
providing personalized training and development for graduates and
undergraduate university students and to deliver on-site, cost-free
graduate education and inservice education to center staff.
(Author)

REDESIGN

-- COMPREHENSIVE

-- PERSONALIZED

-- CRITERION-REFERENCED

-- COMPETENCE-ORIENTED

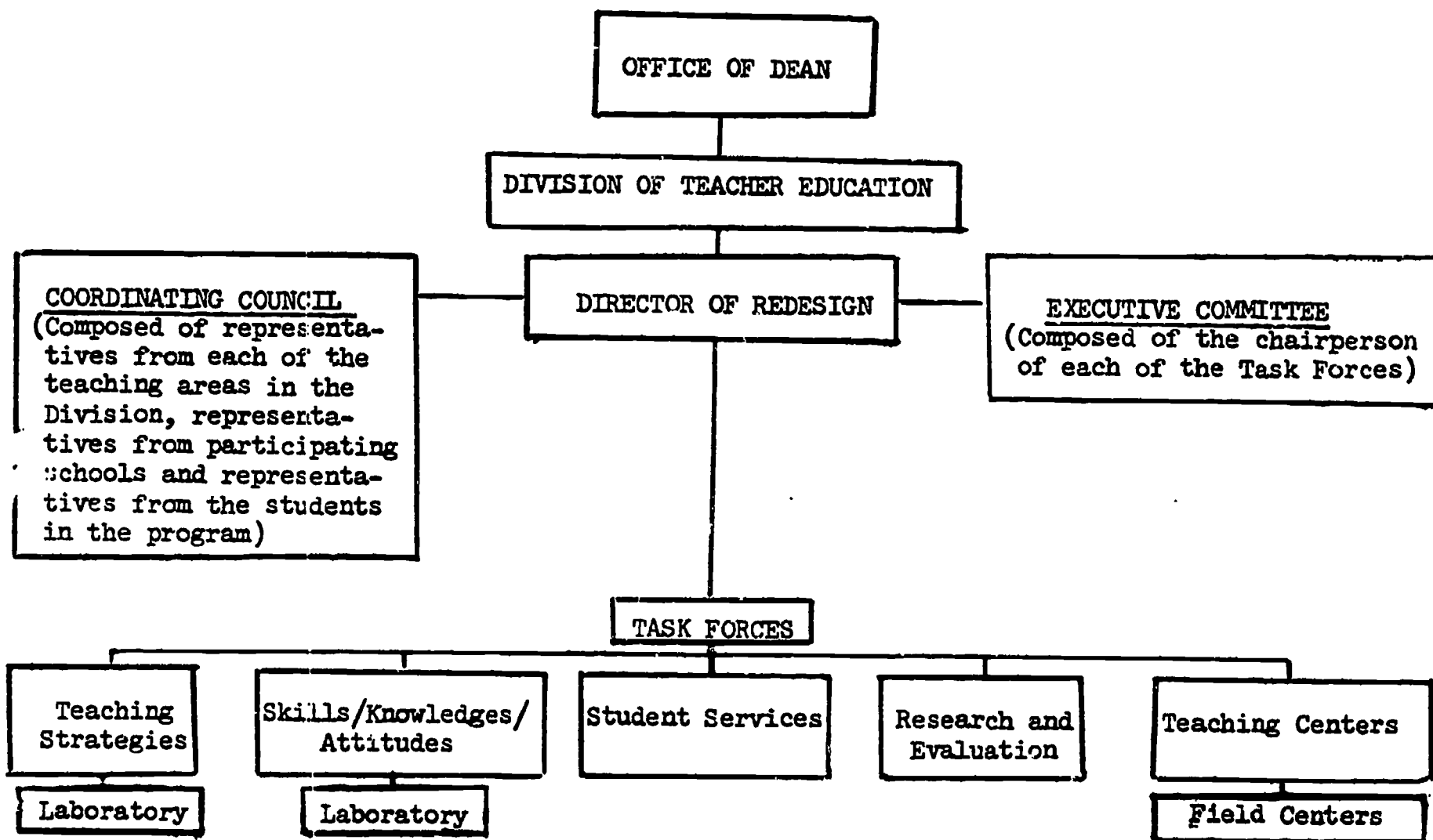**-- FIELD CENTERED**

SYRACUSE UNIVERSITY

SCHOOL of EDUCATION

DIVISION of TEACHER EDUCATION

Dr. David R. Krathwhol, Dean

Dr. James F. Collins, Assistant Dean

During the following year, 1972-73, planning for development and implementation went forward. A full-time director was appointed and several ad-hoc committees and task forces were created. A rather simple governance structure was developed which when placed in the context of the existing structure, looked like this:

```
                        ┌──────────────────────┐
                        │    OFFICE OF DEAN     │
                        └──────────────────────┘
                                   │
                        ┌──────────────────────────────┐
                        │ DIVISION OF TEACHER EDUCATION │
                        └──────────────────────────────┘
                                   │
┌──────────────────────┐  ┌──────────────────────┐  ┌──────────────────────────┐
│ COORDINATING COUNCIL  │  │ DIRECTOR OF REDESIGN │  │  EXECUTIVE COMMITTEE      │
│(Composed of representa-├──┤                      ├──┤(Composed of the chairperson│
│tives from each of the │  └──────────────────────┘  │ of each of the Task Forces)│
│teaching areas in the  │                             └──────────────────────────┘
│Division, representa-  │
│tives from participating│
│schools and representa-│
│tives from the students│
│in the program)        │
└──────────────────────┘
                                   │
                           ┌──────────────┐
                           │ TASK FORCES  │
                           └──────────────┘
```

Teaching Strategies	Skills/Knowledges/Attitudes	Student Services	Research and Evaluation	Teaching Centers
Laboratory	Laboratory			Field Centers

During the 1973-74 year considerable time and effort were expended in conceptualizing the various components as well as beginning pilot implementation efforts in elementary education, teacher centers, and personalized orientation and entry programs. The Syracuse Teacher Corps Project was extremely helpful in being on the vanguard of innovative, pilot efforts as well.

REDESIGN

Redesign had its beginning with an off-campus meeting of the staff
of the Division of Teacher Education at Syracuse University in the Spring
of 1971. At this meeting the primary focus was on the question of whether
or not we as a faculty were satisfied with the status quo - and depending
on the answer to that question, what we wished to do about it.

HISTORY AND DEVELOPMENT

As a result of this meeting a committee was constituted to study the
question in depth and to report back to the Division faculty during the 1971-
72 Academic Year. This committee met every Wednesday morning during that
year and finally presented a report that was unanimously accepted by the
Division.

The report called for the development of a program that was unique in
design and scope. In essence, it called for a rather eclectic program that
would be:

a) Humanistic - responsive to individual needs and goals.
b) Systemic in design and implementation.
c) Individually guided and self-paced.
d) Diagnostic.
e) Modularized to the extent desirable and feasible.
f) Field -(as well as campus) centered
g) Competence-oriented
h) Criterion referenced (knowledge, performance and product criteria)
i) Multi-modal in delivery.
j) Continuous - pre-service and inservice in scope.
k) Comprehensive - elementary, secondary, special, urban, suburban,
   undergraduate, graduate.
l) Regenerative - data compliant - self-correcting
m) Public - goals made explicit and known in advance by client.
n) Personalized - each student would "exit" from the program with a
   personalized professional repertoire of Teaching strategies -
   consistent with the goals, values and personality of the individual.

Formal implementation began in the Fall of 1974 with the elementary programs (including Teacher Corps), the general teacher education programs and certain secondary programs (i.e. music and distributive education) spearheading the movement. The other programs will phase in over the next two to three years.

PROGRAM - OVERVIEW

The Syracuse Redesign program embrace.: and in fact integrates a number of programmatic and organizational innovations in such a way as to produce a comprehensive, personalized, competence-oriented criterion-referenced program for both preservice and inservice teachers. It is modularized to the extent desirable and feasible. It offers many alternative routes to program completion and is equally field and campus centered. Based on the assumption that a person ought to be judged by what he can do or accomplish with students as well as what he knows, this program places importance on developing teachers who are students of human behavior, who are effective decision-makers, and who can demonstrate a wide range (repertoire) of teaching strategies.

The students are free to move as rapidly as they are able or as slow as they must. They have close, consistent advisement, career counseling and personalized programming throughout. While there may be, and most frequently are, many commonalities between the programs of any two students, there need not be.

Students are introduced to Redesign through the Orientation-Entry Component. This phase of the program serves to orient the student to a wide range of alternative careers within the teaching profession and to help him or her to become more self-enabling. The decision to enter or not enter the program is made after a long

thoughtful process including a series of counseling and career advisement sessions. A comprehensive profile of pertinent information is begun here and continues throughout the student's program. It is here that the general specifications of a program are written in line with the individual's needs and career goals. To assist with these functions as well as to facilitate the continuous professional growth of the individual, the Office of Educational Services was created with responsibilities for admission, career counseling, record keeping and data management, program planning, field experiences, and job placement.

Once the decision has been made to enter the program - serious program planning begins. It is here that the student's regular advisor is determined, specific program completion expectations, in the form of clear criterion-referenced, measurable, goals for an individual are mapped out and tentative training options are agreed upon. Field experiences in the form of participatory observations and tutoring may, and most frequently do, accompany these two stages.

With Entry and Planning completed the student enters the Training and Development Component, which consists of three phases. During the first phase the student concentrates on the identification and development of what is gene ally referred to as a repertoire of discrete enablers. Herein one attempts to develop mastery in those skills and knowledges deemed basic to his being a successful teacher (i.e. knowledge of content, questioning skills, management skills, etc.). During this phase, short-term, highly focused training experiences are planned for the student, in the form of mini-courses, workshops, seminars, micro-teaching, simulations, and individually prescribed field experiences.

To coordinate this phase and to facilitate the development of a personalized repertoire of skills and knowledges, a Skills and Knowledge Laboratory has been developed on campus.

