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ABSTRACT

The role of team leaders in leadership and management of instruction for children in portal learning centers is discussed. These centers are designed to meet needs and interests of highly mobile, nonconfronting youths unable to accept traditional classroom routine. The current project is working with the development of open environments for learning through learning centers that allow students to begin at their own level, create from their own experiences, learn at their own pace, and allow for immediate success patterns. Program objectives are stated and criteria and characteristics for assessment of the portal learning centers are discussed. Characteristics are listed that define the role of team leaders in relation to interns and other adults. The team leader's role is also discussed in terms of performance and in terms of a plan for institutional change, which includes career opportunities and an instructional program. (PD)

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ROLE OF THE TEAM LEADER
(CORRECTIONAL EDUCATION PROGRAM)

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SECTION V: A. ROLE OF THE TEAM LEADER

The Role of the Team Leader Includes:

1. The Leadership and Management of Instruction for Children: THE PORTAL LEARNING CENTER

The Portal Learning Centers are facilities selected by the LEA school sites to be developed and managed by Teacher Corps teams in cooperation with regular staff and adjunct school and community supportive personnel. These Portal Learning Centers are especially designed to meet the needs and interests of the highly mobile, non-conforming youths who are unable to accept the routine of the traditional classroom for a multiplicity of reasons and yet have the right to receive education of quality the same as other youths. Management of instruction for students will be through the Portal Learning Center.

Correctional educational programs must be most concerned with the factors of high mobility and fractionated educational patterns, and must provide learning environments which can accommodate these factors. The current project is working with the development of open environments for learning through learning centers which allow a student to begin at his own level, to create from his own experiences, to learn at his own pace and to allow for immediate success patterns. They also allow the student to be received into an educational situation as a re-entry area that is success oriented based upon his abilities. There has been an opportunity to experi-

ment with types of learning centers best suited to the needs of mobile youth. The current proposal intends to further this concept through better integration into other facets of the school program and as educational reception areas for students returning to the school situation as well as for students in trouble in the regular classroom. The team leader has primary responsibility in guiding the effectiveness of this learning environment in accomplishing certain broad objectives and periodically assessing with staff in the light of accepted criteria.

Broad Objectives:

To provide an open and productive learning environment for youth in trouble and employ quick measures of remediation which enable them to re-enter the regular classrooms of public schools with improved skills in socialization and academia.

To provide combinations of trained school personnel and bring their collective talents and resources to bear on the needs of troubled youth.

To provide adult personnel in the Portal Center with training in academic and social skills and a sensitivity to the concept focus of Delinquency to work effectively with the youth for smooth re-entry.

To provide for parents and interested community a mini-education center where they participate in the planning and

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implementation of an open, functional environment for the education of non-conforming youth.

To serve as an on-site training center for interns and a re-training demonstration center for regular staff in planning new and innovative curriculum methods, materials and media for a more productive learning environment.

Criteria and Characteristics for Assessment of Portal Learning Centers

Each student is received and subsequently assessed on the basis of his positive qualities.

Provisions are made for self-pacing in learning activities.

Immediate individual attention is given each student on the area of social and academic needs.

An awareness of respect for difference is visible in the planning of all activities.

Special techniques for immediate diagnosis and remediation are provided in relation to each student's academic needs.

Activities contributing to education for socialization through group process, small group interaction and planning, begin immediately.

Activities leading to increased self direction and skills in decision-making are evident in all teacher-learning relationships.

Interns are in a teaching-training relationship in the Center and regular teachers are returned.

Knowledge of the importance of respect for varying ethnic life styles is demonstrated in the selection of materials and media as well as in verbal exchange.

Human feelings are recognized as an important dimension in learning situations.

There is a diffusion of materials, media, staff and information to other classrooms in the LEA.

Parents are involved in planning and evaluation of the program.

Team Leaders, Interns, regular staff and in-school supportive adjunct personnel become involved in meeting the total needs of the child in the school setting.

Individual attention is given each student in assessing and selecting out behavior patterns which contribute to expulsion and/or suspension.