During the second phase of the Training and Development Component, the student works on the identification and development of what is referred to in Redesign as a Repertoire of Functional Competency Clusters. While it may be logical and necessary at times for teacher educators to place the focus and training on particular skills

or concepts, to the temporary exclusion of all else, to the teacher this is unreal. The practitioner uses certain interrelated skills and cognate clusters repeatedly in his teaching.

In this phase the student is encouraged to study the roles and functions of the professional and to begin the mapping of clusters (i.e. reading, math, classroom management, diagnosis, interpersonalization etc.). His/her study and practice turns from a focus on the discrete to a focus on clusters. Herein the student moves to the demonstration of his/her competence to repeatedly and effectively mold and utilize functional teaching clusters. It is here too that he/she begins serious development of competence in a "major" academic teaching area. Field experiences reflect this shift in focus with increased opportunities for content-related teaching (i.e. reading, math, science music, etc.), and task-related teaching i.e. diagnosis, evaluation, classroom management, communications, etc.), ----asses ᵢ from the perspective of one's demonstrated competence to build functional clusterᵤ from lower-order enablers, (discrete skills and concepts) and to use them effectively in classrooms.

During the third phase of the Training and Development Component the student develops a repertoire of effective teaching strategies. The student now focuses on organizing (orchestrating) discrete enablers and/or clusters into goal - oriented Teaching Strategies. Each student develops, with close and consistent clinical assistance, a personalized set of teaching styles consistent with ones professional goals and values.

The student drawing from his/her repertoire of enablers, (discrete or clustered), herein develops competence in organizing them differently for different intended outcomes (i.e. direct, dogmatic teaching vs. indirect, discovery teaching - personal development of children vs. cognative development). The student conceptualizes and field tests, in varying contexts, different kinds of organizing patterns.

This personalized repertoire of Teaching Strategies becomes his "exit" profile from the program and his entry profile into the profession.

To coordinate this phase of the student's development and to build an analytical research base for the development of the concept, a Teaching Strategies Laboratory has been developed.

It should be clearly understood that while some of the student's work is of necessity sequential, not all of it is. The student and/or his/her advisor may elect to vary the order or the sequence consistent with the policy of personalizing the program.

TEACHING CENTERS:

A very important facilitating vehicle for delivering both preservice programs and inservice programs, is the Teaching Center.

Physically, a teacher center is a cluster of geographically contiguous school buildings. Organizationally, it is a partnership between schools, one or more preparing institutions, professional associations, the state education department, students etc.

Its focus is both TEACHING and the effects of teaching - LEARNING. It is both preservice and inservice.

It is staffed by personnel jointly selected and employed. They hold rank and faculty status at both the school and the university and their salary is paid half by each institution.

The center serves the university by providing personalized training and development for university students (graduate as well as undergraduate). It serves the school by bringing to the site - personalized needs assessment techniques, personalized graduate studies and inservice training in the form of cost free mini courses, workshops, seminars, field study, and independent study.

Its ultimate purpose is to improve instruction through improved teaching and improved programs of study.

Multiple centers are at various stages of developmnet at S.U. including rural, urban, suburban, international centers.
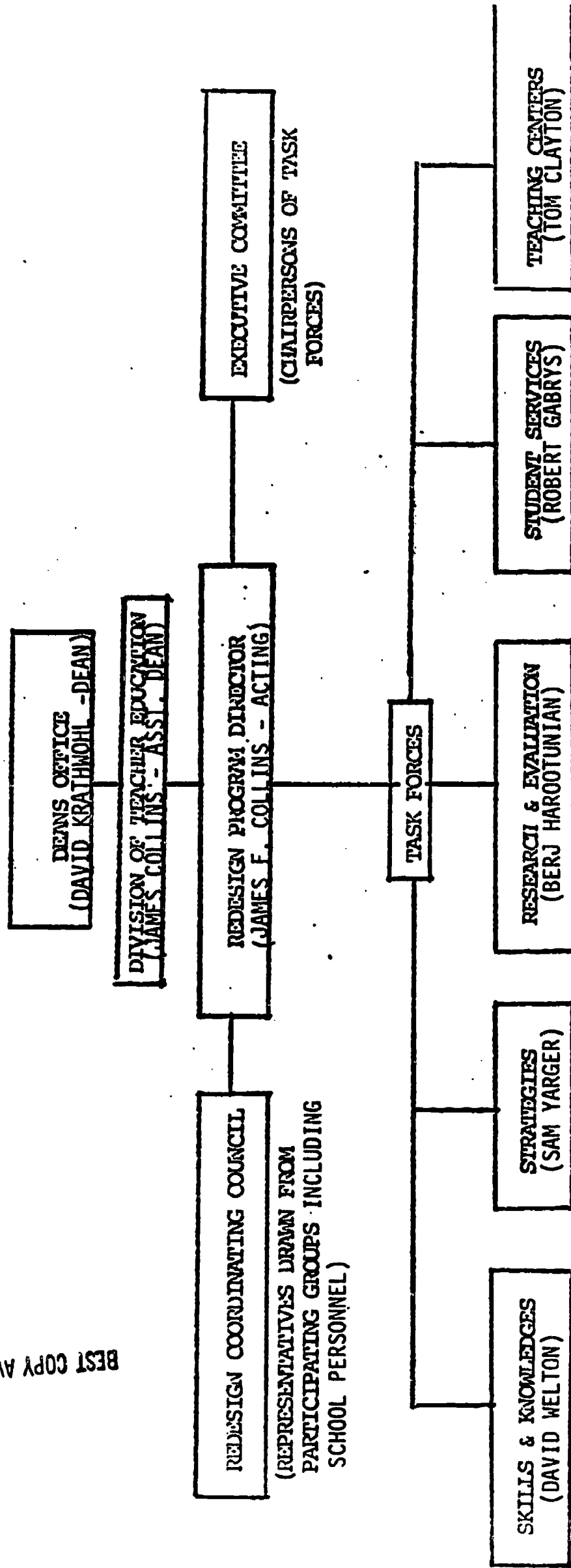
BUDGET:

Redesign has been financed almost entirely from regular university funds. There has been some help however through the Teacher Corps Project, which has spearheaded many of the developmental efforts. Also, Redesign has profited indirectly from the work done through the Model Elementary Project, funded by U.S.O.E. during the late sixties. Syracuse also had a small grant from N.C.I.E.S. - U.S.O.E. to study and develop Teaching Centers, but the bulk of the financial support has come from a reallocation of university funds.

RESEARCH AND EVALUATION:

At present the Research and Evaluation Task Force is beginning to systematically gather baseline data on students going through the program. These data are being gathered at regular intervals during the three semesters the students are in the program. Two general areas of interest are: affective dispositions and teaching performance. It is too early to have any definitive results. The task force is charged with systematically gathering feedback on the overall functioning of the program as well.

Informal feedback has been very positive in regard to the concept with a "wait and see" stance in regard to its long-range effectiveness.

ORGANIZATIONAL CHART FOR REDESIGN

```
                    ┌─────────────────────┐
                    │ DEANS OFFICE        │
                    │ (DAVID KRATHWOHL    │
                    │  - DEAN)            │
                    └─────────┬───────────┘
                              │
          DIVISION OF TEACHER EDUCATION
          (JAMES F. COLLINS - ASS'T. DEAN)
                              │
    ┌─────────────────────┐   │   ┌─────────────────────┐
    │ REDESIGN            │   │   │ EXECUTIVE COMMITTEE │
    │ COORDINATING        ├───┼───┤                     │
    │ COUNCIL             │   │   │ (CHAIRPERSONS OF    │
    └─────────────────────┘   │   │  TASK FORCES)       │
                              │   └─────────────────────┘
    (REPRESENTATIVES DRAWN    │
     FROM PARTICIPATING       │
     GROUPS INCLUDING      ┌──┴──────────────────┐
     SCHOOL PERSONNEL)     │ REDESIGN PROGRAM    │
                           │ DIRECTOR            │
                           │ (JAMES F. COLLINS   │
                           │  - ACTING)          │
                           └──────────┬──────────┘
                                      │
                              ┌───────┴────────┐
                              │  TASK FORCES   │
                              └───────┬────────┘
                                      │
   ┌──────────┬──────────┬──────────┬──────────┬──────────┐
   │          │          │          │          │          │
┌──┴───┐ ┌────┴───┐ ┌────┴─────┐ ┌──┴─────┐ ┌──┴──────┐
│SKILLS│ │STRATE- │ │RESEARCH &│ │STUDENT │ │TEACHING │
│ &    │ │GIES    │ │EVALUATION│ │SERVICES│ │CENTERS  │
│KNOW- │ │(SAM    │ │(BERJ     │ │(ROBERT │ │(TOM     │
│LEDGES│ │YARGER) │ │HAROOTU-  │ │GABRYS) │ │CLAYTON) │
│(DAVID│ │        │ │NIAN)     │ │        │ │         │
│WELTON│ │        │ │          │ │        │ │         │
└──────┘ └────────┘ └──────────┘ └────────┘ └─────────┘
```
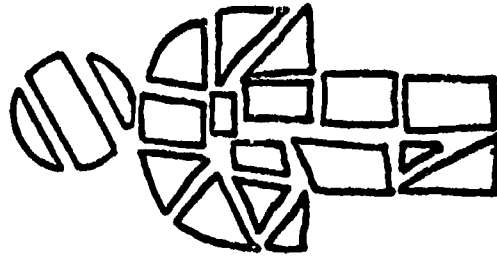
Personalization is a PROCESS...

EXIT
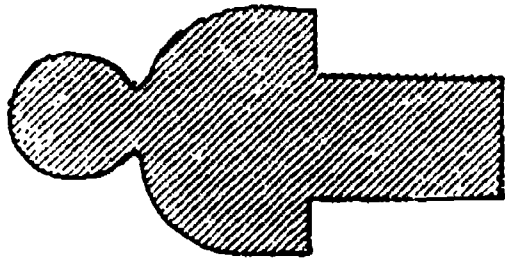
REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES
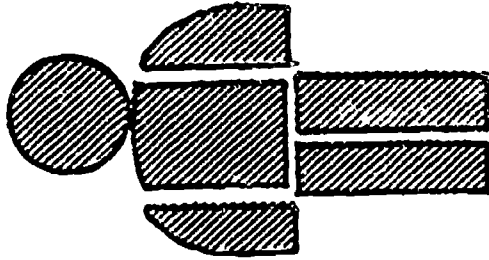
REPERTOIRE OF FUNCTIONAL COMPETENCY CLUSTERS
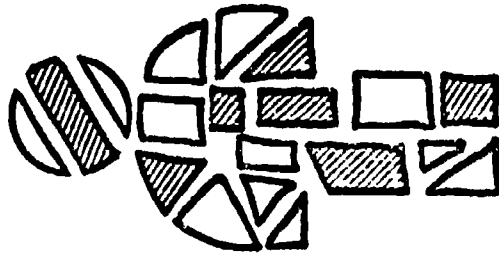
REPERTOIRE OF DISCRETE ENABLERS

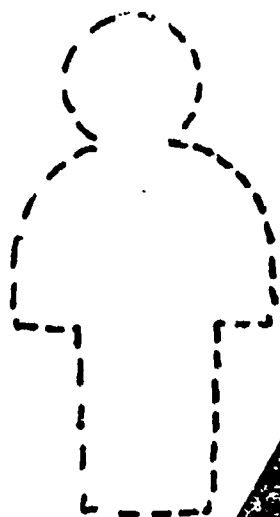PROGRAM PLANNING

ENTRANCE
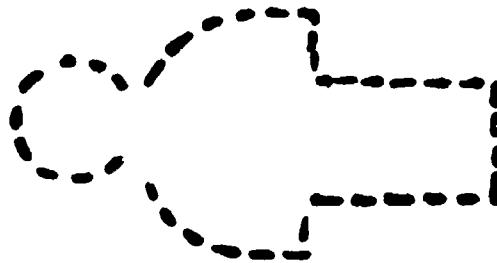
ORIENTATION/ ADMISSION

... and a PRODUCT

ADMISSION - ORIENTATION

PROCESS:

-- SELF-ENABLING EXPERIENCES

-- INTENSIVE DATA COMPILATION

-- SELECTIVE ASSESSMENTS

-- INTERVIEWS

-- CONFRONTATION OF ISSUES EXPERIENCES

-- CLINICAL EXPERIENCES (i.e., TUTORING,ETC)

PRODUCT:

-- COMPREHENSIVE STUDENT
   PROFILE

-- DECISION FOR ENTRY OR NON-
   ENTRY INTO PROGRAM

-- STATEMENT OF GENERAL
   SPECIFICATIONS FOR INDIVIDUAL'S
   PROGRAM

-- KNOWLEDGE OF SELF DEVELOPMENT

-- GENERAL KNOWLEDGE OF
   PROFESSIONAL ROLES OF
   TEACHERS, ADMINISTRATORS, ETC.

-- UNDERSTANDING OF PROGRAM AND
   HOW TO PLAN A PERSONALIZED
   PROGRAM

PROGRAM PLANNING

PROCESS:

-- ASSESSMENT OF PERSONAL CAREER GOALS

-- SELECTION OF PROGRAM OPTIONS

-- MAPPING OF SPECIFIC PROGRAM COMPLETION
   EXPECTATIONS

-- SIGNIFICANT STUDENT INPUT

-- PROGRAM ADVISING

-- SIMULATION EXPERIENCES
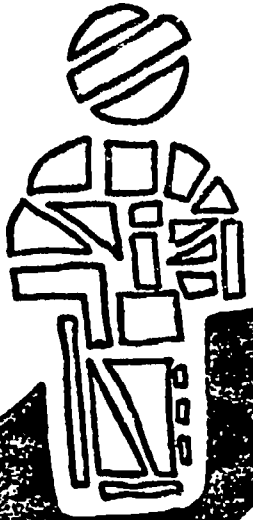
PRODUCT:

-- SPECIFICATION OF CAREER
   PLANS

-- PLANNED PROGRAM:
   -- IN LINE WITH PERSONAL
      GOALS
   -- IN ACCORDANCE WITH
      SELECTED ALTERNATIVES

-- DETERMINATION OF REGULAR
   ADVISOR

REPERTOIRE OF DISCRETE ENABLERS

PROCESS:

-- IDENTIFICATION OF SKILLS, KNOWLEDGES,
   AND ATTITUDES TO BE MASTERED

-- MINI-COURSES IN ENABLERS THAT RELATE
   TO TEACHING

-- PRACTICAL EXPERIENCE THROUGH MICRO-
   TEACHING, MINI-TEACHING,
   SIMULATIONS, ETC.

-- SHORT-TERM, HIGHLY FOCUSED
   OBSERVATION AND PRACTICE IN
   SCHOOLS

-- SKILLS LABORATORIES TO
   PRACTICE AND DEMONSTRATE
   PROFICIENCIES

-- PROFILING OF INDIVIDUAL'S
   PROGRESS
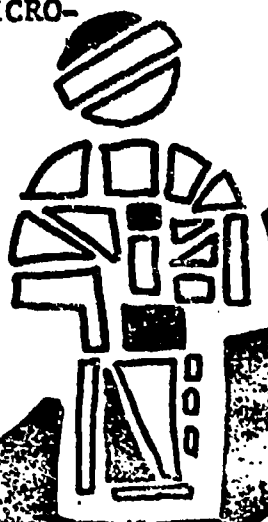
PRODUCT:

-- DELIBERATE PRACTICE OF
   SPECIFIC SKILLS, KNOWLEDGES,
   AND ATTITUDES

-- STUDENT DEVELOPS COMPETENCE
   IN THE USE OF PARTICULAR
   SKILLS, KNOWLEDGES, AND
   ATTITUDES

-- STUDENT DEVELOPS AN
   UNDERSTANDING OF THE BASIC
   RELATIONSHIPS BETWEEN
   ENABLERS AND TEACHING

REPERTOIRE OF FUNCTIONAL

COMPETENCY CLUSTERS

PROCESS:

-- CONCEPTUAL MAPPING OF CLUSTERS (i.e.,
READING, MATH, CLASSROOM MANAGEMENT,
SCIENCE, INTERPERSONALIZATION, DIAGNOSIS)

-- PRACTICE IN DEVELOPING CLUSTERS OF SKILLS
AND KNOWLEDGES THAT RELATE TO A PARTICULAR
TEACHING FUNCTION, BEHAVIOR, OR CONTENT AREA

-- DO "FOCUSED" TEACHING RELATING TO THE
ORGANIZATION OF PARTICULAR SKILLS AND KNOWLEDGES

--MICRO-TEACHING AND MINI-TEACHING

-- PERSONALIZED PROFILING OF INDIVIDUAL'S
EXPERIENCE AND PROGRESS TOWARD
DEVELOPING CLUSTERS
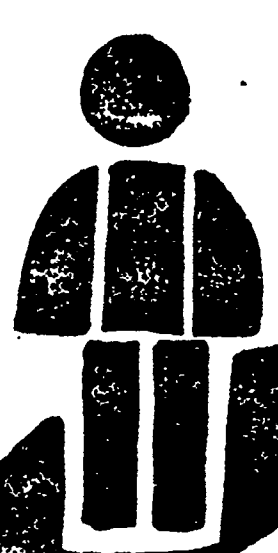
PRODUCT:

-- STUDENT IS ABLE TO SEE THAT
DISCRETE ENABLERS CAN RELATE
TO EACH OTHER IN TERMS OF ROLES
FUNCTIONS, BEHAVIORS, OR
DISCIPLINES.

-- STUDENT IS ABLE TO DEMONSTRATE
THE ABILITY, REPEATEDLY AND
EFFECTIVELY, TO BUILD AND
USE FUNCTIONAL TEACHING
CLUSTERS

REPERTOIRE OF EFFECTIVE

TEACHING STRATEGIES

PROCESS:

THE STUDENT:

— WORKS IN STRATEGICS LABORATORIES (FIELD & CAMPUS)

-- PRACTICES COMBINING DISCRETE ENABLERS AND/OR
   COMPETENCY CLUSTERS INTO GOAL-ORIENTED
   TEACHING STRATEGIES

— CONCEPTUALIZES AND FIELD TESTS DIFFERENT
   KINDS OF ORGANIZATIONAL (ORCHESTRATIONAL)
   PATTERNS OF COMBINING ENABLERS

— DEVELOPS REFLECTIVE AND ANALYTICAL SKILLS

-- CONTINUES MICRO-TEACHING, MINI-TEACHING,
   AND DOES EXTENSIVE REGULAR CLASSROOM
   TEACHING

-- RECEIVES CLOSE AND CONSTANT
   CLINICAL ASSISTANCE AND
   ADVISEMENT BY A TEAM OF
   SCHOOL AND UNIVERSITY
   PERSONNEL

PRODUCT:

— SELF-CONFIDENT INDIVIDUAL WHO CAN
   START WITH LOW LEVEL ENABLERS
   AND COMBINE THEM INTO HIGHLY
   EFFECTIVE TEACHING STRATEGIES