2. Leadership of Team Leader in Relation to Interns and Other Adults

The team leader's role as conceived in the Teacher Corps framework, the LEA design and as operationalized in the University of Southern California Teacher Corps program for the Preparation of Teachers of Non-Conforming Youth is unique compared with other roles in Teacher Education, the public schools and correctional institutions. The role

is multifaceted and requires of the team leader not only the personal qualities of flexibility, receptivity to change and sensitivity to human difference; needs and life styles, but demands also a comprehensive set of competencies related to the organizational and administrative tasks to be performed in integrating new and innovative programs into traditional institutional settings. Crucial to the role behavior competency of the team leader in this corrections focused educational effort, is the ability to analyze, comprehend and interpret the concept focus of delinquency causation as it relates to known theories, family structure, peer relationships and the interaction of social dynamics and interrelating this concept to the educational planning for non-conforming youth. For effective performance as a team leader in this framework, the team leader needs knowledge, skills and competencies which enable him to function effectively in relationships with interns, regular teachers, staff and administrators of the LEA's, University Agency personnel, community and significant others responsible for educational improvement for the troubled youth.

The Team Leader must be:

1. A visible, viable model for humaneness in teaching-learning situations.
2. A facilitator of effective team building and performance.

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3. An advocate, provacteur and diffuser of change.
4. A disseminator, interpreter, and cooperative re-
searcher of the concept focus of delinquency causa-
tion as related to educational planning for the non-
conforming youth.
5. A coordinator and integrator of school-community
resources and personnel in the building of adjunct
support teams.

3. Definition of Role in Terms of Performance in all areas:

1. The team leader will serve as a guide, coach and
tutor for interns.
2. The team leader will serve as a model demonstra-
ting a variety of ways of recognizing and working success-
fully with "difference" among learners.
3. The team leader will demonstrate his ability as a
learner by listening, accepting and constructively criti-
cizing individual expressions of ideas and attitudes of in-
terns.
4. The team leader will be a member of the team with-
out relinquishing leadership responsibility.
5. The team leader will serve as a liaison interpre-
ting the LEA, University and Community to the team.
6. The team leader will promote acceptance of his
team's program and objectives with the LEA, University and
Community.

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7. The team leader will discover and inventory individual assets, resources and aspirations of interns and utilize the knowledge in guiding planning activities of the team.

8. The team team will work with interns and regular staff in constructing and managing the Portal Learning Centers in each LEA.

9. The team leader will serve as an "in-school educator" demonstrating and otherwise assuming leadership in team teaching involving interns, regular staff and para-professionals in the Portal Learning Centers.

10. The team leader will guide the team in developing relevant materials, media, methods and techniques and information helpful in planning remediation and education for the non-conforming youth.

11. The team leader will provide for the diffusion of the Portal Learning Center concept throughout the local school.

12. The team leader will assume leadership in sharing with regular staff, administrators and parents, new and innovative approaches to the successful education of non-conforming youth which are being tested in the Portal Learning Centers.

13. The team leader will guide the team learning in processes of group interaction, problem-solving and decision-making.

14. The team leader will serve as liaison in cooperative research among in-school staff related to the education of the non-conforming youth.

15. The team leader will be instrumental in the planning and implementation of in-service workshops, seminars and course offerings for the retraining of regular staff in the LEA Portal Learning Centers.

16. The team leader will serve as an initiator and guide in the development of adjunct community Task Force teams to work in cooperation with the LEA and Teacher Corps in improving education of delinquent, "troubled" youth.

Team Leaders Role in Plan for Institutional Change:

The team will be a member of the task teams previously mentioned in this proposal. Since these teams are the institutionalizing process in this program, team leader participation immediately places him in the institutionalization process.

Additionally, the team has a primary role in the development evolution and completion of the Portal Learning Center, and will be a key person in initiating the institutionalization of this educational program.

B. Career Opportunities

Positions potentially open to team leaders in the school districts are best explained in the fact that at present

former Corpsmen are successfully serving in the following areas:

- Principals and Vice Principals
- Head Teacher C.O.P.
- Teacher Corps Coordinator
- Head Teacher in Early Childhood
- Director of Ethnic Studies Curricular
- Specialist Teachers in Learning Centers
- Specialist Teachers in ESL
- School Counselors

It is likely that Master's degrees, credentials and training in special competencies afforded this cycle will accrue similar results for team leader career advancement.

C. Instructional Program

Advanced study will be provided each team leader enabling the completion of the Master's degree and/or special credentialing for leaders who have Master's degrees but need credentials related to the various career opportunity potentials in their districts.