— PERSONALIZED PROFESSIONAL
   REPERTOIRE OF EFFECTIVE TEACHING
   STRATEGIES

-- PERSONALIZED "EXIT" PROFILE
   USED FOR ENTRY INTO PROFESSION
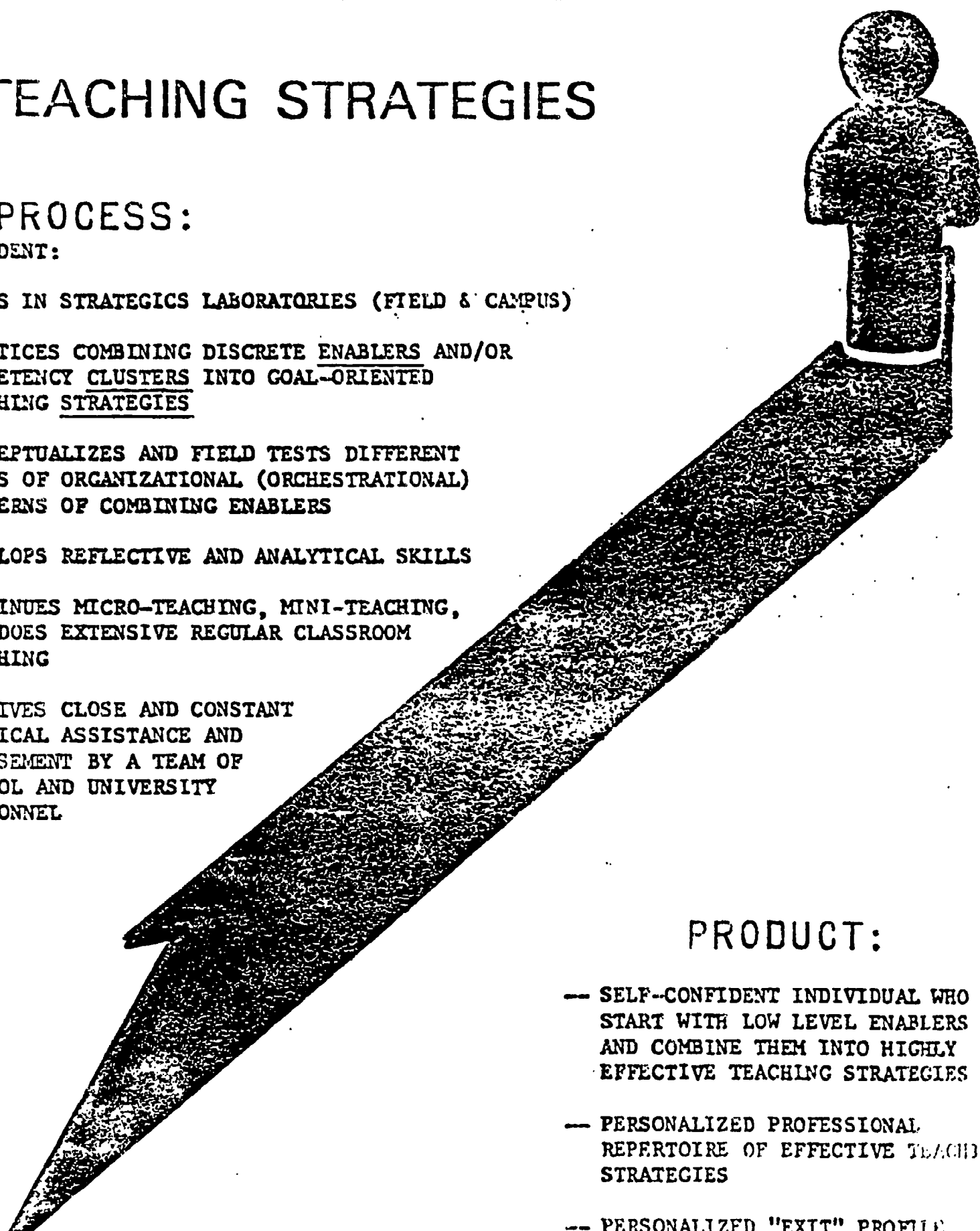
REDESIGN IS ALTERNATIVE, PERSONALIZED MEANS AND ENDS

(instructional systems)

(competencies acquired)

MEANS

ENDS

IN REGARD TO ENDS, THE STUDENT HAS CHOICE WITHIN LIMITS. ULTIMATELY, THE STUDENT MUST BE ABLE TO FUNCTION EFFECTIVELY, AS A TEACHER.

required of all students
(GENERIC PROFICIENCIES)

required of some students
(i.e., CONTENT SPECIFIC PROFICIENCIES

optional for all students
(IN ACCORDANCE WITH INDIVIDUAL NEEDS)

DEGREE OF FREEDOM TO SELECT

Lo

Hi

REDESIGN IS-COMPREHENSIVE

SERVES A BROAD RANGE OF PUBLICS,
SCHOOLS, AND COMMUNITIES.

preservice	//	inservice
urban	//	suburban
elementary	//	secondary
private	//	public
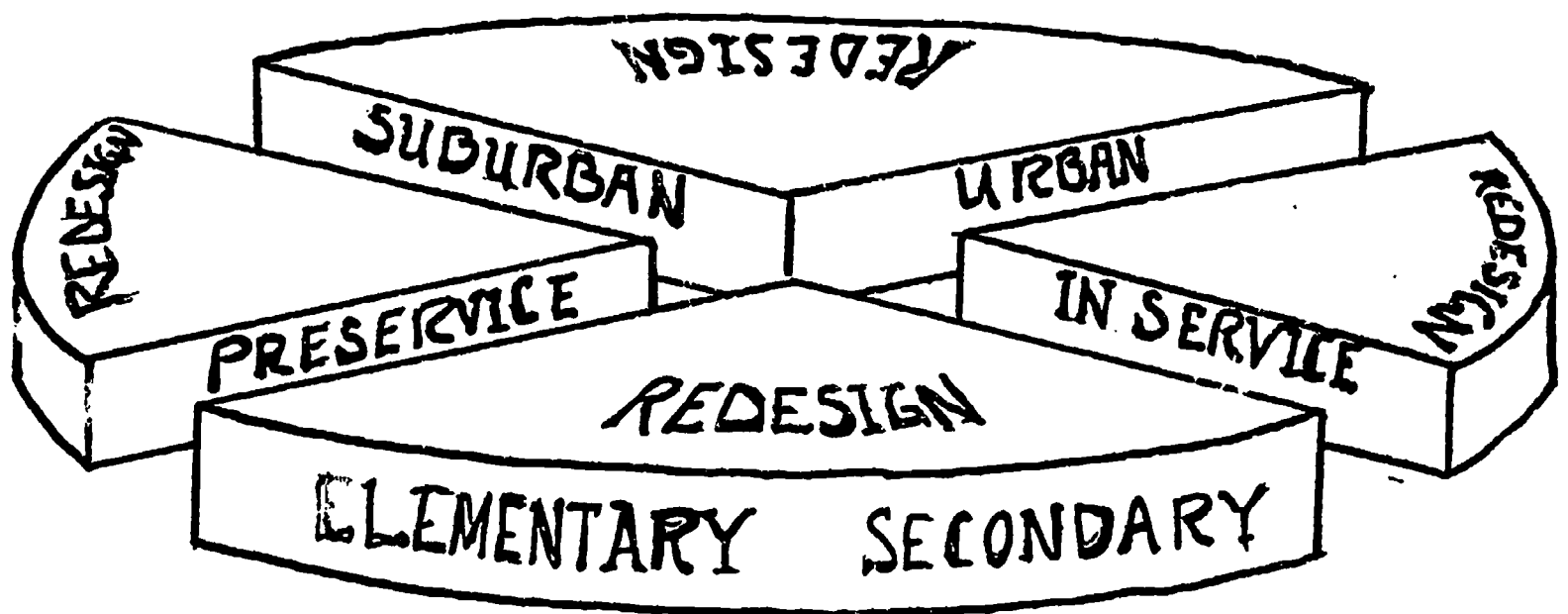
REDESIGN IS-INTEGRATION...

OF:

UNIVERSITY -- SCHOOL
  PERSONNEL   PERSONNEL

THEORY -- PRACTICE

CAMPUS -- FIELD

PRESERVICE -- INSERVICE

THROUGH:

FIELD CENTERS
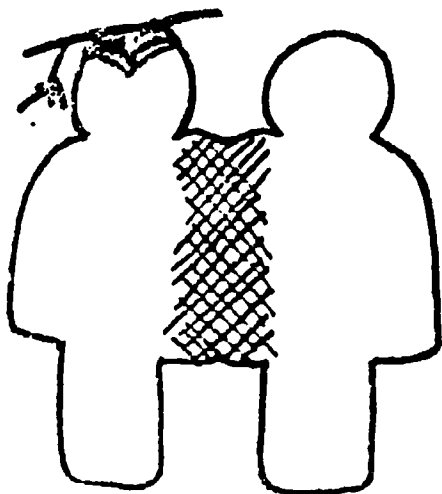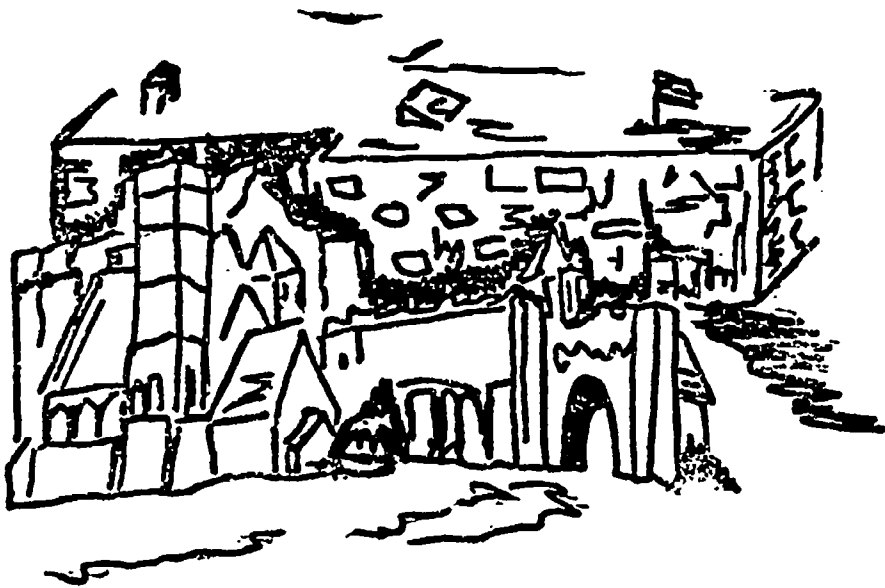
REDESIGN IS-REGENERATIVE
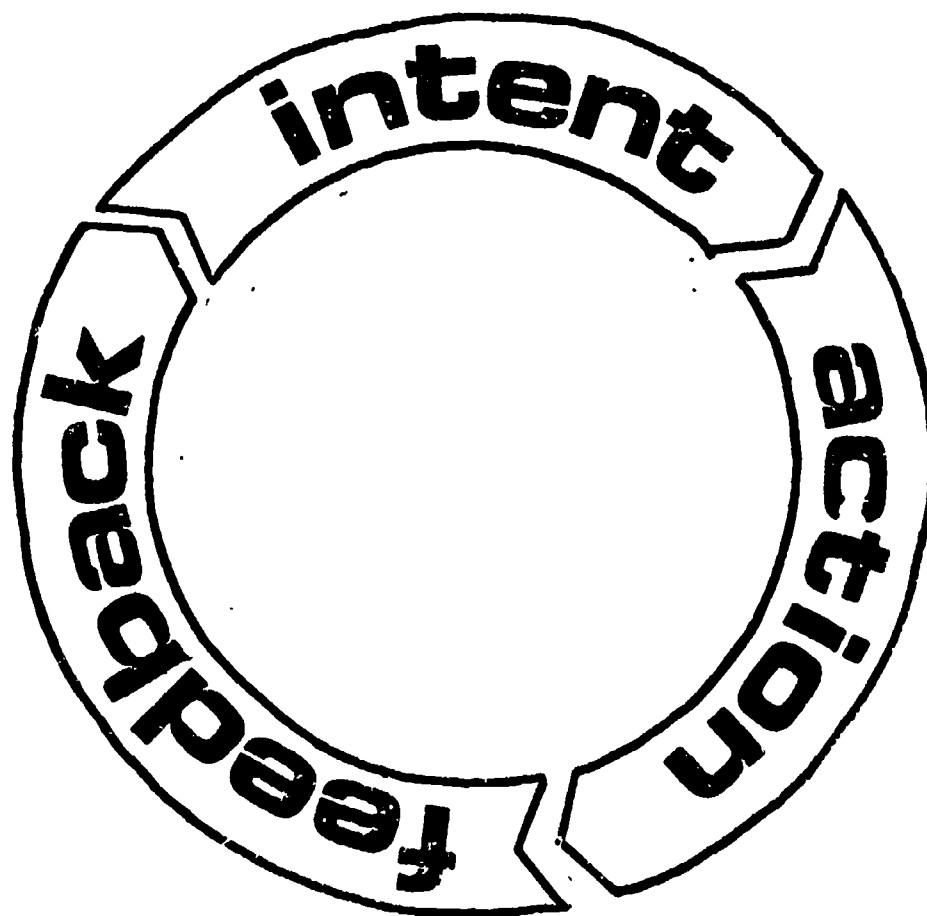
A. INTENT
    —GOALS
    —SPECIFIC
        OBJECTIVES

B. ACTION
    —ALTERNATIVE
        INSTRUCTIONAL
        SYSTEMS
    —TESTING
    —EVALUATION

C. FEEDBACK
    —RESEARCH AND
        EVALUATION
    —INTERPRETATION
        OF DATA
    —IMPLICATIONS
        FOR MODIFICATION
    —REDESIGN
        STRATAGIES

D. INTENT REDESIGNED

REDESIGN IS-COMPLIANT WITH

DATA INPUT

INDIVIDUAL STUDENT PROFILING AND TRACKING SYSTEMS...

name _____   **INDIVIDUAL STUDENT PROFILE**

COURSE						
HRS. ___						
COURSE						
HRS. ___						

LEVEL OF ACHIEVEMENT

COMPETENCE AREAS	(LO) 1	2	3	(HI)
PROB. SOL.				
CLUSTER				
CLUSTER				
CLUSTER				
CLUSTER				
COMMUNICA.				
CLUSTER				
CLUSTER				
CLUSTER				
MANAGEMENT				
CLUSTER				
CLUSTER				
CLUSTER				
VALUING				
CLUSTER				
CLUSTER				

COURSE **HRS.** ___ (repeated column on left)

NAME:	**PERFORMANCE TRACKING SHEET**
	HRS. TO GRADUATION ___

OCTOBER	1 2 3 4 5 6 7 8 9 10 11 12 13
questioning	
classroom management	
media skill	
writing objectives	

DATA PLOT for: ___
ACHIEVEMENT= ___
COMPETENCE AGREEMENT= ■

B= BEGIN
E= END
I= WORK

EDUCATIONAL SERVICES TASK FORCE REPORT

MANAGEMENT AND RECORD KEEPING COMPONENTS

REDESIGN-FALL-'74

1. BASIC CONCEPTS

The following basic concepts underly the management and advisement system for redesign:

1.1 Redesign calls for teaming in teacher education in the area of advisement as well as other areas we have been considering. Teaming necessitates coordination.

1.2 Individual efforts are important and to be recognized. However, one criterion rises to the forefront in the new program insofar as these efforts must be viewed as part of the total program.

1.3 Due to the time commitments of faculty to the total program, faculty time should be considered at a premium. Therefore, faculty members should be called upon in areas where their specific expertise is required.

1.4 A coordinated advisement program is essential if a system of skills/knowledges, strategies, integration is to be of service to the student.

1.5 Students who have questions, difficulties, desire explanations, etc. need an identified locus as a place to start so that they can feel that not only will they be heard, but some action will result.

1.6 Not all students will want to make use of a single systematic route to advisement (usually because of familiarity with faculty who they know can offer them assistance). Therefore, this alternative must be provided for.

1.7 For advisement students may, but need not, deal with the same individual throughout the program.

1.8 Student Services should no longer be narrowly defined only as a place with a strictly defined staff, but the shared efforts of the total division to aid the student as he/she progresses through the program.

1.9 School of Education faculty members must maintain an essential role in the specific advisement of students.

Now Computerized

2. COORDINATION

2.1   Coordination of Management/Advisement
       The office of Educational Services will serve in a
coordinating capacity between students, liasons and divi-
sion faculty. This will give faculty members a single
source to call for i..:ormation on a student for his/her
program and will give the student a single place to
start when he/she has questions, desires explanations, or
encounters difficulties. By identifying such a place
which is staffed on a regular and daily basis, faculty
liasons will be freed from rigid office hours and yet be
assured that the student will be getting attention and
that Educational Services personnel will have the
student contact the liason or the appropriate person
if necessary. (See Appendix A)

2.2   The right of the student to seek advisement directly
from an individual faculty member is not replaced by
the above.

3. ADVISEMENT

3.1   Registration
       Elementary/Childhood Education students will receive
assistance on what courses to take from Educational Services
Office. Pat Crook and Dave Welton will serve as faculty
liasons with the office so that students may have direct
contact with faculty in the area for advisement.

       Secondary and Special area students will receive
general advisement assistance from the Office of Education-
al Services and from the area liasons. In anticipation
of creating education blocks, we would ask that students
not take EDU 311, 313, or 412 as single units, unless it
is necessary for graduation.

3.2   Teaching Area Liasons
       The Educational Services Office will continue to
handle general School of Education advisement and serve
in a coordinating capacity for program advisement.
Teaching Area Liasons are those faculty members who
have identified a specific major area of concentration
and are interested in specialized program planning and/
or offering sequencing.

3.3   Appendix B contains a list of those faculty liasons.

3.4   Admissions/Orientation
            The decision on admission to a specific area of con-
centration within the School of Education will remain a
function of the faculty liason. The liason will have a
responsibility for interviewing candidates and making the
recommendation for admission/rejection/reconsideration.
            In line with the decision to consider admissions
as a process rather than a point, a component, Orientation
to Education as a Career, will be a requirement for all
Suracuse students prior to being admitted to the School
of Education and enrolling in the Education blocks.
            Through this medium Educational Services will be
able to begin an early profile on the student, work with
him/her to clarify his/her career plans, gather data for
faculty members that will be helpful to them in planning
components and sequences for individual students.

3.5   Orientation
            For students who are enrolled in education blocks there
will be a special program orientation on Monday Sept. 9th
from 9-12, and again Sept. 10th from 9-12. At this time
students will plan with advisors the first month of course
work.

4. Management

4.1   Grading
            All grades for divisional mini-courses, workshops,
seminars, etc. will be submitted to Educational Services
for translation into grades to be reported to the Regis-
trar Office. For this purpose, the grades for offerings
that total to a minimum of 45 contact hours will be
weighted, averaged and reported to the Registrar. The
first 45 hours reported will serve as a grade, followed
by the second 45, etc.

4.2   Data Gathering
            a) Admissions Information
            b) Academic Data Computer Center
            c) Previous College Data
            d) Courses and grades to date
            e) Career Information

4.3   Records
            a) Official Records in Records Center in Educational
               Services in 144 Huntington.
            b) G.A. for Record Keeping - Cathi Burgess
            c) Availability
               1) when computerized, availability will be
                  optimized by having terminals avaible
                  for faculty use at multiple locations.

2) with interim file system
    a) Program liasons will have copies of most
       material since they will be involved in
       decisions
    b) Files in Education Services open to faculty
        1) can be used there - G.A. on duty from
          10-4 daily.
        2) xerox copies of any information for
          faculty if desired.
  d) All records sent to central location for easy access
    and availability to all.
 e) Profile in Educational Services available on request.