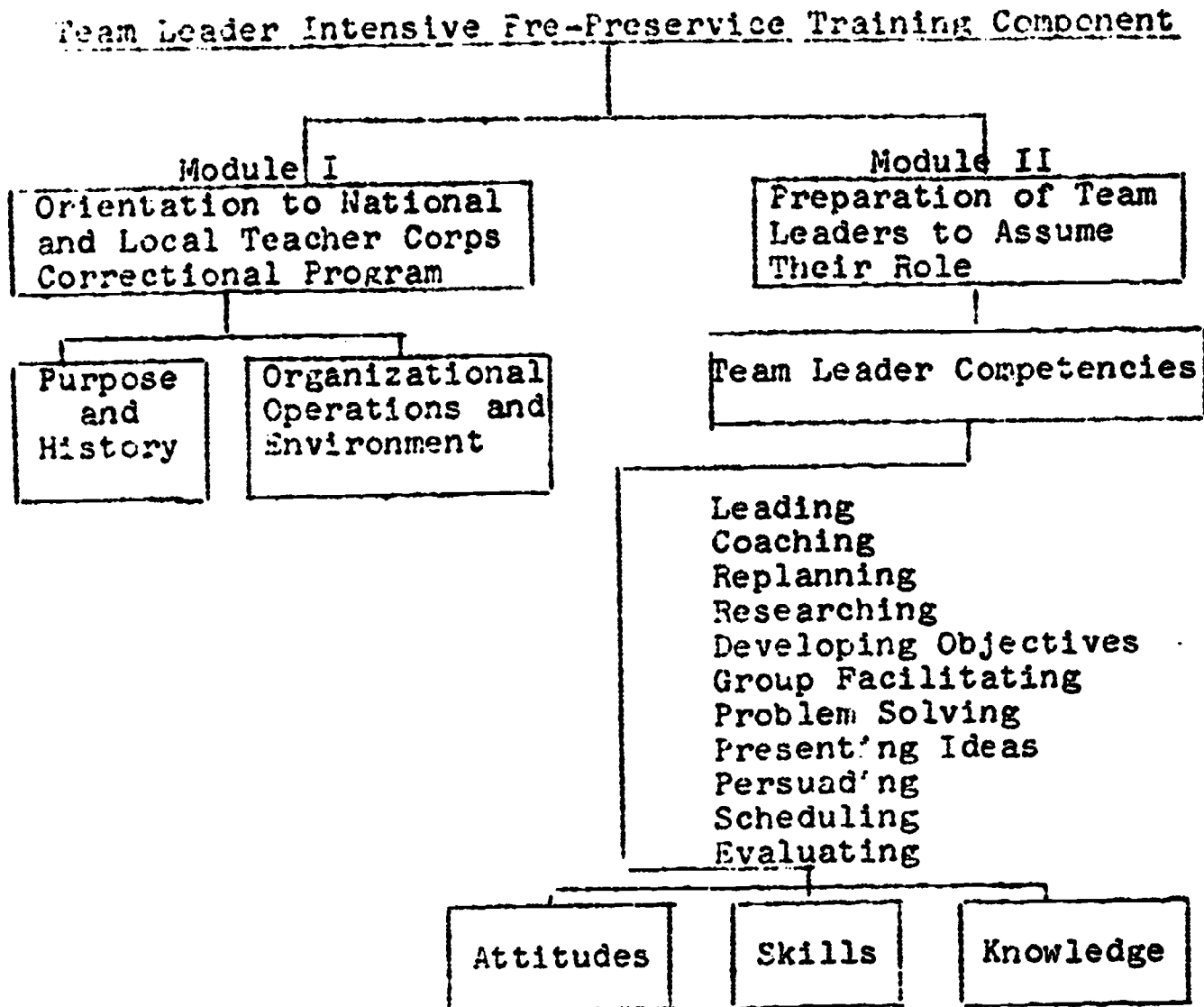
For competencies to be acquired and demonstrated by team leaders, see Figure X, Page 10. This training sequence far exceeds the 6 hour period suggested, however, this pre-pre-service for team leaders has been a major focus in our project.

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C. Instruction Offered Team Leaders in 2-Week Pre-Pre-Service

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Figure X.



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For further information on Pre-Service for Team Leaders, see Section VI-A - Instructional Objectives and Program Design for Corpsmen. In this design, team leaders participate in some areas as group members. In others, they become co-leaders, team teachers, and facilitators, having completed the Pre-Pre-Service mentioned here.

1. Supervisor - The Program Development Specialist will have primary responsibility for overseeing the training component of the project.

E. No Additional Compensation Contemplated at this time.