4.4   **Forms**
      Appendix   C
        Student Profile Sheet

      Appendix   D
        Conference Action Report

      Appendix   E
        Class List - Grade Report
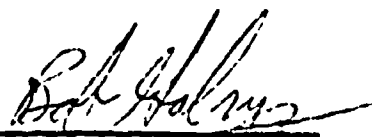
      Appendix   F
        Individual Grade Report

      Appendix   G
        Addition/Deletion to Class List

5. Summary Concepts

5.1   Team advisement

5.2   Coordination

5.3   Involvement of all faculty in
       advisement program

5.4   Interaction of faculty members withim
       clusters

5.5   Faculty program decision making

5.6   System for the total division without
       separating elementary, secondary, etc.

Submitted by: _Bob Gabrys_

Bob Gabrys, Chairman
Educational Services Task
Force
Date: September 3, 1974

STUDENT ASSISTANCE DIAGRAM

```
                          ┌─────────────────┐
                          │     STUDENT     │
                          └────────┬────────┘
                                   │
           ┌───────────────────────┴───────────────────────┐
┌──────────────────────────────────────┐   ┌──────────────────────────────┐
│        EDUCATIONAL SERVICES           │   │          TEACHING            │
│                                       │   │        AREA LIASONS          │
│  1.  General Advisement               │   │                              │
│  2.  Program filing                   │   │  1.  Specific program        │
│  3.  Profiling                        │   │        planning              │
│  4.  Record Keeping                   │   │  2.  Admissions Interviews   │
│  5.  Field Experiences                │   │  3.  Informal contact        │
│  6.  Career Planning                  │   │        with students         │
│  7.  Orientation/Admissions           │   │                              │
│  8.  Grade Report to Registrar        │   └──────────────────────────────┘
└──────────────────────────────────────┘
```

```
┌─────────────┐   ┌─────────────┐   ┌─────────────┐
│ Component A │   │ Component B │   │ Component C │    ┌──────────┐  ┌──────────┐
└─────────────┘   └──────┬──────┘   └─────────────┘    │ Module 1 │  │ Module 2 │
                         │                              └──────────┘  └──────────┘
           ┌──────────────────────────┐
           │ Questions                │
           │ Problems                 │──────┤ Area Liasons │
           │ Review of Program        │
           │ Information              │──────┤ Educational Services │
           │ Program Modification      │
           └──────────────────────────┘──────┤ Informal Sessions │
```

TEACHING AREA LIASONS

Teaching Area:	Liason:	Location:	Phone:
Synasthetic Education	Mr. James Ridlon	M-17 Skytop	2355
Elementary Education	Mr. David Welton Ms. Patricia Crook	438 Huntington 444 Huntington	2684 2684
English	Mr. Don Martin	254 Huntington	4755
Home Ec. & Distr. Educ.	Ms. Suzanne Hilfinger	217 Slocum	4212
Languages	Mr. James Soffietti	216 H.B. Crouse	2136
Mathematics	Mr. Robert Exner	213-A Carnegie Hall	2373
Music	Mr. Ronald Lee	200 Crouse College	2191
Phys. Ed. (Men and Women)	Mr. Peter Cataldi	Archbold Gym	2114
Science	Ms. Ann Howe	15 Heroy Geol. Lab	2586
Social Studies	Ms. Marilyn Kratz	403 Maxwell	3696
Speech/English Educ.	Mr. Paul Reid	414 Hall of Lang.	2334
Special Education	Mr. Spencer Gibbins	805 S. Crouse Ave.	4121

Speech Pathology
  Freshman
  Sophomore
  Junior
  Senior
	
	Mr. James McNutt
	Mr. Richard Nodar
	Mr. John Saxman
	Mr. Edward Conture
		
		805 S. Crouse Ave.
		805 S. Crouse Ave.
		805 S. Crouse Ave.
		805 S. Crouse Ave.
			
			4126
			4126
			4135
			4121

Early Childhood Educ.	Ms. Eleanor Robinson Ms. Betty Tryon	211 Slocum 434 Huntington	4635 3672

REDESIGN IS—COMPETENCE-ORIENTED...

...ORIENTED TOWARD THE DEVELOPMENT OF COMPETENCE IN THE INDIVIDUAL...

-- AS DEMONSTRATED BY ACTUAL, REPEATED PERFORMANCE

IN THE CLASSROOM

-- EVALUATED AGAINST SPECIFIC CRITERIA (KNOWLEDGE,

PERFORMANCE, AND/OR PRODUCT) MADE KNOWN IN

ADVANCE

-- AND CONSISTANT WITH THE PERSONAL AND PROFESSIONAL

PRIORITIES, GOALS AND VALUES OF THE INDIVIDUAL...

PERSONALIZED PROFILE OF COMPETENCE

...BY A PROCESS THAT INTEGRATES ONE'S KNOWLEDGES, SKILLS, ATTITUDES, AND CAPACITIES INTO A PERSONALIZED REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES.

REDESIGN IS-OPTIONAL, MULTI-MODAL DELIVERY SYSTEMS...

STUDENTS CAN CHOOSE FROM A VARIETY OF LEARNING -- TEACHING FORMATS.

know...
Centers) w.
or reinforce cer...
is freed to work with ...
are allowed to develop decis...
skills are promoted. The Learning
- to introduce, develop, reinforce, exte...
learned.

FIELD-LOCATED MODULE

LEARNING CENTERS IN LANGUAGE ARTS - Crook

This course will present a ...
component in the program of teacher prepara...
followed for acquiring competence in the strategies in the learning
The various ways in which teachers may use educational strategies in the learning
environment will be explored, and a brief reveiw of each of the five selected
strategies for this semester will be presented. In addition, the basic teaching
skills will be presented as critical instructional tools. Students will receive
an exposure to the variables which must be taken into consideration before imple-
menting strategies and will be given some insight into the means by which these
variables may be recorded and assessed.

Stress will be upon clarification of the concepts and objectives involved.

M

Mini-Course

INTRODUCTION TO EDUCATIONAL STRATEGIES - Yarger & Staff

This

1. De
2. Kno
   ale
3. Demc
4. Take
5. Use o.
6. Bring lesson to a successful climax and provide challenging assignments.
7. Be resourceful in answering questions and imaginative in developing a
   presentation around a question or situation.

... doing this.

... provoke thinking.

...e.ctively unique devices to aid instruction.

W

Workshop

TRAINING MODULE ON TEACHER ENTHUSIASM - Collins

...ming.
...es through
...axonomy to the training
...nherent styles, and attempt
...pecific classroom situations and
...yced will include: The Groucho Marx Mode,
...oody Allen Mode, the Lenny Bruce Mode, and the Fire-
. Ryan's Characteristics of Teachers will be used as base-line
...ues of effective communication.

Mini-Course

WINKIN', BLINKIN' AND NOD: THE TEACHER AS ACTOR - Lebby

M

Precis' Form

PRECIS FORMAT

Title of Offering:_____

Instructor:_____

Est. Faculty-Pupil Contact Time for Offering:_____

When do you perceive this offering should be made:

   1. Semester timing·___early___midway___late___anytime.

   2, Career timing: ___early___midway___late___anytime.

Do you anticipate the need to repeat this offering
during a semester?   _____Yes   _____No

Please indicate any perceived skills or enablers needed
as a base for the offering:

DELIVERY FORM

     (please check)

___Seminar

___Workshop

___Mini-Course

___Large Group Lecture
    or Demonstration

___Primarily Field

___Independent Study

___Other (please explain)

****

MAJOR ORGANIZING IDEAS RELATED TO OFFERING:

<u>DESCRIPTION OF THE OFFERING:</u>

<u>CO:IPLETION MEASURES</u>:

    1. Measures to be demonstrated on <u>campus</u>:

    2. Measures to be demonstrated at <u>Field</u> situation:

PRECIS COMPLETION INFORMATION SHEET

The following information may be helpful in completing the precis form:

Functions of the Precis: The precis will assist us in developing a Fall '74 pupil catalog of offerings. A compilation of received precis will also assist in establishing the Fall '74 schedule. The compilation will also allow us to see "overlaps" and "gaps" in our offerings. The precis you complete will indicate what you want to teach, plan to teach, and your desired format of teaching in the Fall of 74. We recognize that this is developmental.

Precis Components:

Title: Please give a succinct, descriptive title to your offering.
  Note: Each offering necessitates a separate precis.

Instructor: Your name.

Estimated Faculty-Pupil Contact time for offering: Obviously this will vary with the format or delivery form you select. Although not locked into specific time references, we anticipate that the delivery form will reflect specific desired outcomes and that such outcomes will be reflected in the anticipated faculty-pupil contact time. See specific delivery forms listed below.

Time of Offering: We are anxious to identify your perceptions about when a specific offering should be made available during a semester and during a student's preparatory phase of a professional career.

Supporting skills and enablers needed for your offering: Hopefully most of the skills and knowledges offerings will be self-contained. However, you may identify specific enablers that seem necessary to support your specific offering.

Delivery Forms: The forms listed are suggested because they appear to relate to specific functions.

  1. Seminar: Serves an "awareness" function. A specific knowledge or skill, a motivating session, etc. characterizes a seminar offering. As such, we anticipate a seminar to involve, generally, pupil-faculty contact at one two-three hour session.

  2. Workshop: Serves the purpose of having the student develop a specific skill or product. This has implications for the setting, delivery format, and completion measures. This may suggest a three or four hour session for faculty-student contact. Again, we know that this will vary with the specific offering.

  3. Mini-Course: This delivery format emerged from the need to combine knowledge, motivation, and skills within a continuous effort. This has implications for faculty-student contact hours. We anticipate that most will fall between five and ten hours.

  4. Others: The large group lecture and demonstration may be seen as a viable way of delivering a specific offering. And there may be other delivery forms we have not anticipated.

If your offering falls under this category, please check and explain.

<u>Organizing Ideas</u>: We are including an example of a <u>precis</u>. Hopefully this may explain what this category intends to do. We are concerned that the basic substantive ideas are made apparent and that these serve as a basic rationale for including the offering.

<u>Description</u>: This is intended to provide a general over-view of the offering: how the instructor will approach the offering; what the student can expect; general materials to be used; broad intended outcomes; etc.

<u>Measures</u>: These are intended to indicate what a student must do in order to satisfactorily complete the offering. It is possible that some of the completion measures may be done in a field setting. The field personnel would then assume responsibility for certifying student completion. Measures will reflect varying levels of difficulty and experiences.

* * * * * * * * *

Definitions which may help:

KNOWLEDGE: Information believed related to effective professional and instructional functioning. The knowledges in the program may be dealt with at different cognitive levels and may reflect a variety of evidential bases: theoretical, logical, empirical... Examples of possible offerings: 1) "Interpreting School Testing" or "The Purpose of Formal Schooling."

SKILLS: The ability to perform certain specific acts. Skills obviously include some knowledge base but the emphasis is on conceptualizing and performing certain mental and/or physical acts in ways suggesting repetition and transfer. Examples: "Observation Skills," "Question-Asking Skills"

DISCIPLINE-SPECIFIC SKILLS AND KNOWLEDGES: Skills and knowledges unique to a particular academic discipline. For example: "Science as a Discipline" "Science as a Teaching Content Area."

POSSIBLE INDIVIDUAL FACULTY SCHEDULE (3 hour load, 45 contact hours)			
<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>

Seminar (3 hrs.)
 	
Workshop (4 hrs.)
	Mini-Course
	  (5 hrs.)
	Mini-Course
	  (8 hrs.)
	Seminar
	  (3 hrs.)
		Seminar
		(3 hrs.)
		
		Mini-Course
		(10 hrs.)
			Mini-Course
			  (5 hrs.)
			
			Workshop
			  (4 hrs.)

Please note: We are <u>not</u> asking for a complete syllabus. Rather, we are in need of an overview of the offerings which you will address in the Fall. This will help in scheduling and planning. Our deadline for each precis is July 31. In early August the catalog and schedule goes to print.

Our sincere thanks for help!

Completed Precis'

PRECIS FORMAT

WINKIN', BLINKIN' AND NOD:
THE TEACHER AS ACTOR

Title of Offering: _____

Instructor: ___Drew Lebby_____

Est. Faculty-Pupil Contact Time for Offering:_10 (contact

hours)

When do you perceive this offering should be made:

1. Semester timing: ___early___midway___late_X_anytime.

2. Career timing: ___early_X_midway___late___anytime.

Do you anticipate the need to repeat this offering
during a semester? ___X_Yes ___No

Please indicate any perceived skills or enablers needed
as a base for the offering:

DELIVERY FORM

(please check)

___Seminar

___Workshop

_X_Mini-Course

___Large Group Lecture
or Demonstration

___Primarily Field

___Independent Study

___Other (please explain)

****

MAJOR ORGANIZING IDEAS RELATED TO OFFERING:

1. All teachers project affective images regardless of their knowledge
   of subject matter.

2. Student perception of these affective traits is often unrelated to
   display of subject matter knowledge.

3. Ineffective affective display may block student internalization of
   concepts.

4. Such blockage forces a feed-back loop disrupting teacher perception
   of self.

5. There are specific affective traits tending to aid in communication.

6. Such traits are performance related, and may best be described as
   fitting a theatrical repertoire rather than a teaching repertoire.

7. Thus, effective teaching style may be internalized through method
   acting preparation.

<u>DESCRIPTION OF THE OFFERING</u>:

Donald Lewis, Dean of the School of Social Sciences and Communications at the University of Southern California has said, "A human instructor has to be more than an information transmitter—machines do that. A teacher is always on stage, and it's not easy to know the right combination of humor, wit, and wisdom to please any audience."

It is the rare student who has developed a thirst for knowledge that allows him to function at the top levels of either the Bloom/Krathwohl cognitive or affective taxonomies. Until such levels are reached, it is the job of the teacher to perform in the hopes of making the subject matter as "palatable" as possible. Such a performance rightfully falls into the realm of acting as well as teaching. This offering, then, will attempt to develop student's acting abilities through a modified Stanislavski approach based upon the Krathwohl taxonomy to the training of method actors. Students will define their own inherent styles, and attempt permutation of those styles to deal with specific classroom situations and "audience" types. Approaches analyzed will include: The Groucho Marx Mode, the Bill Crosby Mode, the Woody Allen Mode, the Lenny Bruce Mode, and the Firesign Theater Mode. Ryan's <u>Characteristics of Teachers</u> will be used as base-line data for cues of effective communication.

<u>COMPLETION MEASURES</u>:

1. Measures to be demonstrated on <u>campus</u>:

   1) The student will demonstrate at least <u>5</u> attributes felt to facilitate the communicative process.

   2) The student will provide at least <u>4</u> types of audience style and the cues allowing diagnosis.

   3) The student will demonstrate permutations of the 5 above attributes to deal with each of the above 4 audience types.

   4) The student will identify his own generalized "style" and will identify audience style and will manipulate his own style to interact with the audience.

2. Measures to be demonstrated at <u>Field</u> situation:

   1) Observing in a field situation, the student will identify cues causing effective and ineffective communications.

   2) The student will videotape a lesson and analyze the lesson using the above cues as a criterion-base.

   3) The student will teach a second lesson and will analyze, with the instructor, the perceived communicative effect of the two lessons.

   4) The student will critique classroom performance from the viewpoint of drama critic.

PRECIS FORMAT

Title of Offering: Facilitating Pupil Cognitive Skills

Instructor: Mallan

Est. Faculty-Pupil Contact Time for Offering: 5 hours

When do you perceive this offering should be made:

1. Semester timing: ___early __midway___late X anytime.
2. Career timing: ___early X midway___late___anytime.

Do you anticipate the need to repeat this offering
during a semester? ____Yes ____No (I don't know)

Please indicate any perceived skills or enablers needed
as a base for the offering:

DELIVERY FORM

(please check)

X Seminar

___Workshop

___Mini-Course

___Large Group Lecture
or Demonstration

___Primarily Field

___Independent Study

___Other (please explain)

****

MAJOR ORGANIZING IDEAS RELATED TO OFFERING:

1. Skills refer to organized ways of using generalized techniques or
   processes to deal with data/experience.

2. Skills are not distinct and separate entities but rather function as
   a "system" for dealing with data/experience. The "parts" of the system
   are functionally related.

3. Skills, as such, are never directly observable. They are inferred
   from the results or products of application.

4. Skills are not to be confused with the form in which data/experience
   appear. For example: map form, chart form, case-study form.

5. Effective skill development is related to how well one conceptualizes
   his "system" and how well he transfers functioning to particular
   purposes and situations.

6. Skills appear to be a "natural" aspect of man's survival.

<u>DESCRIPTION OF THE OFFERING</u>:

The mini-course will be organized to: (1) assist students in analyzing pupil learning activities in terms of skill development and skill utilization; (2) assist students in planning.pupil learning activities which have specific skill focus; (3) assist students in developing specific means of pretesting pupils in terms of skill utilization; (4) assist students in developing specific means for monitoring individual pupil skill development; (5) assist students in developing a theoretical base for guiding instructional decisions; and (6) provide an opportunity for students to develop skill activity banks. Students will be provided with specific completion measures. Three of the measures will be completed in a field setting. Materials will.be provided by the instructor. Base information will be the <u>Taxonomy of Educational Objectives</u>. Others: Irving Sigel, "A Teaching Strategy from Some Piagetian Concepts," Rauth Fromanek and Greta Morine, "Categorizing in Young Children: Two Views," and David Hunt, "Learning Styles and Teaching Strategies," and John Mallan, "A Concept of 'Skill': An Approach to Monitoring Experience."

<u>COMPLETION MEASURES</u>:

1. Measures to be demonstrated on <u>campus</u>:

    (1) The student analyzes each of the <u>underlined</u> terms in the following statement: "Skill is a term or <u>label</u> which refers to <u>organized</u> ways of <u>using</u> <u>generalized</u> <u>mental</u> <u>processes</u> in dealing with data/ experience.

    (2) The student develops at least five pupil learning activities in which each activity gives prime focus to a specific skill to be developed.

    (3) The student will develop a pupil self-monitoring skill form which is designed to act as a guide in pupil awareness of processes used in processing data/experience.

2. Measures to be demonstrated at <u>Field</u> situation:

    (1) The student observes a pre-school youngster and records the skills being demonstrated as the youngster interacts with data/experience.

    (2) Taking five actual assignments given to pupil the student analyzes all five on the basis of criteria established from the readings.

    (3) Using criteria developed in class, the student will shadow one public school youngster involved in at least three formal learning experiences and will record the skills and skill "levels" being used.

Note: Additional campus and field measures will be used.

Sample modules
For independent
Study (semi)

Sample modules
For (semi)
Independent study

QUESTIONING

CONCEPT: This module suggests ways to develop skill in the
construction of questions and the use of question-asking
strategies. Emphasis is placed over deliberate planning
of questions and questioning procedures. The continued
analysis of one's questioning behavior is encouraged through
learning activities designed to help you to practice and
analyze your use of question-asking strategies.

Questions and questioning behavior are important for sev-
eral reasons.

1. Research has shown that the effective use of questions
    promotes achievement of children in school.

2. The effective use of questions is intimately related to
    one's skill as a diagnostician. A broad repertoire of
    questioning skills assists a teacher in the difficult
    task of determining "where a child is at."

3. Questioning is an integral part of hypothesis formula-
    tion, and as such is important to both the classroom
    teacher and the researcher as they investigate differ-
    ent instructional strategies relative to diagnosing and
    remediating learning needs of students.

4. Awareness of one's own style and repertoire of question-
    asking behavior increases awareness of one's self as a
    teacher, and greater self-awareness is pre-requisite to
    meaningful change.

COMPETENCY: The participant will use diversified question-asking stra-
tegies, employ criteria to guide construction of questions,
and analyze his own use of questioning procedures.

CRITERION INDICATORS:

Objective 1:   YES   NO

Can examine your own teaching or that of another
teacher over a period of time and specify at
least 4 different outcomes attained by using
questioning procedures.

Objective 2:   YES   NO

Can identify different types of questions by
selecting one of the classification schemes
offered in the literature and analyzing a group
of questions according to the scheme.

Objective 3:

React to the teacher-questioning behaviors
listed below:

(a) Cite some effects on the child and the
class as a whole when a teacher directs
a question to a certain child giving his
name:

1. prior to the question

2. immediately after the question

(b) When a learner is unable to answer the
teacher's questions, the teacher may
choose to continue questioning that
learner or move on to another student.
Cite possible outcomes for each course of
action when the question is:

1. repeated or rephrased

2. directed at more than one pupil

3. followed by additional questions and
verbal prompts

(c) Sometimes children can answer questions
correctly without really knowing the
answers:

1. State a reason for this

2. State how you can recognize it

3. What can be done to prevent it

Objective 4:

Given a group of questions constructed by you,
can demonstrate that they represent different
types of questions and can give the basis for
deciding on the types used.

Objective 5:

Can examine your use of questions by analy-
zing an audio-tape of a lesson taught by you.

-2-

Objective 6:   YES   NO

Can plan and teach lessons incorporating the
question-asking techniques listed:

1. With a pattern of teacher-pupil-teacher-
    pupil interaction

                                                           _____   _____

2. With a pattern of teacher-pupil-pupil-
    pupil interaction

                                                           _____   _____

3. Using questions followed by hints or clues
    when pupils are unable to answer

                                                           _____   _____

4. Using questions that do not give away the
    answer in the question

                                                           _____   _____

Objective 7:

Can prepare a lesson plan specifying the
questions you plan to ask and analyze the
phrasing of your questions according to these
criteria:

1. communicates your intent clearly
                                                           _____   _____

2. appropriate vocabulary load
                                                           _____   _____

3. possess content relevant to the purpose
    of the question
                                                           _____   _____

LEARNING ACTIVITIES:

Objectives 1-7:

1. "Developing Question Asking Skills" by Roger Cunningham (pp. 81-130)
    in Developing Teacher Competencies by James Weigand. Examine the
    bibliography at the end of the chapter for references which may
    help you answer your inquiries or expand on an area of interest.

2. Refer to these resources for further references:

    a. Classroom Questions: What Kinds? by Norris M. Sanders. Harper
        & Row, New York, 1966

    b. How to Use the Fine Art of Questioning by Phillip Grosser Aldine.

    c. Chapter 9 in Ways of Teaching by Ronald Hyman. Lippincott, 1970.

    d. Chapter 5 in Exemplars for the New Social Studies by Frank Ryan,
        Prentice-Hall, 197.

Objectives 1-6:

React to the hypotheses stated below by gathering data from your readings
and observations which support or refute them, and drawing conclusions

of your own.

1. The longer the answer of question, the more likely to be the multiple answers.

2. Yes-No questions that are not vital and which typical of questions for use in the classroom.

3. High order questions ...

4. There is a relationship ... and the kinds of questions you will ask and the kinds of questions and/or answers the children respond to or evaluate.

Objective 3,7.

Scan texts, workbooks, ... group books to compare and contrast questions according to:

1. Type of response required

2. Vocabulary load

3. Length of question

4. Phrasing or content

5. Concept level used

Object 4,5,6.

Below are listed strategies for questions. None are often asked. Some are seen as more effective than others or are more appropriate to given situations. Incorporate each of them into your lessons and analyze how children react to them. You may want to first refer to the ... maze for a discussion of their advantages and disadvantages to provide you with a basis to analyze your experiences. (See for example, the Cunningham chapter). Audio-tape the lessons and play back for analysis. Before you actually teach the lessons you may want to predict how you think the students would react to the procedures. Compare your predictions to the classroom outcomes. Draw some conclusions of your own about each of the procedures in regard to their effectiveness and appropriateness to given situations.

Use questions:

a. directed to the entire class, then calling on one person to answer.

b. directed to one person putting the name in front of the question,

c.   [illegible]

d.   [illegible]

e.   [illegible]

f.   [illegible]

g.   [illegible]

Obj[ective] [illegible]:

Through [illegible]
question[s]. [illegible] skill.

[illegible paragraph]

[illegible paragraph]

(a) [illegible]

(b) [illegible]

(c) [illegible]

(d)   grammatical correctness

(e)   [illegible]

5.   Use your questions both orally and in written form. Establish
     criteria to evaluate the effectiveness of the questions. [illegible]
     [illegible] skill in using questions. You will [illegible] determine where you
     should concentrate your [illegible].

Objectives 3,4,5:

In preparing your lesson plans, include the questions you plan to ask.
Do the questions you form: (a) relate to your objectives; (b) represent
different types of questions requiring different types of response
patterns. These activities are intended to give [illegible] experience in

using different types of questions.

1. Construct questions that are designed to produce pupil responses to questions categorized as requiring low cognitive levels and requiring high cognitive levels. In your analysis of the types, compare the levels of your questions with the levels of pupil's answers.

2. Construct examples of narrow (closed) and broad (open) questions and indicate some of the factors which determine which type is most appropriate in a given situation.

3. Analyze your use of questions according to one of the schemes presented in the literature. Use the scheme as a guide to using different types of questions.

Objectives 3,5,5:

As a classroom teacher, your behavior will, to a great extent, set the tone of the climate in the classroom. Use the following questions to stimulate your own thinking on what you would/could do for these aspects of classroom climate.

1. How might you foster questioning behavior in your students?

2. How might you react to someone who asks questions spontaneously?

3. What forces may act to deter a child from expressing his questions?

4. How might you react to a child who answers a question incorrectly?

Objective 6:

Question-asking procedures are usually associated only with the evaluation of learning. Questioning, however, may also be used to create learning situations, give directions, manage classroom activity, initiate instruction and correct misbehavior. The following activities are suggested to increase your repertoire of uses of questions.

1. Refer to appropriate sections in the readings.

2. Observe classrooms and note when question-asking procedures are employed.

3. Plan questioning procedures with each of the above categories as your objective.

4. Teach the lessons you planned in #3. Form criteria to assess whether you accomplished your objectives.

5. Design learning situations where you use questions to facilitate learning. State your objectives, decide on the type of questions that would be most effective to your purposes, construct the questions employing the criteria for appropriate phrasing, plan your procedures. Audio-tape the lesson to play back for analysis.

REDESIGN IS-FIELD-CENTERED

WHILE STUDENTS PROCEED THROUGH
THEIR PROGRAMS, THEY HAVE AN
INCREASING INVOLVEMENT IN THE
TEACHING CENTER AND A DECREASING
INVOLVEMENT WITH THE UNIVERSITY
CAMPUS.
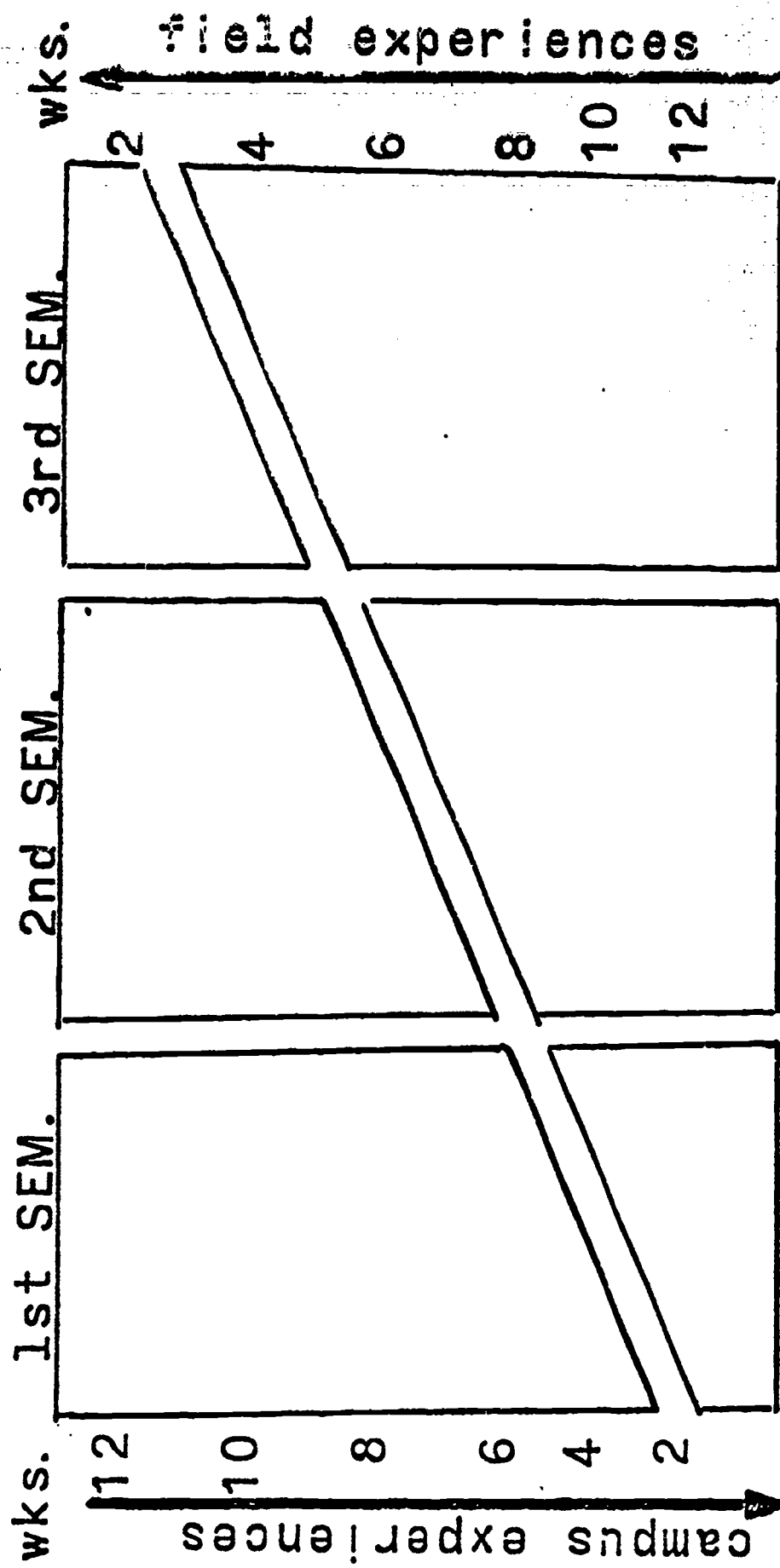
REDESIGN IS-TEACHER CENTERS

TEACHING CENTERS FACILITATE
THE DEVELOPMENT OF BOTH:

PRE-SERVICE PERSONNEL

— individualized clinical experiences
— on-site courses, seminars, courses
— micro teaching
— intensive and extensive experiences
— varied teaching experience and
  responsibility -- large group, small
  group, individualized teaching
— personalized career counseling

IN-SERVICE PERSONNEL

— personalized needs assessment
— individualized multi-modal in-service
  offerings
— released time for creative professional
  endeavors
— workshops on educational innovation,
  research, and program development
— on-site courses, mini-courses, workshops
  and seminars
— independent study options

ERIC